

Feb 17th, 7:30 AM

Cross-Cultural Counseling and Education Conference Program 2017

Georgia Southern University, College of Education

Georgia Southern University, Division of Continuing Education

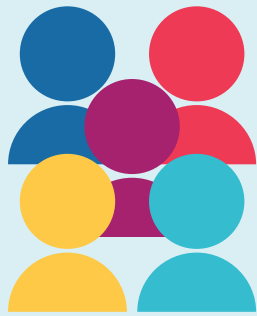
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CROSS-CULTURAL COUNSELING AND EDUCATION CONFERENCE FOR RESEARCH, ACTION, AND CHANGE

17th Annual Conference | February 17-18, 2017 |
Coastal Georgia Center, Savannah, Georgia

Sponsored by:



Child and Family
Guidance, Inc.



GEORGIA
SOUTHERN
UNIVERSITY

Hosted by:



Schedule at-a-Glance

Friday, February 17, 2017

7:30 - 8:30 a.m.	Registration and Continental Breakfast Lobby
8:30 - 9:00 a.m.	Welcome and Introduction of Keynote Speaker Room 111
9:00 - 10:30 a.m.	Keynote Address Room 111
10:45 - 12:00 p.m.	Concurrent Sessions
12:00 - 1:00 p.m.	Lunch On-Site Room 111
1:00 - 2:15 p.m.	Concurrent Sessions
2:15 - 2:30 p.m.	Break
2:30 - 3:45 p.m.	Concurrent Sessions
3:45 - 4:00 p.m.	Break
4:00 - 5:15 p.m.	Concurrent Sessions
5:15 - 7:00 p.m.	Reception Lobby

Saturday, February 18, 2017

8:00 - 8:30 a.m.	Registration and Continental Breakfast
8:30 - 9:45 a.m.	Concurrent Sessions
9:45 - 10:00 a.m.	Break
10:00 - 11:30 a.m.	William Cross Jr. Lecture Series Speaker Room 111
11:30 - 12:45 p.m.	Lunch On Your Own Room 111
12:45 - 2:00 p.m.	Concurrent Sessions

Must sign in to
each session in
order to receive
a sticker for your
certificate.

2017 Planning Committee

Dr. Beth Durodoye
Chair
Georgia Southern University

Dr. Leon Spencer
Honorary Chair
Georgia Southern University

Dr. Lyndon Abrams
University of North Carolina
at Charlotte

Dr. Terry Diamanduros
Georgia Southern University

Dr. Kristen Dickens
Georgia Southern University

Dr. David Julius Ford
James Madison University

Dr. Alejandro Gallard
Georgia Southern University

Mr. Alexander Hines
Winona State University

Dr. Nathaniel Ivers
Wake Forest University

Dr. Derrick Paladino
Rollins College

Dr. Carolyn Rollins
Albany State University

Dr. Patricia Stewart
Georgia Southern University



CROSS-CULTURAL COUNSELING AND EDUCATION CONFERENCE COSPONSOR

Georgia Southern University College of Education, ACEP No. 4533, and Georgia Southern University Division of Continuing Education, ACEP No. 4533, are cosponsors of this program. This cosponsorship has been approved by NBCC. Both ACEPs are responsible for this program, including the awarding of NBCC credit.

Keynote Speaker | 9:00 - 10:30 a.m. | Room 111



Patricia
Arredondo, EdD
Visiting Professor
of Counseling/
Counseling
Psychology,
Arizona State
University,
Phoenix, AZ

Presentation: “Ethical Responsibility and Culturally Responsive Counseling”

Dr. Patricia Arredondo has had a successful career as senior administrator in higher education, tenured full professor, an organizational consultant, and professional organization leader. She is the first and only Latina to serve as president of the American Counseling Association (2005-2006). Patricia has been an ACA “activist” as founding member of the Counselor for Social Justice and the Women’s Interest and Mentoring Network of ACES. She has chaired the Human Rights and Publications Committees, among others. Her professional leadership has also been with the American Psychological Association’s Divisions for women and ethnic minority issues where she achieved Fellow Status. She is the founding president of the National Latina/o Psychological Association.

Patricia served as president of the Chicago campus of The Chicago School of Professional Psychology (TCSPP), Associate Vice Chancellor for Academic Affairs with the University of Wisconsin-Milwaukee (UWM), and Senior Vice President for Student initiatives with Arizona State University (ASU). For 14 years, Dr. Arredondo was president of Empowerment Workshops, Inc., (EWI), a consulting firm she founded in Boston. Currently, she is president of the Arredondo Advisory Group, Inc., continuing the diversity strategy work and cultural climate studies she developed through EWI. Her specialty area is higher education.

Currently, Dr. Arredondo is a Visiting Professor with Arizona State University, Counseling/Counseling Psychology program and Faculty Fellow with Fielding Graduate University. With the latter, she is Co-PI of a NSF grant for women of color in STEM at Tribal Colleges. She is also on the faculty team for the New Leadership Academy administered by the National Center for Inclusive Diversity, University of Michigan. She has delivered many seminars on women’s leadership as well as leadership programs in Spanish.

Dr. Arredondo holds bachelor’s degree from Kent State in Spanish and Journalism, a master’s in Counseling from Boston College, and a doctorate from Boston University in Counseling Psychology. She is a licensed psychologist and National Certified Counselor. Originally from Lorain, Ohio, she currently resides in Phoenix, AZ.

Willam Cross Jr. Lecture Series | 10:00 - 11:30 A.m. | Room 111



Kenneth
Foster, PhD
Professor of
Psychology,
Savannah College
of Art and Design,
Savannah, Georgia

Presentation: “This and That: A Thing Called Identity”

Dr. Kenneth Foster is an experimental psychologist and Professor of Psychology at the Savannah College of Art and Design. He received his PhD from the City University of New York Graduate Center. He has done consulting work in New York, New Jersey, Pennsylvania, Wisconsin, and Texas. Dr. Foster has served as an advisory board member for the CDC and APA and is an institutional review board member for the Phoenix Foundation. Mentored by William E. Cross, he has produced substantial work on cultural identity. Other areas of focus have included social stigma, mental health, HIV/AIDS, teen pregnancy, and addiction.

Conference Strands:



Practice, Strategies, Techniques & Interventions



Identity Formation



Teaching, Training & Supervision



Social Change, Leadership & Advocacy



Ethical Issues & Professional Counseling



Research & Theory

Room 111

Welcome

8:30 a.m. - 9:00 a.m.

Dr. Beth Durodoye, Chair, Planning Committee, Georgia Southern University
Dr. Thomas Koballa, Dean, Georgia Southern University, College of Education

Room 111

Keynote Speaker

9:00 a.m. - 10:30 a.m.

“Ethical Responsibility and Culturally Responsive Counseling”

Now more than ever there, counselors across their specializations and sites of practice, must embrace the ACA Multicultural Counseling Competencies (MCC) to be ethically responsible and culturally responsive. Through ACA-based literature and guidelines, there is greater recognition of individuals’ intersecting identities, multiple heritages, and the dynamics of implicit bias that may affect access, respect, and well-being. Power and privilege in systems of care and educational settings continue to be barriers to culturally responsive counseling across the lifespan. Thus, it becomes the ethical responsibility for counselors to recognize these barriers and engage in advocacy strategies that provide the appropriate cultural care.

Dr. Patricia Arredondo, Visiting Professor, Arizona State University

Room 115

An Interactive Approach to Identifying Ethical Issues in Clinical Counseling and Supervision

Clinical Counseling and supervision is a parallel process that engages the supervisor, supervisee and the client. In this interactive presentation, the presenters will share their knowledge, experiences and training on how to facilitate the holistic development of the counselor in the supervision experience. Participants will be asked to present their cases related to supervision along with an ethical issue which will be discussed in a forum. Participants will gain insight into the counseling and supervisory relationship, understand parallel process, and identify effective ways to implement the ACA Code of Ethics in supervision.

Rachel R. Lloyd, EdS, MA, BS and Doris M. Atanmo-Strempek, PhD, CPCS, LCPS, CLS

Room 210

Mamaws, Nannas, & Gigis: Exploring Diversity and Global Connectedness Through Personal Stories

Stories have the power to connect us, and to promote compassion and empathy among all societies. This session will examine how they can serve as a powerful avenue for fostering an appreciation and understanding of culture - that of our own and of others. Through storytelling, we will explore diversity while building the “democracy of the intellect” (Short, 2012. p. 16).

Melissa Comer EdD and Kathy Brashears EdD, Tennessee Tech University, Tennessee

Room 212

A Comparative Exploration of Depressive Symptomatology among Black and White Collegiate Women

Minimal research on depression exists that considers the intersection of race and gender during emerging adulthood, a period of life known to have unique stressors and intensive social identity development. The comparative study highlighted in this presentation that Black females reported greater amounts of depressive symptomatology ($M = 24.61$) compared to White females ($M = 15.68$), ($F(1,377) = 61.434, p = .001$).

Buffie Longmire-Avital, PhD, Elon University, North Carolina

A focus on refugees' strengths is needed to provide a more complex understanding of the migration experience. This presentation will focus on protective factors that safeguard mental well-being in refugees. The presenters will discuss the purpose and results of a qualitative study conducted with refugees and staff members from agencies that work with this population.

Claudia Interiano, MS, PhD Student and Elvita Kondili, MEd, PhD Student


CALL FOR PROPOSALS OPENING SOON

2018 Cross-Cultural Cross Cultural Counseling and Education Conference
for Research, Action and Change

Room 115 **LGBTQ: Reading Between the Letters**

This session will shed light on what the LGBTQQIA letters really mean and how they impact our work with this community. The program emphasizes the word “Queer” and presenters will discuss intersectionality and how counseling personality can create welcoming spaces for Queer persons of color. Because Queer persons of color may not be welcomed in Queer spaces, their ethnic group, or they may be in a situations where they have to choose one intersection over another, Counseling personnel have to create a space where all intersections are validated. The presenters will integrate standards from various codes of ethics to guide participants in their ethical duty in work with members of the LGBTQQIA community.

David Julius Ford, Jr., PhD, LPC, NCC, ACS, Christian D. Chan, MA, NCC, Joshua Littleton, MEd, LAPC, NCC & Delton Harris, MSW, LCSWA

Room 210 **Posttraumatic Growth and African American Clients: A Response to Race Related Trauma**

The application of Posttraumatic Growth for counselors working with African American clients experiencing race related trauma will be explored. Implications for clinical practice, research and advocacy will be provided.

Allura Pulliam, MA, LSC, & Lisa Littlejohn, MA, LPC, NCC

Room 212 **Cross-Cultural Mentoring and Advocacy for African-American Female Counselor Educators Seeking Promotion**

African-American female counselor educators face multicultural barriers in the promotion process. Cross-cultural mentoring bridges the gap between privileged faculty gatekeepers and minority female counselor educators seeking promotion. This presentation examines barriers to the promotion of African-American female counselor educators and examines leadership, advocacy, and social change strategies that promote successful cross-cultural mentoring to diversify counselor education faculty.

Ashley Keaton, MA, LPC, NCC

Room 217 **Understanding the Plight of Refugees in Georgia**

Georgia has a growing refugee community (Division of Family and Children Services, n.d.). Successful refugee resettlement is dependent on emotional wellness. Advocating on behalf of this population, this presentation will address the state of refugees in Georgia. Information and participant discussion will address the various emotional roadblocks experienced by refugees and available resources to address these challenges.

Denise Lenares-Solomon, PhD, GSC, Kate Crockett, MEd Student & Daniel Jeng, MEd Student

Room 218/220 **A Phenomenological Investigation of Counselor Competencies Treating Children with Autism Spectrum Disorder**

Autism spectrum disorder (ASD) affects 1% of the world's population; however, the counseling field has not identified the counseling competencies needed to treat ASD. This presentation will provide an overview of the phenomenological inquiry that investigated the self-perceived competencies of treating ASD and how they will prove essential to enhance counselor training, practice, and standards. Implications will be discussed.

Katherine A. Feather, MA, LPC

Room 115 **Ethical Mixed Cultural Clinical Supervision**

Providing multicultural supervision is a fundamental tenant of counseling education and supervision. Before supervisors provide supervision, it is important for them to reflect on their own cultural biases when supervising a person different from themselves. With research suggesting that master's level students report a lack of skills/interventions as it pertains to multicultural, supervisors are in a great position to model skills for their supervisors.

Omar Fawzy, LGPC, PhD Student

Room 210 **Hidden Trauma Amongst Homeless Youth: Trauma Focused-CBT Interventions for Clinical Practice**


Culturally diverse classrooms include homeless children, their trauma, and their personal challenges which prevent learning. As a result, educators may lack patience and understanding with unidentified homeless children. Therefore, counselor referrals to outside counseling agencies are critical to deescalate additional behavioral issues and address the underlying trauma in the child's life. This presentation will offer professional counselors peer reviewed literature, clinical tools, and suggestions for utilizing Trauma Focused-CBT (TF-CBT) as an intervention for modifying disruptive behaviors among homeless school aged children.

Kimberly Griffin, MA, LAPC

Room 212 **Asian and Latino Students' Preparation to Counsel White Clients: A Critical Perspective**

Most cross-cultural training research has focused on training students to work with clients of color, with little research specifying how programs prepare Asian and Latino students to experience cross-cultural interactions with White clients as well as the unique challenges they encounter when counseling White clients. This presentation will present qualitative findings and provide practical and research implications.

Natoya Hill Haskins, LPC-GA, & Leonissa Johnson, PhD, NCC

Room 217 **How Does a White, Cisgender, Heterosexual, Able-bodied, Middle-class Faculty Member Teach Diversity?**

This interactive session will describe how one majority-culture faculty member teaches a cross-cultural counseling graduate course. The presenter will share concrete course structure, tone, activities, and processes as well as student reactions to the course. Participants are encouraged to bring and share their own strategies and experiences with teaching diversity.

Lisen C. Roberts, PhD, MEd

Room 218/220 **Creating A More Inclusive Feminist Identity Development Model**

Hillary Clinton's 2016 presidential campaign has highlighted the ideological and identity differences among those who identify as feminists. Hillary Clinton and her candidacy appear to represent feminists from (the second wave of feminism. This era of feminists sought to privilege women's experience by focusing mostly on gaining rights and access for White women. The 3rd and 4th waves of feminists are more focused on oppression, in general, and more inclusive of women of color and men. The two philosophical approaches have clashed and the most obvious result of that clash is that many younger women reject the feminist ideas of the Democratic presidential nominee. Women of color rejected that model from its inception and were more likely to be identified as Womanists or Hip Hop feminists. Perhaps now is the time to work on revising or creating a new feminist identity model to be reflective of all feminist philosophies."

Kathy M. Evans PhD, NCC, Katherine A. Feather, MS, MPA, PhD Candidate, Tiffany Bordonada, MS, MPA, PhD Candidate, & Tiffany Rogers, PhD, NCC

Room 115  Session Canceled

Room 210 

Gender Dysphoria While Incarcerated: Imprisoned by More Than Just Walls

Gender Dysphoria is a new diagnosis in the DSM 5. Professional counselors need to understand how this diagnosis affects mental health treatment. This presentation will explain the current diagnostic criteria and will provide research related to its prevalence in the prison population. Information about experiences and mental health challenges of incarcerated adult males diagnosed with gender dysphoria will be discussed.

Amanda Hinds, CRC, NCC, CCMHC, LPC-MHSP

Room 212 

The High Cost of Poverty: Advocating for the Silent Population

Poverty is a primary contributor to both health and social problems. Current literature indicates poverty is linked to increased risk of mental illness, drug use, imprisonment rates, school dropout rates, teenage birth rates, and myriad other issues. It is the goal of this presentation to emphasize the need for advocacy and community education in order to better serve this population.

Charles DeVon Mills, PhD, MA

Room 217 

Deafness as a Culture Not an Illness

Historically, the deafness has been viewed through a medical lens as a handicap and deficiency that requires something to be fixed through hearing aids or cochlear implants. However, this is not the majority view of the Deaf-World. The presenter will demonstrate how through a cultural lens, deafness is de-pathologized and embraced as a culture that is marked by differences and not limitations.


Kathleen E. Bazile, PhD, MA

Room 218/220 

Teaching Counseling Student to Address the Intersectionality of Oppressions with Clients

Too often in multicultural counseling, counselors focus on a single facet of the client's identity, such as race or sexuality. The fact is that most clients experience more than one source of oppression. This session will focus on the preparation of counselors-in-training to address multiple oppressions that their clients encounter that contribute to the difficulties they are experiencing.


Kathy M. Evans PhD, NCC, LPC & Douglas Bates, MSW, PhD. Candidate

Room 115 

Gender Identity and Cross-Cultural Expressions: Puppets as Story Props

This presentation will address ideas about gender identity in young children. It will especially focus on gender expression as a larger social justice issue. We will look at how puppets impact children's interactions in read-alouds in early childhood settings. Gender inequity issues develop through societal constructs. Puppets help young children grow up feelings less encumbered by unfair social expectations.


Paulette Harris, EdD, MEd, EdS, Linda Smith, & Sarah E. Wong, Augusta University, Georgia

Room 210 

The Use of Sister Circles to Avert Trauma for Black Women in the Academy

Colleagues who have both been engaged in research and analysis relative to Race-Based Trauma, and who have participated in Sister Circles will discuss the data behind trauma and self-care, and the relevance of Sister Circles as an intervention to address, in particular, the isolation and anxiety experienced by Black women in the academy. The session will be interactive.


Renay Scales, PhD, & Lisa Scott, MEd

Room 212 

Ethnic Racial Identity Models

This workshop will contrast and compare the stages of Nigrescence Theory and the stages of the Ethnic-Racial Identity Development Theory proposed by Jean Phinney. These models dominate the discourse on racial-ethnic identity development. Each model will be applied to the Black Lives matters social movement to determine which offers the best fit.

Dr. William E Cross, Jr, PhD, University of Denver

Room 217 

Session Canceled

Approved Credits

1. LPCA (Licensed Professional Counselors Association of Georgia)
2. NBCC (National Board for Certified Counselors)
3. 6.25 Hours of Ethics Participation
4. CEUs (Continuing Education Units)

Room 111

William Cross Jr. Lecture Series

10:00 a.m. - 11:30 a.m.

This and That: A Thing Called Identity

This presentation provides a general discussion of identity (history, milestones, and relevance to recent events) and the tautological reality that theorizing identity complexity and diversity is complex. A discussion of a study, using Cross' theoretical framework, will focus on: Black Identity orientation as it relates to everyday enactments, in the form of behaviors, attitudes and ideology; that such enactments demonstrate the utility (theory, research and practice) of this theoretical framework; Black identity and self-esteem.

Kenneth Foster, PhD

Room 115

The Ethics of Mental Health & Policing

This session will examine the trauma experienced in the community by both the police and citizens. A discussion about our ethical obligations to provide services in response to policing crises to often polarized individuals and groups will occur.

Tamara F. N. Ferebee, LPC

Room 210

Professional or Student: Mastering Your Place During Racial Unrest

It is important that student affairs administrators are equipped with the knowledge and tools to address the unique needs of Black male graduate students within their institutions. More importantly, it is important for administrators to challenge their personal lens and understand how various life paths and experiences can impact a student developmentally.

Donald D. Gilliam, MEd, Michael J. Seaberry, MA, PhD Doctoral Student; Brandon Jamaal Stroud, MS, EdD Doctoral Student, & Michael R. Williams, MS, EdD Doctoral Student

Room 212

Minority Faculty Retention in Counselor Education : Where Are We Now?

Counseling is diversifying in all aspects of the profession, including the clients and the student body. There have also been calls to diversify counseling faculty with some success. However, research regarding the retention of minority faculty continues to increase. This session will give an overview of the unique stressors of minority faculty and suggestions for successful retention programming.

Kristopher G., Hall, Asha S. Dickerson, PhD, LPC, NCC; William Abshier, Master's Student; Olabamidele Olanubi, Master's Student; Hannah Schorr, Master's Student & Nadirah Williams Master's Student

SAVE THE DATE:

September 8 - 9, 2017 | Coastal Georgia Center

RURAL HIV

RESEARCH AND TRAINING CONFERENCE

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

CONFERENCE NOTES



WIFI: CGCGUEST
PASSWORD: cgcguest