Special Thanks

Hosted by:

Sponsored by:

Exhibitors:

Vintage Meets Modern

Committee:

Dr. Beth Durodoye  
Chair  
Georgia Southern University

Dr. Leon Spencer  
Honorary Chair  
Georgia Southern University

Dr. Kristen Dickens  
Georgia Southern University

Dr. Nathaniel Ivers  
Wake Forest University

Dr. David Julius Ford  
James Madison University

Dr. Derrick Paladino  
Rollins College

Dr. Lyndon Abrams  
University of North Carolina at Charlotte

Dr. Alejandro Gallard  
Georgia Southern University

Dr. Carolyn Rollins  
Albany State University

Dr. Terry Diamanduros  
Georgia Southern University

Mr. Alexander Hines  
Winona State University

Dr. Patricia Stewart
### Friday, February 9, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. – 8:30 a.m.</td>
<td>Registration and Continental Breakfast</td>
</tr>
<tr>
<td></td>
<td>Lobby</td>
</tr>
<tr>
<td>8:30 a.m. – 9:00 a.m.</td>
<td>Welcome and Introduction of Keynote Speaker</td>
</tr>
<tr>
<td>111/113</td>
<td>Beth Durodoye, Ed.D., Georgia Southern University</td>
</tr>
<tr>
<td></td>
<td>Leon Spencer, Ed.D., Georgia Southern University</td>
</tr>
<tr>
<td></td>
<td>Deborah Thomas, Ph.D., Georgia Southern University</td>
</tr>
<tr>
<td>9:00 a.m. – 10:30 a.m.</td>
<td>Keynote Presentation</td>
</tr>
<tr>
<td>111/113</td>
<td>Kathryn Norsworthy, Ph.D., Rollins College</td>
</tr>
<tr>
<td>10:30 a.m. – 10:45 a.m.</td>
<td>Visit Exhibitors</td>
</tr>
<tr>
<td></td>
<td>Lobby</td>
</tr>
<tr>
<td>10:45 a.m. – 12:00 p.m.</td>
<td>Session 1 (Concurrent Sessions)</td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>111/113/115</td>
<td></td>
</tr>
<tr>
<td>1:00 p.m. – 2:15 p.m.</td>
<td>Session 2 (Concurrent Sessions)</td>
</tr>
<tr>
<td></td>
<td>Visit Exhibitors</td>
</tr>
<tr>
<td>2:15 p.m. – 2:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>2:30 p.m. – 3:45 p.m.</td>
<td>Session 3 (Concurrent Sessions)</td>
</tr>
<tr>
<td>3:45 p.m. – 4:00 p.m.</td>
<td>Visit Exhibitors</td>
</tr>
<tr>
<td>4:00 p.m. – 5:15 p.m.</td>
<td>Session 4 (Concurrent Sessions)</td>
</tr>
</tbody>
</table>

### Saturday, February 10, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. – 8:30 a.m.</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>Lobby</td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>William Cross Jr. Lecture Series</td>
</tr>
<tr>
<td>111/113</td>
<td>Peony Fhagen, Ph.D., Wheaton College</td>
</tr>
<tr>
<td>10:00 a.m. – 10:15 a.m.</td>
<td>Visit Exhibitors</td>
</tr>
<tr>
<td></td>
<td>Lobby</td>
</tr>
<tr>
<td>10:15 a.m. – 11:30 a.m.</td>
<td>Session 5 (Concurrent Sessions)</td>
</tr>
<tr>
<td></td>
<td>Lunch on Your Own</td>
</tr>
<tr>
<td>11:30 a.m. – 12:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>12:30 p.m. – 2:00 p.m.</td>
<td>William Cross Jr., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>University of Denver</td>
</tr>
</tbody>
</table>

Please sign in to each session you attend to receive CEU 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

Child and Family Guidance, Inc.
3033 N. Columbia St.
Milledgeville, Georgia 31061
(478)451-5205 Telephone
(478)451-5024 Fax
milledgeville@cfgofga.org

Child and Family Guidance, Inc.
206 E Adair St.
Valdosta, Georgia 31601
(229)247-4237 Telephone
(229)247-4239 Fax
valdosta@cfgofga.org
Mindful Activism: Building Bridges (NOT WALLS!) and Swimming Against the Stream

Kathryn Norsworthy, Ph.D., Rollins College
Friday 9:00 a.m. - 10:30 a.m. | Rooms 111/113

In light of our deeply polarized society, counselors are well positioned to draw on social justice principles and practices in social change work. In this presentation, Dr. Norsworthy will discuss mindfulness as a foundation for activism, peace, and justice projects, particularly when we are viewed as part of the opposition. Further, the presentation will focus on bringing mindfulness to within-group conflicts in order to prevent ruptures that undermine our efforts to create communities that are more just.

Kathryn Norsworthy is a professor of Graduate Studies in Counseling at Rollins College, an LGBTQ civil rights activist, and a peace practitioner. She has spent the last 20 years traveling to South and Southeast Asia—especially Thailand—to engage in peace and justice-focused projects focusing on such issues as on violence against women, HIV/AIDS, trauma-informed peace building in areas of ethno-political and civil conflict, immigrant and refugee concerns of the people of Burma, LGBTQ social movement building, mindful activism and social change, and feminist/social justice counseling. She and her local partners also collaborate with communities in action research in which members identify and analyze the issues of concern to them, develop and implement action plans for addressing these issues, and evaluate results for the purpose of planning and implementing longer-term social change. With her primary Thai collaborator, Ouyporn Khuankaew, Dr. Norsworthy facilitates workshops for international activists seeking to increase their knowledge and skills in mindful activism and Buddhist feminist peacebuilding. In central Florida, she has been involved in immigrant rights work and LGBTQ civil rights activism for the past 15 years. Finally, Dr. Norsworthy engages in qualitative research exploring transnational feminist, power-sharing, and decolonizing models of research, activism, and practice when western psychologists “cross borders” into countries, cultures, and communities in which they do not hold membership. Most recently, she is the recipient of the 2017 American Psychological Association International Humanitarian Award.
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.).

---

**Friday, February 9, 2018**

**Session 1 Sponsored by The Citadel Graduate College**

10:45 a.m. – 12:00 p.m.

**Session 1**

111  
**Ethical Issues in Professional Counseling**

115  
**Ethical Issues in Professional Counseling**

---

**Matters of Race and Culture in Counseling: Unraveling The Taboo!**
S. Kent Butler Jr., Ph.D., LPC, NCC, University of Connecticut  
M. Ann Shillingford-Butler, Ph.D., University of Central Florida, Orlando  
J. Richelle Joe, Ph.D., NCC, University of Central Florida  
Why is the issue of race TABOO? Is it the fear of being seen as...? This interactive presentation will provide graduate students and new professionals with specific strategies that encourage open and honest dialogues related to race and culture.

**Exploring Ethical Considerations and Competency in Providing Counseling to Transgender Clients**
Leon Spencer, Ed.D., NCC, LPC, MAC, CPCS, Georgia Southern University  
Carolyn Rollins, Rh.D., NCC, CRC, Albany State University  
Patricia Stewart, Ph.D., LPCC-S  
Kelly Michaud, M.Ed., LPC, MAC, CPCS, The Resilience Group  
This two-part workshop will examine ethical and professional issues working with transgender client populations. Part one will be an interactive discussion and examination of counseling issues such as counselor competency, counselor bias, boundary issues, medical considerations, the ethics of caring, and supportive trusting. Part two will be an interactive session examining counseling vignettes surrounding ethical issues that can be present in working with transgender clients and their family members. Attendance at both Part 1 and Part 2 sessions are required to receive 2.5 hours of CE credit in ethics.
Multicultural Counseling and Best Practices for Working With Transgender Clients
Bonnie C. King, Ph.D., LPC, NCC, Midwestern State University
Amanda E. Johns, Ph.D., LPC—S, NCC, Nicholls State University
Latrina R. Raddler, LPC—S, NCC, University of New Orleans

In social, personal, and intrapersonal realms, transgender individuals, gender variant, bigender, gender fluid, or any other non-gender binary identifying persons have historically experienced oppression in a variety of contexts (American Psychological Association, 2008; Perez, 2005). The presenters will discuss basics regarding counseling gender variant clients, and general advocacy efforts that apply to working with this population. The purpose of this presentation is to (1) acknowledge common societal and mental health issues many transgender individuals experience; (2) discuss cultural competencies, and apply them to ACA, ALGBTIC, and WPATH competencies for working with gender variant clients; (3) discuss goals, best practices, and advocacy efforts with trans populations.

Mindful Social Justice Counselor Education
Kathryn Norsworthy, Ph.D., NCC, LPC, Rollins College
Whitney Lake, B.A., Rollins College
Sarah Clode, B.A., Rollins College
Michelle Sullivan, B.A., Rollins College
Jorge Alberto Valladares, M.A., Rollins College
Princessa Long, B.A., Rollins College

In this workshop, presenters, including a faculty member and six graduate counseling students, will share their experiences of a mindfulness-based multicultural and social justice counseling graduate course. The program will focus on how mindfulness principles and practices support the counselor’s ability to “hold” strong emotions and respond effectively in social justice counseling, activism, and advocacy. Experiential mindfulness practices are offered.

Using Expressive Arts Therapy to Foster Psycho-political Wellbeing for Youth of Color
Whitney McLaughlin, LPCA, NCC, North Carolina State University
LaTonya Graham, LPCS, NCC, North Carolina State University

For youth of color, creative self-expression can be a form of resistance to oppression and marginalization. This interactive presentation will highlight the use of Ethno-political Theory in Expressive Arts Therapy to promote the psycho-political wellbeing for youth of color and encourage actions toward liberation in K-12 settings.
Friday Sessions

218/220
Teaching, Training, and Supervision

Processing the Process: A Multicultural Self-awareness Group in Multicultural Counselor Training
Adrienne Erby, Ph.D., LPC, NCC, Ohio University
Carla Roberson, M.A., Ohio University
Brandon Tramble, B.A., C.T., Ohio University

With many strategies designed to foster multicultural counseling awareness, this session addresses the utility of a process group in a multicultural counseling course, including the group’s purpose, structure, and procedures. The presenters will share experiences of facilitating the group, describe benefits of “processing the process,” present critical incidents identified by students, and discuss strategies for implementation.

1:00 p.m. – 2:15 p.m.

Session 2

On Being a Passionate Social Justice Activist: Grounded Reality!
S. Kent Butler Jr., Ph.D., LPC, NCC, University of Connecticut
M. Ann Shillingford-Butler, Ph.D., University of Central Florida, Orlando
J. Richelle Joe, Ph.D., NCC, University of Central Florida

Multicultural sensitivity, competency, and advocacy represent critical components to contemporary practice in counseling. This presentation examines the competencies necessary to be a proficient counselor and advocate within a multicultural society.

115
Ethical Issues in Professional Counseling

Exploring Ethical Considerations and Competency in Providing Counseling to Transgender Clients
Leon Spencer, Ed.D., NCC, LPC, MAC, CPCS, Georgia Southern University
Carolyn Rollins, Rh.D., NCC, CRC, Albany State University
Patricia Stewart, Ph.D., LPCC-S
Kelly Michaud, M.Ed., LPC, MAC, CPCS, The Resilience Group

This two-part workshop will examine ethical and professional issues working with transgender client populations. Part one will be an interactive discussion and examination of counseling issues such as counselor competency, counselor bias, boundary issues, medical considerations, the ethics of caring, and supportive trusting. Part two will be an interactive session examining counseling vignettes surrounding ethical issues that can be present in working with transgender clients and their family members.

Attendance at both Part 1 and Part 2 sessions are required to receive 2.5 hours of CE credit in ethics.
“Use of Self,” Vulnerability, and Multicultural Encounters within Therapeutic Dyads
Jennifer Moore, Ph.D., University of Memphis
Kimberly Melson, LAPC, NCC, Columbus State University
The focus of this presentation is multicultural competency and “use of self” within psychotherapy. Case examples of therapist and client dyads, specifically with contrasting identities, will be used for discussion. We will explore the idea that the explicit processing of differences between therapist and client can increase the therapeutic alliance. The need for the therapist’s vulnerability will also be discussed.

Teaching to Transgress: Black Womyn Teaching Diversity in Counseling and Higher Education
Adrienne Erby, Ph.D., LPC, NCC, Ohio University
LaWanda Ward, J.D., Ph.D., Ohio University
Mona Robinson, Ph.D., LPCC-S, LSW, CRC, Ohio University
Black womyn faculty disrupt Whiteness and patriarchy at the intersection of race and gender. Using Black Feminist Thought as a framework, three Black womyn faculty will share their experiences and challenges in teaching diversity-focused courses in counseling and higher education. The presenters will identify strategies for professional development, reflective teaching practice and self-care for Black womyn educators entering the academy.

Ways and Whys: Advocating for Queer Youth Through the Theory of Change
Ashley A. Delgado, B.S., Salve Regina University
Amanda Minor, Ph.D., Salve Regina University
Queer-identifying individuals are constantly under the scope of the public eye; having informed services, resources and accurate representation are crucial to the overall health of queer youth. This presentation will define important topics/terminology, provide an overview of the Theory of Change in relation to population needs; and offer counselors/educators suggestions and tools for helping queer youth thrive.

Labels: The Good, the Bad, & the Ugly
Warren B. Wright, M.Ed. Candidate, Georgia Southern University
Pamela C. Wells, Ph.D., M.Ed., Georgia Southern University
Freak. Slut. Thug. All of these words are labels placed on people that describe what or who they are. Labels are associated with stigma and stereotypes (Link & Phelan, 2001). These false perceptions can be internalized by individuals and impact their mental health and well-being. With the use of the ecological model, this session will focus on how labels affect individuals at the micro, meso/exo, and macrosystem levels. Participants will focus on skills and techniques to use to recognize and address negative, false, and preconceived beliefs. Participants will connect this information to their personal and/or professional clinical experience as mental health professionals.
Friday Sessions

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

Session 3

Addressing Minority Myths and Race-based Biases from a Counseling Perspective
LaTonya Graham, LPCS, NCC, North Carolina State University

This session highlights strategies for recognizing and addressing minority myths and race-based biases among professional counselors across a variety of settings. In addition to addressing negative beliefs about people of various cultures, the presentation also highlights the responsibilities and expectations of counselors.

Social Advocacy in Counselor Education Programs: From Theory to Action
Samuel Sanabria, Ph.D., NCC, LMHC, Rollins College
Alicia Homrich, Ph.D., LMFT, NCC, Rollins College

Social justice advocacy is an important part of counseling and one of the most challenging areas for educational programs to teach. Presenters will introduce an experiential-based model for teaching social advocacy which includes a 100 hour social justice pre-practicum as well as discuss the experiences of alums who have participated in this model.

FERPA and the Ethical Sharing of Academic Information in P-16 Settings
David Julius Ford, Jr., Ph.D., LPC, NCC, ACS, James Madison University
Cedric Cooks, DPC, LPC, NCC, NCSC, Gwinnett County Public Schools

The Family Education Right to Privacy Act (FERPA) provides the legal ramifications of information sharing in academic settings. An ethical dilemma presents itself when parents/guardians insist they should be privy to counseling sessions and other academic records. Through the use various case examples, this presentation will provide participants with the tools to work ethically with students in various developmental stages while adhering to the essence of FERPA.

Human Sexuality: Educating Future Counselors
Amanda M. Hinds, LPCMH, CRC, NCC, CCMHC, University of Tennessee
Joel Diambra, LPCMH, NCC, LPC, University of Tennessee

This program will focus on human sexuality as it relates to the counseling relationship. Topics covered will include a lack of CACREP standards; ethical implications; multicultural considerations and how privilege informs different aspects of sexuality. Best practices will be identified for incorporating human sexuality into counseling courses. Possibilities for implementation and the value of human sexuality courses will also be discussed.
212
Teaching, Training, and Supervision

**Cultural Competence Pedagogy: A Developmental Approach for Counseling Students and Graduates**

*Sonja A. Sutherland, Ph.D., LPC, DCC, ACS, Richmont Graduate University*

As social, political and academia-related agendas develop surrounding cultural competence, counselor-educators must be intentional about the incorporating of a variety of learning methods such as experiential interactions. Using weekly process groups within the university’s diversity course, this study created a weekly immersion experience that facilitated cultural competence growth on three developmental levels – student, graduate, and supervisor.

218/220
Identity Formation

**Ethnic Identity Development in Third Culture Kids in the United States**

*Kate E. Crockett, B.S., Augusta University*

*Daniel Jeng, B.A., Augusta University*

*Julian Yoon, B.S., Augusta University*

*Denise Lenares-Solomon, Ph.D., Augusta University*

The United States has a growing community of immigrants, refugees, and asylees. Although these individuals face challenges with adjustment, their children experience a different set of obstacles as third culture kids (TCKs). The children of these foreign-born individuals blend their parents’ culture (home culture) and their host culture, which creates a third culture. This presentation addresses the experience and identity development of these children who often feel they do not have full ownership in any culture.

4:00 p.m. – 5:15 p.m.

Session 4

**CACREP, Rap Music and Anti-Black Erasure**

*Ahmad R. Washington, Ph.D., NCC, University of Louisville*

After posting and subsequently removing an offensive “rap” video from its website, CACREP issued a remorseful public apology. The presenter will examine how CACREP’s trivial rendition of Hip Hop culture is emblematic of the pitfalls inherent to “liberal” multiculturalism, and how it illuminates an urgent need within counseling for more radical theories of social change (e.g., anti-Blackness).

**“Get Out” Survival Guide: Transcending from Your Sunken Place**

*Rebecca A. George, LPC, NCC, ACS, Webster University*

*Alexandria T. Smith, Ph.D., LPC, CAC, Webster University*

With the use of media such as the 2017 movie, “Get Out,” written and directed by Jordan Peele, the presenters have developed a method to utilize media in understanding racism and its implications. The participants will be able to identify emotional, physical, psychosocial and spiritual implications of racism via critical analysis of the movie “Get Out.” Specifically, the presenters will focus on creating an atmosphere of awareness, knowledge, and the skill of elevating one’s consciousness to transcend racism in its various forms.
Notes

115

Ethical Issues in Professional Counseling

The Intersection of Faith, Ethics, and the Helping Profession
Arlene Edwards-Joseph, Ph.D., LPC, NCC, LSC, Albany State University
Patricia Stewart, Ph.D., LPCC-S

Helping professionals should be mindful of the profound effect faith could have in their lives, the lives of the individuals they work with, and in the helping relationship. Helping professionals should also be cognizant of and work to adhere to the professional ethical codes written to help them make sound decisions. However, the confluence of faith and professional ethics may create a sense of dissonance, giving rise to ethical dilemmas that should be addressed in the best interest of the relationship. It is therefore imperative to have continuous and intentional dialogue among helping professionals regarding the complexities of the intersectionality between faith and ethics.

210

Practice, Strategies, Techniques, and Interventions

The Power of Puppets to Reach & Teach Under-Achieving Gifted Children
Paulette P. Harris, Ed.D., Augusta University
Linda G. Smith, B.A., Edgefield County Public Schools
Sarah E. Wong, Ed.S., NCC, NCSC, Augusta University

This session will highlight curricula specifically developed to provide teachers of young children with tools and practices that emphasize positive social change across early childhood settings. This includes ways to analyze puppets for use in classrooms when addressing cultural issues. New curricula developed by the three presenters will be presented for science, math, and language arts.

217

Research and Theory

When External Factors Meet Internal Realities: Combating Depression in African-American Males
Ashley Smith, LPC, NCC, Argosy University
Asha Dickerson, Ph.D., NCC, LPC, CPC-S, Argosy University

Current research shows that African-American men, while having slightly lower prevalence of depressed episodes than their White counterparts, experience debilitating and persistent depressive episodes that are more resistant to treatment. In this session, participants will (1) develop an understanding of how perceptions of depression by African-American males perpetuates underutilization of services, (2) identify strategies to assess and treat depression, and (3) identify the -isms that impact the socialization of African-American men. Advocacy strategies for work with this identified population will be discussed.
Counseling and Advocacy with Multiracial Clients
Derrick A. Paladino, Ph.D., LMHC, NCC, Rollins College
Estifani Rodriguez, M.A., Rollins College
Princessa Long, M.A., Rollins College

Multiracial individuals (e.g., multiple heritage, biracial, mixed-race) experience unique identity development processes as compared to individuals living with one racial/cultural identity. Although no single identity development model captures these experiences, common threads include identity confusion, social experiences, and environmental, family, and peer influences. This presentation will review themes, identity development processes, and effective counseling and advocacy strategies.
Saturday Featured Speaker | Saturday Sessions

Using a Mixed Method Approach for Understanding Perspectives About Diversity in Higher Education and for Making Institutional Change Recommendations

William Cross Jr. Lecture Series
Peony Fhagen, Ph.D., Wheaton College
Saturday 8:30 a.m. - 10:00 a.m. | Rooms 111/113

There is a frenzy among educators to figure out how to create learning environments for changing student demographics. Long-term institutional and strategic change necessitates a consideration of empirical research. Preliminary research findings on undergraduate students’ perspectives on diversity will be discussed. In addition, recommendations will be made for how research can be used to inform reshaping higher education to meet the needs of students from various cultural backgrounds.

Peony Fhagen, Ph.D., is Chair and Associate Professor of Psychology and African, African American, and Diaspora Studies at Wheaton College, MA. Her area of expertise is cultural identity development across the lifespan in context (i.e., families, education institutions), particularly among cultural groups in the United States. She is currently doing research on diversity in higher education. She also studies the self-conscious emotion humiliation. Dr. Fhagen is part of a research team with Drs. William Cross, Jr., Beverly Vandiver, and Frank Worrell that created the Cross Racial Identity Scale (CRIS) and the Cross Racial/Ethnic Identity Scale (CERIS).

Saturday, February 10, 2018

Notes

10:15 a.m. - 11:30 a.m.  
Session 5

Three Keys for Overcoming Resistance to Social Change
Peter Vajda, Ph.D., CPC, True North Partnering

In spite of the vast number of social change efforts—academic, professional, corporate, religious, etc.—that focus on racial identity development, ethnic identity development, and gender and sexual orientation, resistance to social change abounds in our culture. An exploration of the root cause of people’s resistance to social change, as well as knowing and practicing how to move through this resistance, is necessary not only to understand the dynamics of multi-ethnic and multi-racial groups in the U.S., but to lead individuals to embrace an anti-oppressive, multicultural perspective driven by a psycho-emotional-spiritual state that reflects openness, acceptance, inclusion, equanimity, and inner peace.
Whose Rights? The Men’s Rights Movement and Implications for Counselors
Quentin Hunter, M.Ed., LPCA, NCC, University of Louisville
Katelyn Gosnell Richey, M.Ed., LPCA, University of Louisville
Shaun Sowell, M.Ed., University of Louisville

The men’s rights movement (MRM) is a social and political movement to dismantle feminism. Emerging from men’s activist movements of the 1970s, the contemporary MRM utilizes the language of social justice and equality to argue for political and legal actions impacting client well-being and access. This presentation explores the history and ideology of the MRM and the implications for counselors.

Ethical Questions — Research, Advocacy to Practice: A Balance in Memory Care
Patricia M. Stewart, Ph.D., LPCC-S
Arline Edwards-Joseph, Ph.D., LPC, NCC, LSC, Albany State University

This session will examine the content and context of memory care. The common ground of the discussion will be the threading of cross-cultural conversations into major questions and perspectives encompassing ethical challenges and possibilities. It will begin with identifying the diversity in the room and the ethical moral codes that guide various mental health professions. Each person will name/indicate a puzzling, challenging and/or successful experience in memory care. The process will be one of opening the research process and findings to a narrative using deliberative dialogue to explore aspects of memory care as a cultural space for ethics, design, practice, and relationship wondering. The creative use of design questioning will provide an opportunity to interface ethical design conversations with perspectives of cultural imagination of emerging ethical challenges, as well as the ethical standards of behavior that guide practice and advocacy.

Gay Affirmative Practice: A Model for Counseling LGB Youth
Courtney B. Walters, LPCS, NCC, North Carolina State University
Cory W. Clark, LPCA, NCC, North Carolina State University
Whitney G. McLaughlin, LPCA, NCC, North Carolina State University
Samantha Simon Lohorn, LPCA, NCC, North Carolina State University
Bredell K. Moody, LPCA, NCC, North Carolina State University

According to the Centers for Disease Control and Prevention, LGB youth are at greater risk for depression, suicide, and substance use compared to their heterosexual peers. This presentation will highlight how the gay affirmative practice model can be used to help affirm LGB youth and help them feel socially, emotionally, and physically safe and supported.
Out of the Sunken Place: Centering Racial Identity Development Amid Racial Trauma
David J. Ford, Jr., Ph.D., LPC, NCC, ACS, James Madison University
Gerry Coffee, Ed.D., M.P.A., University of the Potomac
Joshua Littleton, M.Ed., LAPC, NCC, Armstrong State University
Josmar Trejo-Sanchez, Armstrong State University

African American males are experiencing an identity crisis due to racial trauma. This identity crisis can enter the therapeutic relationship and counselors must help clients resolve it. This presentation integrates Cross’s Theory of Nigresence and Narrative Therapy, thus guiding African American male clients through their racial identity development.

The Strong Black Woman Archetype and Implications for Treatment
Donya Wallace, LPC, NCC, University of South Carolina

African American women who embody the Strong Black Woman image are not your typical mental health clients. This presentation will explore the historical characteristics and clinical implications of working with women who strongly embrace this archetype. Treatment strategies using cultural coping methods will be proposed as a step towards developing a culturally responsive working alliance with this population.
Identity, Mental Health and Missing Scripts
William Cross Jr., Ph.D., University of Denver
Saturday 12:30 p.m. – 2:00 p.m. | Rooms 111/113

A deficit depiction of Black people has long dominated the psychological analysis of Black life. However, there an abundance of empirical evidence to the contrary. This workshop will discuss evidence of wide spread positive mental health among Black Folk and how a funds of knowledge perspective-rather than psychopathology-better explains the small number of Black youth participating in the high school to college pipeline.

Dr. William Cross Jr. is a leading theorist and researcher in the psychology and identity development of minorities. His book, *Shades of Black: Diversity in African-American Identity*, is considered a classic in the field of racial identity. Dr. Cross began his academic career at the University of Denver, graduating in 1963 with a Bachelor of Arts in Psychology. He became heavily involved with the social movements of the 60’s and 70’s and pursued a Ph.D. from Princeton in Psychology with the focus on African American Studies, which has been at the heart of his research and career for the past 40 years. Cross’s most notable contribution to the field came from the development of the Nigresence Theory in 1971, distinguishing the different stages of a person’s life as they explore their identity as it relates to their race and the race of others around them. Cross’s Nigresence Theory on identity development has been adapted to apply to both racial and social minority groups.

Share your Cross-Cultural Experience on Social Media!
#CrossCultural2018
Save the Date!

February 8–9, 2019

2019 Cross-Cultural Counseling and Education Conference for Research, Action, and Change

Call for Proposals Opening Soon!