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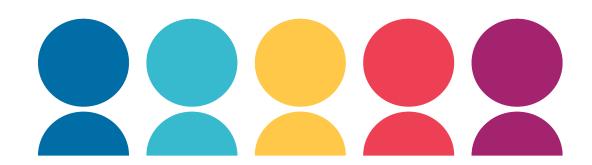


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CROSS-CULTURAL

COUNSELING AND EDUCATION CONFERENCE FOR RESEARCH, ACTION, AND CHANGE

18TH ANNUAL CONFERENCE

FEBRUARY 8-9, 2019

Georgia Tech Savannah Campus Savannah, GA

Sponsors

Georgia Southern University College of Education

Child and Family Guidance

Mount San Antonio College

Exhibitors

Fulbright Distinguished Awards in Teaching

George E. Miller Art Studio

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Dr. Leon Spencer, Honorary Chair Georgia Southern University

Dr. Lyndon AbramsUniversity of North Carolina at Charolotte

Dr. Terry DiamandurosGeorgia Southern University

Dr. David Julius Ford Monmouth University Dr. Nathaniel Ivers Wake Forest University

Dr. Derrick PaladinoRollins College

Dr. Patricia Stewart Savannah, Georgia

Dr. Kristen DickensGeorgia Southern University

Dr. Alejandro Gallard Georgia Southern University

Hosts







CONTINUING EDUCATION



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FRIDAY, FEBRUARY 8, 2019

8:00-8:30 a.m. Registration and Continental Breakfast Lobby

8:30-9:00 a.m. Welcome and Introduction of Keynote Speaker 114/115

Dr. Beth Durodoye, Chair, Planning Committee, Georgia Southern University

Dr. Cynthia Bolton, Associate Dean, College of Education, Georgia Southern University

9:00-10:30 a.m. **Keynote Presentation** 114/115

> The Sunken Place: Racism and Trauma -The Impacts on African-American Men

Yamonte Cooper, Ph.D., LPCC, NCC, CST, El Camino College

10:30-10:45 a.m. **Break | Visit Exhibitors** Lobby

10:45 a.m. - 12:00 p.m. Session I

Lunch 12:00-1:00 p.m.

Session II 1:00-2:15 p.m.

2:15-2:30 p.m. **Break | Visit Exhibitors** Lobby

2:30-3:45 p.m. Session III

SATURDAY, FEBRUARY 9, 2019

8:00-8:30 a.m. Lobby Registration

8:30-10 a.m. Dr. William Cross Jr. Lecture Series 114/115

> Building for Eternity: Intervening with Black and Brown Youth in Ways That Elevate and

Sustain Multicultural Competencies and Proficiencies

Roslyn Caldwell, Ph.D., Prairie View A&M University

10:00-10:15 a.m. **Break | Visit Exhibitors** Lobby

10:15-11:30 a.m. Session V

Boxed Lunches 11:30 a.m. - 12:30 p.m.

Dr. William Cross Jr. Lecture Series 12:30-2:00 p.m. 114/115

> Identity, Personality and Worldview William Cross Jr., Ph.D., University of Denver

Please sign in to each session you attend to receive credit.



Child and Family Guidance empowers children and families to achieve safety, permanency, and well-being by providing innovative community based services.

Clinical Director Elizabeth Wood, LPC

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The Sunken Place: Racism and Trauma - The Impacts on African-American Men

Friday 9:00-10:30 a.m. | Rooms 114/115



YAMONTE COOPER

Ed.D., LPCC, NCC, CST, El Camino College

From January 1, 2013 to October 3, 2016, 303 known unarmed Black Americans were killed by police officers; 278 (92%) of these victims were Black men. Trauma as a result of racism is a normative experience for many African-American men. According to the Diagnostic and Statistical Manual of Mental Disorders (5th ed.: DSM-5: American Psychiatric Association, 2013), "There is evidence that racism can exacerbate many psychiatric disorders, contributing to poor outcome, and that racial biases can affect diagnostic assessment" (p. 749). African-Americans who experienced racism are significantly more likely to experience symptoms of post-traumatic stress disorder (PTSD). Recent research suggests that multiple levels of racism, including interpersonal experiences of racial discrimination and the internalization of negative racial bias, operate jointly to accelerate biological aging among African-American men.

Yamonte Cooper, Ed.D., is an associate professor of counseling at El Camino College, adjunct assistant professor of school counseling at University of Southern California, adjunct professor of clinical psychology at Antioch University, licensed professional clinical counselor (LPCC), national certified counselor (NCC), ICEEFT certified emotionally focused therapist (EFT), and AASECT certified sex therapist (CST) in private practice in Los Angeles. He specializes in working with couples, trauma, sexual dysfunctions, gender and sexual identity, depression and anxiety, bipolar disorder, personality issues, grief and other mental health problems.

He is the author of the upcoming book, The Impacts of Racism and Trauma on African-American Men (Routledge). Further, as a Fulbright scholar, Cooper exchanged best practices in career counseling and development in Germany and has exchanged best practices with higher education institutions in Botswana.

SEE A QR CODE?

Scan It and Let Us Know What You Think of the Sessions!



Evaluation

STRANDS | FRIDAY SESSIONS

Ethical Issues in Professional Counseling

Session topic focuses on ethical standards and issues related to multicultural competency in Professional Counseling.

Social Change, Leadership and Advocacy

Session topics highlight the need for change related to social justice advocacy or the role of leadership in advocacy efforts.

Practice, Strategies, Techniques and Interventions

Session topic highlights programs, initiatives and strategies that serve as catalysts for positive social change across a variety of settings.

Research and Theory

Presenters may highlight a specific research project, or discuss a multicultural theory or framework and its application in a specific setting.

Teaching, Training and Supervision

Session topics emphasize pedagogy and provide strategies for teaching training, and supervising individuals across a variety of settings, in the area of multicultural competency in counseling or education.

Identity Formation

Session topics focus on the development of cultural identities (e.g., race, ethnicity, gender, spirituality, social class, sexual orientation, etc.)

"National Cross-Cultural Counseling and Education Conference for Research , Action, and Change has been approved by NBCC for NBCC Credit. Sessions approved for NBCC credit are clearly identified.

Georgia Southern University is solely responsible for all aspects of the program.

NBCC Approval No. SP-3197"

*Sessions marked with an asterisk have not been approved for NBCC hours.

FRIDAY, FEBRUARY 8, 2019



Scan for Session I Evaluations

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10:45 a.m. - 12:00 p.m. **Session I**

Identity Formation

ELAB 21

Black or Gay: Navigating Dual Identity in a World of Checking Boxes*

Delton Harris, MSW, LCSW, Another Level Counseling and Counsultation

Aayla Alexander, MSW, LCSW, University of North Carolina at Charlotte

If there were a Black Lives Matter protest and a LGBTQIAA protest occurring, which would you choose? In these times, being African-American may mean being profiled, misunderstood, even death, while being homosexual may result in being disowned, categorized or emasculated; it is a hard decision to choose which identity to embrace and in which environments.

Teaching, Training and Supervision

ELAB 38

Team Work Makes the Dream Work: **Teaching Cultural Competence Through** Instructor-Led Immersion Learning

Kimberly Nelson, Ph.D., CSC, Fort Valley State University

It has been customary for instructors to include students engaging in some sort of immersion activity within their teaching of cultural competence. It is expected that students choose a cultural group to immerse themselves in to gain exposure, and then discuss in written form or through dialogue. Although this experiential learning activity brings to life some of the issues discussed in the class, it does not allow the instructor to address learning opportunities as they occur. This presentation will look at the pedagogy of instructorled immersion experiences, the value of teaching within an immersion experience instructor-led model, lessons learned, and curriculum ideas and strategies using this framework.

Social Change, Leadership and Advocacy

PARB 128

Teaching, Training and Supervision

PARB 227

Beyond Admissions: Retaining Students of Color in Counselor Education

Rachelle Barnes, Ph.D., LPCA, CRC, Winston-Salem State University

In recent years, more people of color have pursued graduate training in the field of counseling. Although the demographics are changing, studies have found that these students' experiences in counseling programs at predominantly White institutions (PWIs) have been challenging. This presentation will discuss ways to support students of color pursuing master's and doctoral degrees in counseling and counselor education.

Talk! Please Stop Talking! The Challenges of Facilitating Classroom Discussions on Taboo Topics

Krista Malott, Ph.D., LPC, Villanova University Xihlovo Mabunda, B.A., Villanova University

This presentation explores students' reluctance to engage in authentic classroom discussions surrounding multicultural and social justice topics. Based on a combination of the presenters' research and personal experiences, respectively as student and instructor, positive and negative experiences will be explored. Audience members will exchange ideas and support, as well as identify ways to deepen student learning through dialogue.

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FRIDAY SESSIONS

NOTES		
	Practice, Strategies,	Incorporating Ecomaps to Understand Clients'
	Techniques and	Interactions with Ecological, Contextual and
	Interventions —	Systemic Environments
	PARB 239	Derrick Paladino, Ph.D., LMHC, NCC, Rollins College
		Stephanie Arredondo, M.A., Rollins College
		Breahannah Hilaire, Registered Mental Health Counseling Intern, Rollins College
		Ecomaps provide understanding into how interactions between people and their external environments promote growth and development. Furthermore, they account for how individuals influence their environments, how some environments favor some individuals' development more than others (e.g., privileged environments), and how ecological experiences impact the way individuals navigate the world. This hands-on presentation will discuss the ecomap and its application in multicultural counseling.
	Practice, Strategies,Techniques and	23 and 1: Establishing Trust and Cultivating Lasting Impacts with Black Male Clients
	Interventions	Kristen Dickens, Ph.D., NCC, ACS, Georgia Southern University
		Nehemiah McClendon, B.S., Georgia Southern University
	_	John Holt, B.S., Georgia Southern University
		"Twenty-three and one" is a concept that originates from prison culture. Presenters will discuss the adaptation of the original concept and how to positively reframe it to work within a counseling setting. This presentation includes strategies and interventions counselors can use with younger Black male clients in an effort to leave a lasting impact on an often overlooked client population.
回流接法。回 2004年4	1:00-2:15 p.m.	Session II
	Practice, Strategies, Techniques and Interventions	Mental Well-Being and Schools: The Role of the Educator* Allison Jackson, Ph.D., Georgia Southern University
Scan for Session II Evaluations	ELAB 21 —	This session will address the role of the educator in recognizing the increasing mental health needs of students. Additionally, this session will discuss resilience in relation to positive mental well-being, as well as culturally appropriate strategies that educators can use to promote mental well-being.

		NOTES
Teaching, Training and Supervision	Traversing Critical Incidents: Techniques for Enhancing Difficult Dialogues	
ELAB 38	S. Kent Butler, Ph.D., LPC, NCC, NCSC, University of Central Florida	
	This interactive presentation will involve participants writing their own narratives, which involve encountering challenging situations. During this activity, participants will have the opportunity to process these incidents. The presentation will also include small groups that will model how to facilitate a difficult dialogues.	
Teaching, Training	Historical Roots of Racism in the USA	
and Supervision	Lisen Roberts, Ph.D., Western Carolina University	
PARB 128	Through a series of storytelling vignettes, this session presents a history of race and racism in the United States, beginning with the arrival of European settlers to Jamestown. Examination of this history will illuminate current realities of inequality and injustice. Participants will gain greater historical understanding of racism and counselor educators will gain content for teaching cross-cultural counseling.	
Practice, Strategies,	Mad, I Am Still Ni@@a: Facilitating	
Techniques and	Empowerment Groups for People of Color	
Interventions	Delton Harris, MSW, LCSW, Another Level Counseling and Consultation	
PARB 227	Aayla Alexander, MSW, LCSW, University of North Carolina at Charlotte	
	Due to the increase in the outward expression of racial tension, the level of legal action taken against African-Americans, and the level of societal "wokeness," the Black Experience has become another Civil Rights Movement with social media and multiple forms of art being its platform. Participants will learn to utilize different art forms to build authentic, brave and vulnerable spaces.	
Teaching, Training and Supervision	From the Voices of Students: Social Justice Training and Identifying Training Growth Edges*	
PARB 239	Shawntell N. Pace, M.Ed., University of Georgia	
FARD 237	Adriauna Clay-Potts, B.S., University of Georgia	
	Madeline K. McGarrah, B.S., University of Georgia	
	Denise Powers, B.A., University of Georgia	
	Elizabeth Thacker, B.S., University of Georgia	
	This presentation addresses the purpose and importance of social justice and advocacy training in counselor education. Additionally, social justice issues that are often underrepresented in literature and within social justice training will be examined. Implications for training and students' development as	#CCEC19

counselors will also be discussed.

FRIDAY SESSIONS

Ethical Issues in Professional	Ethically-Informed Supervision David Julius Ford Jr., Ph.D., LPC, NCC, ACS, Monmouth University
Counseling	Samuel Sanabria, Ph.D., LMHC, NCC, Rollins College
PARB 255	The Multicultural and Social Justice Counseling Competencies (MSJCC) provide a framework for various identities of counselor and client. The same competencies can be applied to the Supervisory relationship. Using the MSJCC, the presenters will provide a framework for culturally inclusive ethical supervision.
2:30-3:45 p.m.	Session III
Identity Formation	Unmasking the Fraud: Imposter Syndrome Among Black Doctoral Students
ELAD ZI	Carla Roberson, M.A., Ohio University
	Black doctoral students manage factors aside from meeting high academic achievements, such as dealing with imposter syndrome (IS) and race-related stress, particularly at predominately White institutions (PWIs). This session will provide the audience with information on how Black doctoral students can utilize Afrocentric coping strategies to combat impostor syndrome.
_ Identity Formation	Self-Acceptance of Transgender Identities: A Narrative Re-Storying Through Photos
_ ELAB 38	Bonnie King, Ph.D., LPC, NCC, Midwestern State University
	Kristen Dickens, Ph.D., NCC, ACS, Georgia Southern University
	Identities form and change throughout the lifespan. Gender non-conforming and transgender individuals often experience a markedly different internal identity than is expected of their gender expression and identity in society. Three individuals share, through interview and photos, their

		NOTES
Research and Theory PARB 128	Being Well, Feeling Well, Doing Well: The Journey of Women Faculty of Color	
PARD 120	Ann Shillingford, Ph.D., NCC, Liberty University	
	Nivischi Edwards, Ph.D., LMHC, LPC, NCC, BC-TMH, Liberty University	
	S. Kent Butler, Ph.D., LPC, NCC, NCSC, University of Central Florida	
	Research clearly suggests negative factors may foster attrition amongst minority female faculty. These factors are related to increased anxiety, career dissatisfaction and burnout, which unfortunately have led to decisions to leave the profession. This workshop will provide female faculty the arena to discuss healthy ways of addressing work stressors, balancing life roles, and the potential for burnout.	
Identity Formation	Black Girl Glare: Uplifting and Edifying Your Sister	
PARB 227	Rebecca George, Ph.D., LPCS, LPC, LAC, NCC, ACS, Webster University	
	Alexanderia Smith, Ph.D., NCC, LPC, CACI, LAC, Webster University	
	The purpose of this session is to use original spoken word poetry to illustrate the challenges Black women face with social support. We will highlight the unspoken Black girl "glare" that many women project onto each other largely due to internalized oppression and racism. The psychosocial manifestation of this internalization is low self-esteem, lack of awareness and general insecurity. The presenters will use elements of Cognitive Behavioral Therapy (CBT) to assist participants with developing cognitive awareness, increasing their knowledge and skills to edify themselves and their sisters.	
Social Change,	Experiencing the Disconnect: Micro-Aggressions in	
Leadership and Advocacy	Counseling from a Student Clinician Perspective*	
,	Shawntell N. Pace, M.Ed., University of Georgia	
PARB 239	Adriauna Clay-Potts, B.S., University of Georgia Madeline K. McGarrah, B.S., University of Georgia	
	Denise Powers, B.A., University of Georgia	
	Elizabeth Thacker, B.S., University of Georgia	
	This presentation will highlight the intersection of counselors-in-training and client stories of micro-aggressions experienced in counseling. Specific topics to be covered include transphobia and ableism, and common micro-aggressions experienced among these populations. Content will also address interventions and strategies to prevent client harm.	

FRIDAY SESSIONS

NOTES		
	Ethical Issues in Professional Counseling PARB 255 4:00-5:15 p.m. Social Change, Leadership, and Advocacy ELAB 21 Research and Theory ELAB 38	When Culture, Counseling and Ethics Collide
		Henry L. Harris, Ph.D., LPC, University of North Carolina at Charlotte
	PARB 255	This presentation will address examples of cultural bias that may occur in counseling sessions and explore culturally responsive ways to ethically address them. In addition, appropriate steps in multicultural, ethical decision-making will be addressed, along with strategies to become more culturally competent.
国数数数36 3696623538	4:00-5:15 p.m.	Session IV
	Leadership, and	Angry Black Woman: Killing the Misconceptions that Hinder Your Success or That Cling to Your Life*
	Advocacy	Patricia Harris, M.S., LPC, Winning Life Counseling and Coaching
Scan for Session IV Evaluations	ELAB 21	Keiwonda Tennerson, LCSW, MAC, Savannah State University
		Misconceptions are lethal to quality care. Consequently, it is imperative that therapists remain malleable, readily absorbing information to assist their patients. The Black woman is frequently misinterpreted with the negative stereotypes plaguing them. This research is designed to provide clinicians with material regarding the trope of the Angry Black Woman (ABW) in an effort to improve care.
	Research and Theory	Perpetuating Invisibility: Examining the Relationship
	in Professional Counseling PARB 255 4:00-5:15 p.m. Social Change, Leadership, and Advocacy ELAB 21 Research and Theory	Between African-American Men and Law Enforcement Bredell Moody, M.E.d., LPCA, NCC, North Carolina State University
		The relationship between law enforcement and the African-American community has been strained by practices that prevent healthy engagement between communities. This study assessed the perception and effect of the relationship between law enforcement as an institution and African-American males. The study also examined how African-American males cope with and process their relationship with law enforcement.

NOTES

Social Change, Leadership and Advocacy

PARB 128

Reframing Mental Health Perceptions: The Need for Mental Health Education in Embu, Kenya*

Aishwarya Joshi, M.S., Heidelberg University Yuichi Sasakawa, B.A., Heidelberg University

Despite the higher prevalence of mental health problems in rural Kenya, the negative stigma associated with mental health continues to persist (Puffer, et al., 2012; Lee, et al., 2016; Endetei, et al., 2017). Musiyami (2017) reported that people in rural Kenya continue to resist mental health services by internalizing and minimizing the impact of mental health problems. The purpose of this paper presentation is to unmask the need for mental health education and its impact on the resistance of youth-at-risk towards mental health services.

Teaching, Training and Supervision

PARB 227

Social Change, Leadership and Advocacy

PARB 239

Listen to the Music: Training Counselors Through the Use of Music

Richard Deaner, Ph.D., Augusta University Kathryn Towns, B.S., Augusta University

This presentation will discuss the use of music as a tool to enhance awareness, knowledge and skills for counselors-intraining. First, presenters will briefly review the effects of music on the brain and on learning. Next, presenters will demonstrate how songs and reflective discussion can stimulate learning. Diverse cognitive styles, learning styles, and micro-counseling techniques will be considered during these reflective activities.

Exploring Gender Justice in Counselor Education: Counseling Students Speak Out

Kathryn Norsworthy, Ph.D., Licensed Psychologist, NCC, Rollins College

Michelle Ilugbusi, B.S., Rollins College

Sarah Moore, B.S., Rollins College

Barb Dos Santos, B.S., Rollins College

Christina Senesi, B.S., Rollins College

Taylor Sweet, B.S., Rollins College

Social justice and advocacy are at the heart of the counselor education process. Cultivating awareness, knowledge and skills in the area of gender justice is central to the process of deepening critical consciousness of counselors-in-training. Join a group of graduate counseling students, and a faculty member, as they facilitate a classroom simulation demonstrating a feministliberation framework for increasing critical consciousness and cultural competencies in anti-sexist counseling and activism.

FRIDAY SESSIONS | SATURDAY FEATURED SPEAKER

NOTES	Ethical Issues in Professional Counseling PARB 255	Spirituality and Ethics Pamela Wells, Ph.D., LPC, Georgia Southern University Spirituality and religiosity are fundamental values for both counselors and clients. How do we, as counselors, support our clients and their spirituality and engage in ethical decision making? What do we do when our values conflict with our clients? Come and learn how to engage in ethical decision-making when our values may not align with our client's choices.
SATURDAY, FEBRUA	ARY 9, 2019	
in November		r. William Cross Jr. Lecture Series



Scan for Dr Caldwell's Evaluation

NOTES		

Building for Eternity: Intervening with Black and Brown Youth in Ways That Elevate and Sustain **Multicultural Competencies and Proficiencies**

8:30-10:00 a.m. | Rooms 114/115



ROSLYN CALDWELL

Ph.D., Prairie View A&M University

Roslyn Caldwell, Ph.D., explores the challenges faced by African-American and Latino/a youthat-risk intersecting with the criminal justice systems. In addition, she offers ways to develop and incorporate intervention and prevention programs that are culturally relevant, transcend time and are mentally liberating.

Dr. Caldwell is an associate professor in the Department of Psychology at Prairie View A&M University, a published author of several articles and book chapters, and the recipient of several awards. She is an expert in the areas of clinical and forensic psychology particularly as it relates to multiculturalism in forensic psychology, mental health programming, program evaluation and treatment effectiveness among adolescent youth. Dr. Caldwell is passionate about understanding how African-American and Latino/a youth are disproportionately exposed to environmental and social conditions, and the importance of developing and providing interventions designed to understand the vulnerability of being victimized by socially oppressive phenomena.

Dr. Caldwell is the co-creator and director of the Bakari Mentoring Program, an intervention and prevention program cultivated from the Bakari Project-Bakari meaning: "One Who Will Succeed" in Swahili–originally developed by Dr. Thomas A. Parham over 20 years ago.

10:15-11:30 a.m.

Session V

Teaching, Training and Supervision

ELAB 21

Culturally Inclusive Teaching: Strategies to Incorporate LGBTQ Adult Learners*

Christy M. Rhodes, Ph.D., East Carolina University Syntia Santos Dietz, Ph.D., NCC, East Carolina University

Research reveals there is often reticence on the part of adult English language educators to include lessons or classroom conversations related to sexual identities other than heterosexuality (Liddicoat, 2009; Nelson, 2006). The purpose of this session is to present the findings and recommendations of the presenters' recent study. Attendees will have an enhanced understanding of Queer Theory and its application for creating inclusive classrooms.



Evaluations

NOTES

Research and Theory

ELAB 21

A Case Study on the Lives of Latino Farmworkers in Eastern North Carolina*

Syntia Santos Dietz, Ph.D., NCC, East Carolina University Christy M. Rhodes, Ph.D., East Carolina University

Participants will engage in a discussion about the lives of Latino migrant farm workers in the eastern region of North Carolina, and a reflection on the lives of Latinx individuals in the United States. Presenters will share their experiences of community engagement partnership in support of this population, their research work, and the professional implications for counselors and educators.

Teaching, Training and Supervision

ELAB 38

Social Constructivism: Teaching Counselors from a Multicultural Lens

Shama Panjwani, M.S., APC, NCC, CCMHC, Mercer University

The presentation explores the use of the social constructivist approach and pedagogy to teaching multicultural competency utilizing the social justice advocacy model. The teaching strategies utilized in this approach can enhance student learning experiences and help in meeting student learning outcomes. With this approach, the educators can help students practice components of self-awareness, knowledge, and skills.

SATURDAY SESSIONS

NOTES		
NOTES	Social Change, Leadership and	Beyond the Baby Blues: Cross-Cultural Perspective on Perinatal Mental Health
	Advocacy	Pamela Wells, Ph.D., Georgia Southern University
	PARB 128	Renae Kibler, B.S., Georgia Southern University
	· · ·	Postpartum depression is not "the baby blues." Perinatal mood disorders (PMD) affect up to one in five individuals across socio-economic strata, cultures and communities. Culturally sensitive awareness and care is imperative for struggling individuals. This session examines silent barriers to women, and underprivileged and marginalized populations around PMD, and promotes advocacy and multiculturally competent training for mental health counselors.
	. Identity Formation	"But What Are You, Really?":
	PARB 227	Examining Multiracial Identity
	I AIND ZZI	and Psychological Well-Being
	-	C. Peeper McDonald, Ph.D., LPC, ACS, NCC, Mercer University
		Victoria Glover, B.S., Mercer University
	· · ·	With the continued growth of the multiracial population, it is increasingly important to study this underrepresented group. This presentation will provide an overview of the literature regarding psychological well-being and multiracial identity. The presenters will then give recommendations for future research regarding these constructs, and discuss implications and recommendations for counselors and counselor educators.
	Practice, Strategies, Techniques and	"Let's Have a Talk!": Creating a Process Support Group for Those Holding Target Identities at a PWI
	Interventions	Leigh Baker, Ph.D., Stetson University
	PARB 239	Princessa Long, M.A., Stetson University
		Michelle Sullivan, B.S., Stetson University
		College students holding target identities often have to contend with micro-aggressions and isolation, which can inhibit their academic success. This presentation deals with creating safe spaces for these students to hold helpful conversations about their experiences and help each other cope, thereby allowing them to focus their energies back into their own success.
		conversations about their experiences and help each other cope, thereby allowing them to focus their energies back in

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Ethical Issues in Professional Counseling

PARB 255

Supervision Ethics Within the P-12 School Setting

Richard Cleveland, Ph.D., LPC, NCC, ACS, Georgia Southern University

This interactive session will focus on ethical and legal situations that may be encountered when providing supervision in the P-12 school setting. Participants will discuss common ethical dilemmas and apply decision-making models for resolving such situations.

SATURDAY FEATURED SPEAKER

Identity, Personality and Worldview

12:30-2:00 p.m. | Rooms 114/115



Dr. WILLIAM E. CROSS JR.

Ph.D., University of Denver

In the discourse on black identity, there is confusion about the difference between the three sectors of identity, personality and worldview. This workshop will explore those differences.

Within black psychology, Dr. Cross is somewhat controversial because-like Dr. A. J. Franklin and Dr. A. Wade Boykin and the late Harriette P. McAdoo-his work freely and effectively integrates and synthesizes elements of black psychology with mainstream psychology. Over the years, his scholarship helped debunk the negro self-

the concept of the pathological black family. His most recent work describes how black identity is enacted in everyday life and, in a work currently under review, he and his associates take on the way the psychology of individual difference influences black identity development.

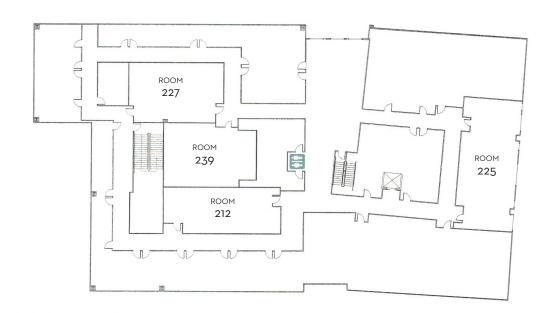
Dr. Cross retired from the academy in June of 2018 and currently lives close to his daughter, Tuere Binta Cross, who works as a therapist at a nearby mental health agency. He is currently writing a book covering his 40-year career in psychology and Africana Studies. His work, Shades of Black (Temple University Press, 1991), is considered a classic in the discourse on black identity.



Scan for Dr. Cross's Evaluation

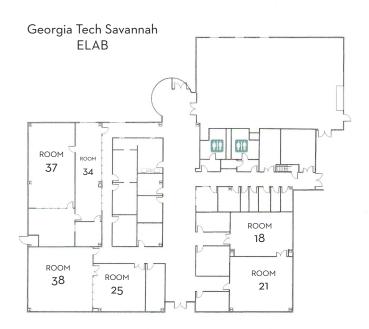
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Georgia Tech Savannah PARB Building Second Floor



Georgia Tech Savannah PARB Building First Floor







Mt. San Antonio College is excited to announce the opening of the **Vice President of Instruction** position and 40 new full-time, tenure-track faculty positions:

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- Kinesiology, Head Women's Soccer Coach
- Library Science (Career & Technical Education)
- Library Science (General Librarian)
- Mathematics (2 Vacancies)
- Mental Health Technology/Psychiatric Technician
- Nursing
- Philosophy
- Physics
- Political Science
- Psychology
- Short-Term Vocational
- Sign Language/English Interpreting & American Sign Language
- Sociology
- Spanish
- Theater (Technical Theater)

For more information about these and other positions available in the College, visit our employment website: https://hriobs.mtsac.edu/.

Our Mission

The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills. the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences.

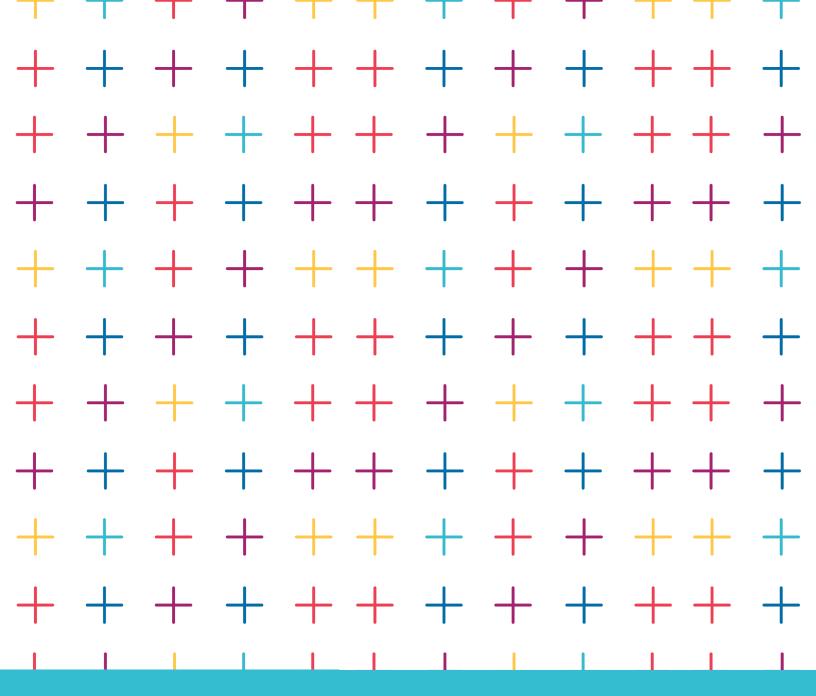
Our Equity Commitment

Mt. San Antonio College recognizes that equity and diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. We seek employees who possess a genuine interest in serving others because we serve a diverse student body.

About the Region

Mt. San Antonio College sits on 420 rolling acres in Walnut, California, located on the eastern edge of the diverse Greater Los Angeles Area. With equestrian and farm roots, the city combines the charms of suburban living with the benefits of being just 25 miles from Downtown Los Angeles and its incredible cultural and recreational activities. Regularly ranked in Money Magazine's Best Places to Live, Walnut is known for its exceptional educational offerings, including Mt. SAC and the prestigious Walnut Valley Unified School District schools.

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