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### 2021 NCCEC Conference Program

National Cross-Cultural Counseling and Education Conference

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# NATIONAL CROSS-CULTURAL

COUNSELING AND EDUCATION CONFERENCE  
FOR RESEARCH, ACTION, AND CHANGE



## 20 YEAR ANNIVERSARY

**FEBRUARY 11-12, 2021**  
Virtual

# SPECIAL THANKS

## Thank You To Our Sponsors

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Georgia Southern University College of Education  
Department of Leadership, Technology and Human Development

### Child and Family Guidance

#### Planning Committee

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Professor and Chair, Department of Leadership,  
Technology and Human Development  
Georgia Southern University*

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NCC, CPCS, MAC**

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COLLEGE OF EDUCATION



CONTINUING EDUCATION

THURSDAY, FEBRUARY 11, 2021 - EASTERN TIME

7:30 – 8:30 a.m.	<b>Registration and Technical Assistance, CE Check-In</b>
8:30 – 8:45 a.m.	<b>Welcome</b> <i>Beth Durodoye, Ed.D., NCC, Chair, Planning Committee, Georgia Southern University</i> <i>Amy Heaston, Ed.D., Interim Dean, College of Education, Georgia Southern University</i>
8:45 – 10:15 a.m.	<b>Keynote Presentation</b> <b>“Learning from Those We Were Taught to Look Down on”</b> <i>Peggy McIntosh, Ph.D.</i>
10:15 – 10:30 a.m.	<b>Break / Session Change</b>
10:30 – 11:30 a.m.	<b>Session 1</b>
11:30 a.m. – 12:30 p.m.	<b>Lunch</b>
12:30 – 1:30 p.m.	<b>Session 2</b>
1:30 – 1:45 p.m.	<b>Break / Session Change</b>
1:45 – 2:45 p.m.	<b>Session 3</b>
2:45 – 4:00 p.m.	<b>Critical Conversations</b>

FRIDAY, FEBRUARY 12, 2021 - EASTERN TIME

7:30 – 8:00 a.m.	<b>Technical Assistance and CE Check-In</b>
8:00 – 8:15 a.m.	<b>Welcome</b> <i>Leon Spencer, Ed.D., LPC, NCC, CPCS, MAC, Honorary Chair, Planning Committee, Georgia Southern University</i> <i>TaJuan R. Wilson, Ed.D., MPA, CDE, Associate Vice President, Inclusive Excellence and Chief Diversity Officer, Georgia Southern University</i>
8:15 – 9:45 a.m.	<b>Dr. William Cross Jr. Lecture Series</b> <b>“Which Side Are You On? Building Transformative Praxis In Revolutionary Times”</b> <i>María Elena Torre, Ph.D., Rev. Sharon White-Harrigan, LSMW</i>
9:45 – 10:00 a.m.	<b>Break / Session Change</b>
10:00 – 11:00 a.m.	<b>Session 4</b>
11:00 – 11:15 a.m.	<b>Break / Session Change</b>
11:15 a.m. – 12:15 p.m.	<b>Session 5</b>
12:15 – 1:15 p.m.	<b>Lunch</b>
1:15 – 2:15 p.m.	<b>Session 6</b>
2:15 – 2:30 p.m.	<b>Break / Session Change</b>
2:30 – 3:30 p.m.	<b>Session 7</b>

### **Ethical Issues in Professional Counseling, Research, and Supervision**

Session topic focuses on ethical standards and issues related to multicultural competencies in professional counseling, research, and supervision.

### **Social Change, Leadership, and Advocacy**

Session topics highlight the need for individual, organizational, community, and public change related to social justice advocacy principles and the role of leadership and design in advocacy efforts.

### **Practice, Strategies, Techniques, and Interventions**

Session topics highlight programs, initiatives, and strategies that serve as catalysts for positive social change, and assistance for marginalized groups across a variety of settings.

### **Research and Theory**

Session topics highlight a specific research project or discuss a multicultural/sociocultural theoretical framework and its impact on diverse populations and communities.

### **Teaching, Training, and Supervision**

Session topics provide strategies for teaching, training, and supervising through a multicultural and social justice and advocacy lens across a variety of settings (e.g., counseling, education, community, and higher education).

### **Identity Formation and Intersectionality**

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

## PROFESSIONAL CREDITS

Georgia Southern University - Leadership, Technology and Human Development and Georgia Southern University - Division of Continuing Education are cosponsors of this program. This cosponsorship has been approved by NBCC.

Georgia Southern University - Leadership, Technology and Human Development is an NBCC Approved Continuing Education Provider, ACEP No. 4533. The ACEP is solely responsible for this program, including the awarding of NBCC credit.

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10 CORE contact hours and 5 ETHICS contact hours of continuing education have been approved by the Licensed Professional Counselors Association of Georgia (LPCA CE Approval #2020-11-18-231C)

7:30 – 8:30 a.m.

### Technical Assistance and CE Check-In

8:30 – 8:45 a.m.

### Welcome and Introduction

*Beth Durodoye, Ed.D., NCC, Chair, Planning Committee, Georgia Southern University*  
*Amy Heaston, Ed.D., Interim Dean, College of Education, Georgia Southern University*

## Keynote Presentation | 8:45 – 10:15 a.m.

### Learning from Those We Were Taught to Look Down on

*Peggy McIntosh, Ph.D., Wellesley College*



Judging ourselves relative to others is a natural consequence of being graded in school and judged in families. Neither schools nor families encourage us to question the grading systems, so it is on us if we want to develop more mature systems of evaluation. To widen our modes of judgment, we can learn from our own experiences or listening from others, or, more importantly, we can learn from those we were taught to look down on, which entails the emotional and professional work that leads us towards justice in cross-cultural counseling and all other fields. Regardless of our backgrounds, learning from those we were taught to look down on widens awareness, and at this time in history, it is particularly useful for grasping and working against the systems of injustice in American life that the COVID-19 pandemic has revealed.

10:15 – 10:30 a.m.

### Break / Session Change

10:30 – 11:30 a.m.

### Session 1 Breakouts

#### Teaching, Training and Supervision

### Crisis is 2020: Teaching Crisis During a Global Pandemic and Racial Unrest

*Michelle Sullivan, RMHCI, NCC, University of Central Florida*  
*Breahannah Hilaire, M.A., LMHC, NCC, University of Central Florida*  
*Dania Fakhro, M.A., University of Central Florida*

The pandemic has only served to highlight the disparity in access to health care, in SES, and living conditions. It has been long known in crisis counseling that these types of issues can exacerbate crisis situations, but more importantly, they do not go away when the crisis ends. Counseling students facing personal, local, or national crisis situations may need extra support to find healthy ways of coping when faced with learning and implementing crisis counseling skills.

#### Ethical Issues in Professional Counseling, Research, and Supervision

### Ethically Addressing Language Barriers for Culturally Diverse Populations

*Jennifer Perry, Ph.D., LCMHCA, NCC, Georgia Southern University*  
*Maylee Vazquez, Ph.D., LCMHCA, NCC, East Carolina University*

School counselors are often faced with language barriers while collaborating with students and families. Rapport and trust-building are essential to the collaborative relationship. Ethical considerations are also essential. It is a conundrum when these barriers collide with maintaining ethical guidelines and the need to maintain rapport and trust. This session will discuss overcoming language barriers while maintaining ethical guidelines aligned with the ASCA Ethical Standards, ACA Code of Ethics, and local laws.

## Social Change, Leadership, and Advocacy

### Advocating for BIPOC Counseling Trainees Through Fostering Belonging

*Claudia Marshall, LPC, Albany State University*

Counselor Education programs historically consist of majority White students and faculty, which can lead to the unintentional oppression of counselor trainees of color at a macro and micro level (Sue et al., 2009). This presentation highlights why it is vital for counselor education programs to advocate for their trainees by developing, establishing, or expanding programs geared towards fostering a sense of belonging to alleviate some of the barriers that counselor education trainees, specifically minoritized counselors trainees, may face.

## Research and Theory

### Color-Blind Racial Ideology: Implications for Counseling and Education

*C. Peeper McDonald, LPC, ACS, NCC, Mercer University*

As the U.S. population becomes more diverse, color-blind racial ideology (CBRI) needs to be explored, especially with intersectionality consideration to the Multiracial population. Though studies have been done to illuminate the overarching constructs of cultural responsiveness and racial microaggressions, little is known about how the specific construct of CBRI plays a role in counseling and education of Multiracial individuals. This presentation will describe the current literature around CBRI and cross-cultural trends, gaps, and future directions.

## Teaching, Training and Supervision

### Investment in Excellence: Moving Campuses from Theory to Practice in Developing Global-Ready Graduates with Cultural Competence and Social Justice Education

*Flora B. Devine, JD, Savannah State University*

*Gary Guillory, Ed.D., Savannah State University*

*Patricia M. Stewart, Ph.D., LPC, Licensed Psychologist*

*Tammi Kohl Kennedy, M.A., M.Ed., University of Mount Union*

This presentation will provide brief overviews of programs from Savannah State University (HBCU) and University of Mount Union (PWI), showcasing the ongoing development and implementation of cross-cultural, equity, and social justice education.

11:30 a.m. – 12:30 p.m.

**Lunch**

12:30 – 1:30 p.m.

**Session 2 Breakouts**

## Teaching, Training and Supervision

### Developing Deep Empathic Understanding for the Other with Counselors-in-Training

*Kathy McDonald, Ph.D., LPC-S, NCC, Southeastern Oklahoma State*

*Laura Hodges, Ph.D., LPC-S, NCC, ACS, Troy University Montgomery*

*Cody Arvidson, Ph.D., Degree Solutions Group, LLC*

In this highly diverse society, counselors-in-training require the crucial active listening skills that enable them to develop a deep empathic understanding of the other. The research findings may influence other counselor education programs to engage in similar interventions with their students. The researchers recommend that in addition to courses on multicultural counseling, the basic skills course be used as a laboratory to put aside judgmental thinking in order to embrace the perspective of the other.

## THURSDAY SESSIONS

### Ethical Issues in Professional Counseling, Research, and Supervision

#### **Ethical Practice in a Time of Pandemic and Social Unrest**

*Carolyn Rollins, CRC-Retired, NCC, CWR Consultants*  
*Anyta Wilson, LCSW, Awareness Institute, St. Louis, MO*  
*Annie Lewis, CRC, Albany State University*  
*Quiteya Walker, LCMHCA, NCC, CRC, Winston Salem State University*  
*Chantel Johnson, B.S., Georgia Southern University*

This interactive ethics seminar explores the multidimensional issues of providing services to clients who are stressed and traumatized during this Pandemic while, at the same time, living through the challenges of injustice and social unrest. The ethical issues that confront counselors as providers while coping with the same traumatizing events as their clients will be discussed and a framework for crisis and trauma intervention will be presented.

### Social Change, Leadership, and Advocacy

#### **When “Karen” Is Your Coworker: Managing Peer Policing in the Academy**

*Rebecca George, Ph.D., LPC-S, LAC, NCC Webster University*  
*Alexandria T. Smith, Ph.D., LPC, LAC, NCC, CACI, Webster University*

In light of recent news where White women have called the police on Black people for participating in harmless everyday activities, terms like “Karen” have grown in popular use to describe these middle-class White women whose behavior is fueled by their privilege. Dr. Cheryl E. Matias (2020) notes in her book, *Surviving Becky(s)*, that White women are in somewhat of a unique position to be oppressed and to oppress, as evidenced by the intersectionality of their gender and race. The impact is felt by colleagues when “Karens” lack this awareness. The presenters will facilitate increased knowledge and awareness around the weaponizing that occurs with words and actions in the ivory tower.

### Research and Theory

#### **What Makes a White Ally? Lessons from Creating an Ally Identity Measure**

*Quentin Hunter, LPCA, NCC, Lindsey Wilson College*  
*Tiffany Brooks, NCC, Lindsey Wilson College*  
*Kristy Christopher-Holloway, LPC, NCC, Lindsey Wilson College*

As counselors and educators, you may have witnessed an increase in self-identified White allies. But what makes a White ally? How do we describe allyship, and how can we talk about White allyship identity with clients and students? We offer insights gained during our development of a White ally identity instrument. Ethical use of these types of instruments will be discussed as well as practical uses when working with individuals developing their own ally identities.

1:30 – 1:45 p.m.

**Break / Session Change**

1:45 – 2:45 p.m.

**Session 3 Breakouts**

### Teaching, Training and Supervision

#### **Using Critical Self-Reflection to Promote Multicultural Competence and Cultural Sensitivity Among Trainees**

*Melissa Cavins, NCSP, Georgia Southern University*  
*Jennifer Perry, Ph.D., NCC, Georgia Southern University*

This presentation will explore the implications of using critical self-reflections on the development of cultural sensitivity among students in applied mental health fields of education. An overview of multicultural competency for school-based mental health service providers will be presented followed by a demonstration of applying standards of multicultural competency



to graduate training coursework within traditional classrooms, virtual learning environments, and field-based settings. Considerations for counselor education and school psychology courses will be discussed.

### Ethical Issues in Professional Counseling, Research, and Supervision

#### **From Hesitant to Competent: Develop Your Disability Awareness, Knowledge, and Skills**

*Melissa D. Deroche, Ph.D., LPC, LPC-S, LMFT, ACS, NCC, Troy University*

*Edina Renfro-Michel, Ph.D., LPC, ACS, Montclair State University*

*Kristen N. Dickens, Ph.D., LPC, ACS, NCC, Georgia Southern University*

The aim of this presentation is to equip counselors, supervisors, and counselor educators with the requisite awareness, knowledge, and skills to competently work with individuals with disabilities (IWDs). Presenters will address competencies relevant to understanding and accommodating the disability experience, advocacy and self-advocacy of IWDs, the counseling relationship and process, and working with or supervising IWDs in a combined lecture-style format with interactive dialogue.

### Social Change, Leadership, and Advocacy

#### **Humanizing Diversity: The Journey to Me**

*S. Kent Butler, Ph.D., NCC, NCSC, University of Central Florida*

Equity is important in every dimension of life; intimately connected to sex, gender, and diversity, profoundly affecting health and well-being. The presenter will use his personal life story to speak to the effects of privilege on his own mental wellness and resolve and share best practices for removing culturally biased barriers. The interactive session will also showcase how to successfully balance a career with social justice advocacy.

### Practice, Strategies, Techniques, and Interventions

#### **Their Lives Matter: The Impact of Trauma on African-American Boys**

*Terry Diamanduros, Ph.D., Georgia Southern University*

*Brian Bowman, M.Ed., Georgia Southern University*

*Seabon Davis, M.Ed., Georgia Southern University*

African-American boys' exposure to traumatic stressors such as racism is often overlooked by professionals. This presentation will examine the impact of trauma on African-American boys and how school mental-health professionals can address the social-emotional, behavioral, and educational needs of this group. The impact of trauma related to racism and violence, implications for educators, and recommendations for trauma-informed practices that help to create safe school environments for African-American boys will be presented.

### Teaching, Training and Supervision

#### **Black/African American Women in Counselor Education: Navigating as a New/Junior Faculty in a World of COVID-19**

*Tyreeka Williams, M.A., North Carolina A&T State University*

*Galaxina Wright, M.A., RMCHI, University of Central Florida*

Black/African American women in higher education face many overt challenges of systematic racism, discrimination, lack of mentorship, and lack of community inclusion. The purpose of this presentation is to enhance awareness of Black/African American women's experiences within counselor education and provide strategies and implications to increase overall levels of satisfaction and success. Additionally, due to the state of the nationwide pandemic, we will discuss how to creatively establish yourself as a new African-American female faculty member, given the increased distance learning platforms.

## THURSDAY SESSIONS

2:45 – 4:00 p.m.

### Critical Conversations

This moderated panel will provide space for graduate trainees, mental health practitioners, and counselor educators to critically discuss issues impacting our profession in relation to counselor training, advocacy work, and sociopolitical unrest.

## FRIDAY, FEBRUARY 12

7:30 – 8:00 a.m.

### Technical Assistance and CE Check-In

8:00 – 8:15 a.m.

### Welcome and Introduction

*Leon Spencer, Ed.D., LPC, NCC, CPCS, MAC, Honorary Chair, Planning Committee, Georgia Southern University*

*TaJuan R. Wilson, Ed.D., MPA, CDE, Associate Vice President, Inclusive Excellence and Chief Diversity Officer, Georgia Southern University*

## William Cross Jr. Lecture Series | 8:15 – 9:45 a.m.

### Which Side Are You On? Building Transformative Praxis In Revolutionary Times

*María Elena Torre, Ph.D., The Public Science Center*

*Rev. Sharon White-Harrigan, LMSW, Women's Community Justice Association*



Living in urgent times of nested crises of global and local proportions, we must – as educators, counselors, researchers – face the age old organizing question, “which side are you on?” We must position ourselves, and ask just how are we addressing white supremacy, patriarchy, racial capitalism, xenophobia, anti-LGBTQ, and ableist policies and practices in our work? In the last four years as structural inequalities have soared, we have seen social and political polarization grip our communities, and expressions of hatred and intolerance flourish. And while some have doubled down in their supremacist commitments others, millions of others, have poured into the streets in cities and towns across the country with visions of justice. In our talk, we take up the charge of the national uprisings, and open a conversation about what it means for us to look in the mirror – to build and commit to practices of transformation in our work.



This presentation will feature our work with the Survivors Justice Project (SJP), a participatory action research collective of survivors of domestic violence, women who are currently and formerly incarcerated, advocates, social workers, lawyers, and academics, dedicated to documenting the implementation of the Domestic Violence Sentencing Justice Act (DVSJA). Our conversation will offer our experiences to demonstrate the radical possibilities – and key commitments – of rich intentional collaboration across difference, where commitments to racial justice and solidarity are engaged as method, where those most impacted by injustice are situated as the center, and where the collective commitment is to work towards transformation, healing, and collective liberation.

9:45 – 10:00 a.m.

### Break / Session Change

10:00 – 11:00 a.m.

## Session 4 Breakouts

### Teaching, Training and Supervision

#### **Facilitating a Virtual Career Counseling Course Using Culturally Responsive Teaching**

*Whitney McLaughlin, Ph.D., LCMHC, NCC, St. Bonaventure University*

Using seminal works of culturally responsive teaching scholars, this presentation will review the foundations, assumptions, and strategies of this teaching approach with a focus on cultivating social justice and advocacy in career counseling. Participants will take part in an experiential activity used to enhance the critical consciousness of counselors-in-training to recognize, understand, and critique current and social inequalities that impact career planning and development.

### Identity Formation and Intersectionality

#### **“Campus Heroes”: Exploring Identity and Self-Authorship Among Black Student-Athletes**

*Taylor Sweet, M.A., NCC, RMHCI, University of Florida*

*Myranda Warfield, M.Ed., University of Florida*

*Gerald Jasmin, M.A., RMHCI, Nemours Children’s Hospital*

While college students experience changes within their identities, Black student-athletes may experience additional barriers to self-acceptance or worth. This presentation will center on the moral development and self-authorship process and will also explore identity formation and ecological impacts on mental health. Presenters will discuss overcoming obstacles, identifying strengths, and conceptualizing the intersection of identities within the student-athlete experience.

### Social Change, Leadership and Advocacy

#### **Walking the Warrior Path: Black Women Leaders Caring for Their Students and Themselves in Midst of the COVID-19 Pandemic**

*Fabienne Snowden, MSW, Ph.D., Medgar Evers College*

*Hollie Jones, Ph.D., Medgar Evers College*

*Maudry-Beverley Lashley, Ph.D., Medgar Evers College*

The authors present the first-hand narratives of Black women leaders in various leadership capacities in the academy that include being a Director, Dean, and Chairperson. Emphasis is placed on liberation-based self-care, leadership, and pedagogy in the midst of the covid-19 crisis with a goal of sharing specific strategies for maintaining and strengthening self-care while navigating leadership in the context of a worldwide pandemic.

### Practice, Strategies, Techniques, and Interventions

#### **Stronger Together: Supporting Diverse Families Affected by HIV**

*Richelle Joe, NCC, ACS, University of Central Florida*

*Amber Norman, LMHC, University of Central Florida*

The psychosocial effects of HIV both shape and are shaped by family dynamics, patterns, and relationships. Professional counselors can support families that include individuals living with HIV by facilitating disclosure discussions, processing emotional reactions to the illness, and encouraging supportive relationships among family members. This presentation will provide critical information about HIV as well as practical and theoretical approaches to supporting families affected by HIV with particular attention given to the cultural and social justice elements of serving this population.

11:00 – 11:15 a.m.

## Break / Session Change

11:15 a.m. – 12:15 p.m.

## Session 5 Breakouts

### Teaching, Training and Supervision

#### **The [Infertility] Struggle is Real: Mental Health Treatment for Spiritual African American Women Diagnosed with Infertility**

*Kristy Christopher-Holloway, LPC, NCC, BCTMH, CPCS, ACS, PMH-C, Lindsey Wilson College*

The psycho-emotional impact infertility has on the well-being of religious or spiritual African American women has been disregarded in the literature, with most infertility research consisting of high-income Caucasian women and couples. Research by the presenter revealed that cultural and religious beliefs about infertility, coupled with the stigma about receiving formal mental health service results in African American women feeling the need to be strong and silent about their infertility, thus impacting help-seeking.

### Identity Formation and Intersectionality

#### **Connecting Theory to Practice: Antiracism and Black Identity Development in Education**

*Elise J. Cain, Ph.D., Georgia Southern University*

*Brandon Jackson, Georgia Southern University*

Racism is deeply embedded in the socialization of American society. This facilitates discrimination and racist policies throughout most systems and institutions in the nation; including education. This presentation will include an overview of a Black identity development model and discuss its efficacy in antiracism work. It will also include a forum for discussion on best practices for supporting identity development in Black students.

### Social Change, Leadership, and Advocacy

#### **Two Guys Walk into a School, One Black, One White. Field notes from the Front Lines of Antiracist Education**

*Tylon Crook, Ph.D., LSC, NCC, Liberty University*

*Jay Wamsted, Ph.D., Cobb County School District*

The unlikely meeting between two educators, one Black, one White, led to a discussion on education and institutional racism. Within their capacities as a math teacher and a school counselor, a commonality was found through their efforts to mitigate and combat the negative impacts of racism in education. Their experiences on the frontlines of antiracist education will be shared along with potential solutions for antiracism efforts for all educators in the k-12 environment. education will be shared along with potential solutions for antiracism efforts for all educators in the k-12 environment. client's choices.

### Practice, Strategies, Techniques, and Interventions

#### **Promoting Prevention: Supporting Psychotherapy in a COVID World**

*Léa Herbert, LMHC, NCC, University of Central Florida*

*Dena Slanda, Ph.D., University of Central Florida*

*Lindsey Pike, MSW, University of Central Florida*

*Zonovia Proctor, M.S., University of Central Florida*

COVID-19 has unjustly impacted minority communities. In response to this pandemic, professional counseling should and will need to adjust, adapt, and be actively responsive. To better cultivate social change and develop social change mental health counselors, counselors must integrate liberation perspectives and wellness counseling practices that address psychotherapy stigma and inaccessibility through liberation informed preventative practices. Liberation theory focuses on ecological-communal variables and acknowledgment of clients' strengths, resources, and values. Conceptually working within the context of Liberation Theory and leveraging social media, clinicians can take an active approach to make preventative care

accessible. This interactive demonstration presentation will illuminate research-informed decolonizing mental health practices, and develop collective resiliency.

12:15 – 1:15 p.m.

**Lunch**

1:15 – 2:15 p.m.

**Session 6 Breakouts**

**Teaching, Training  
and Supervision**

**Graduate Student Perceptions of their Lived Experiences: Navigating the Process of Being a Minority in Counselor Education**

*Quiteya Walker, LCMHCA, NCC, CRC, Winston-Salem State University*  
*Chantel Johnson, Georgia Southern University*  
*Jatoria Battle, RBT, Winston-Salem State University*  
*Diana Garcia, SBIRT, Winston-Salem State University*  
*Tristan Manigault, Georgia Southern University*  
*Virginia Martinez, Winston-Salem State University*

Counselor education programs have made concentrated efforts to recruit and retain minority students. Graduate students already encounter difficulties and minority graduate students experience additional and unique sets of challenges. In this moderated panel discussion, minority graduate students will discuss their experiences and their research. Counselor educators will receive feedback on how to better support, protect, and include minority students in counselor education, and graduate students will learn strategies to navigate graduate school.

**Ethical Issues  
in Professional  
Counseling, Research,  
and Supervision**

**Addressing Systemic Impacts of Psychiatric Hospitalization for Marginalized College Students**

*Taylor Sweet, M.A., NCC, RMHCI, University of Florida*  
*Myranda Warfield, M.Ed., University of Florida*  
*Jordan Mike, M.S., NCC, University of Florida*

Psychiatric hospitalization is an intervention used by college counseling centers in mitigating the risk of harm to self or others. This process frequently involves interaction with historically discriminant law enforcement and healthcare systems, which can produce or trigger racial trauma on marginalized students. We will address systemic barriers, mental health disparities, and knowledge for college counselors to help students navigate these stressors.

**Identity Formation and  
Intersectionality**

**How Generations Impact Culture and Identity: Philosophy and Action**

*Derrick Paladino, LMHC, NCC, Rollins College*  
*Barb Dos Santos, LMHCi, High Expectations Counseling*  
*Nia Page, B.S., Rollins College*

From Baby Boomers to Generation Google, individuals have been shaped by generational philosophy, available technology, and national and world political events. This session provides descriptions, characteristics, and defining moments of each generation and explores how identity can influence or be impacted by one's generational home. In addition, struggles, strengths, and strategies for counseling and educational practices will be provided.

## Research and Theory

### **One Confederate Statue is One Too Many: The Story of One Suburban Town Where Faith and Race Collide**

*Tiffany Brooks, NCC, Lindsey Wilson College*  
*Kristy Christopher-Holloway, LPC, NCC, Lindsey Wilson College*  
*Quentin Hunter, LPCA, NCC, Lindsey Wilson College*

In this presentation, we describe two studies both situated in a suburban town where a Confederate statue stands, where a faith-based university has grown around three sides of the statue. The presenters conducted an autoethnography about one demonstrator's experience participating in a grassroots movement to move the statue. We also plan to conduct and describe a follow-up study that examines the intersection of white ally and faith identity development.

## Practice, Strategies, Techniques, and Interventions

### **Reaching and Teaching All Students: Facilitating Restorative Circles for Community Building and Academic Success in the School Environment**

*Summer Pannell, Ph.D., Stephen F. Austin State University*  
*Juliann Sergi McBrayer, Ed.D., Georgia Southern University*

The use of restorative practices to build relationships and address harm dates back more than 5,000 years. Modern practices use Restorative Circles to foster community and build relationships in a variety of settings. Schools can use Restorative Circles as a tool to foster social, emotional, and success for all members within the school community. In order to understand the power of Restorative Circles, learners in this workshop will focus on participating in different types of circles, circle design, and circle facilitation. Participants will become knowledgeable of the importance of Circles in building relationships and be introduced to experiential exercises for understanding the core elements and components of community building and academic circles.

2:15 – 2:30 p.m.

**Break / Session Change**

2:30 – 3:30 p.m.

**Session 7 Breakouts**

## Teaching, Training and Supervision

### **The Culturally Inclusive Classroom: How to Identify and Address Implicit Bias and Microaggressions**

*Summer Pannell, Ph.D., Stephen F. Austin State University*  
*Juliann Sergi McBrayer, Ed.D., Georgia Southern University*

This session will examine implicit bias and its impact on decision making in schools and classroom settings. Participants will participate in cultural awareness activities, understand implicit bias and microaggressions that affect teaching and learning, and explore the facilitation of culturally inclusive school environments.

## Ethical Issues in Professional Counseling, Research, and Supervision

### **Allyship Versus Accompliceship: Our Ethical Duty as Counselors**

*David Julius Ford, Jr., Ph.D., LCMHC (NC), LPC (VA, NJ), NCC, ACS, Monmouth University*  
*Brittany Williams, Ph.D., NCC, Syracuse University*  
*Briana Gaines, M.A., LAC (NJ), NCC, James Madison University*  
*Steven Taragano, M.S., HMH Carrier Clinic*

This presentation provides counselors in various levels of development and in various areas the tools to advocate for Black clients and communities. Being an accomplice is an anti-racist

## FRIDAY SESSIONS

strategy and will improve our level of advocacy for communities experiencing racism. The authors will discuss allyship and how it is grounded in white privilege and white fragility. The authors will discuss how counselors can move from being an ally to being an accomplice.

### Teaching, Training and Supervision

#### **Engaging Innovative Ethics in the Age of COVID**

*Lea Herbert, LMHC, NCC, University of Central Florida*

*Gulnora Hundley, Ph.D., LMHC, LMFT, University of Central Florida*

A Southeastern University Counseling ethical course uses its journey to depict creative ways to engage in remote learning, utilizing CACREP and ACA Ethics Code. Presenters, who were also co-teachers, share their journey teaching emerging telecounseling ethics and illustrating the use of cultural and controversial case studies as teaching tools. The presentation material aids counselor educators and counseling training sites regarding best practices for cooperative and remote learning. Intervention and activities will be provided for attendees.

### Research and Theory

#### **Not Your Average Blues: Examining Perinatal Mental Health and Infertility Help-Seeking in Black American Couples**

*Kristy Christopher-Holloway, LPC, NCC, BCTMH, CPCS, ACS, PMH-C, Lindsey Wilson College*

*Tamara Hunter, APC, New Vision Counseling Center*

*Taifa McLarin, APC, NCC, New Vision Counseling Center*

*Faith Jones, Lindsey Wilson College*

*Destiny J. Porter, University of Houston- Victoria*

The presenters discuss their research that examines the perinatal mental health experiences of Black American couples diagnosed with infertility. 1 in 7 women and 1 in 10 men will experience a perinatal mood and anxiety disorder (PMAD), however, African American women are almost two times less likely to initiate treatment for the concern compared to their counterparts. No current literature addresses the lived experiences amongst Black American couples simultaneously coping with a PMAD and infertility.

## SAVE THE DATE

21<sup>st</sup> Annual National Cross-Cultural Counseling and Education  
Conference for Research, Action, and Change

**February 2022**