INTRODUCTION

“Racism as a Barrier to Racial-Cultural Competence in Psychology and Education”

Welcome to the 22nd Annual Winter Roundtable on Cultural Psychology and Education, sponsored by the Counseling Psychology Program and the Center for Educational Outreach and Innovation at Teachers College, Columbia University. The Winter Roundtable is the longest running continuing professional education program in the United States devoted solely to cultural issues in psychology and education. The theme of this year’s program, “Racism as a Barrier to Racial-Cultural Competence in Psychology and Education,” underscores the Roundtable’s commitment to infusing cultural issues in educational and psychological training, practice, and research on individual, interpersonal, and societal levels.

The Winter Roundtable continues its tradition of bringing together scholars, practitioners, educators, researchers, advocates of social change, and students who value the complex influences of race, ethnicity, social class, gender, sexual orientation, and religious affiliation in psychology and education. Last year, the Roundtable instituted the Social Justice Action Award, which celebrates the contributions of individuals who have exemplified social change through their principles and practice. The inaugural recipient of the Social Justice Action Award was Dr. bell hooks. We are honored to have Jane Elliott as this year’s recipient of the Social Justice Action Award.

The Janet E. Helms Award for Mentoring has been a Roundtable tradition for 15 years. Over the years, the Helms Award has been bestowed upon luminaries in psychology and education, including Dr. Joseph White, Dr. Margaret Beale Spencer, Dr. Linda Darling-Hammond, and Dr. Michelle Fine. This year, we honor Frank H. Wu for his influence as a scholar and mentor across fields committed to the critical study of cultural issues.

The Roundtable is an institution that celebrates the influences of formidable figures in cultural psychology and education and offers opportunities for emerging scholars to showcase their contributions. The Student Poster Session is a forum for graduate students in psychology and education to share their recent scholarship with conference attendees. We invite you to join this informal luncheon and share your insights with this year’s student scholarship recipients.

We have arranged a broad-based conference including presentations across psychology, education, psychiatry, and social work. It is our hope that these presentations will incite further inquiry and interest in training, research, and practice issues in cultural psychology and education.
Sponsorship for the Winter Roundtable Conference is provided by:

The Teachers College Counseling Psychology Program and
The Center for Educational Outreach and Innovation

Co-Sponsors include:

Division 17 of the American Psychological Association

Division 45 of the American Psychological Association

The Council of Counseling Psychology Training Programs (CCPTP)

The National Association of Multicultural Educators (NAME)

Affiliated with:

The Diversity Challenge—Institute for the Study and
Promotion of Race and Culture, Boston College
ACKNOWLEDGMENTS

We would like to extend our appreciation to the following individuals who contributed their time and effort to the TC Winter Roundtable.

We would like to thank:

The Center for Educational Outreach and Innovation Staff
- MaryRose Barranco-Morris, Mark Noizumi, Kathy Lee, Jocelyn Smith, and Bethany Parliament

The Office of Development and External Affairs
- Deirdre Reznik and Thomas Phillips

The Office of Student Life
- Yvonne Kent-Destin, James Alford, and the Student Alliance for Multicultural and Mental Health Issues (SAMMI)

College-wide support
- Special thanks to Robert J. Schwarz and Musa Sore in Document Services for their diligent work on the program, Edwin Vasquez and Miklos Ujvari of Audio-Visual Services, George Schuessler from Computing and Information Services, the President’s Office, the Dean’s Office, and the Associate Dean’s Office. Thank you to Paul Acquarro and David Boxer for designing the website and assisting the Roundtable staff.
- We deeply appreciate the faculty and staff in the Counseling Psychology program for supporting the conference. Special thanks to Dr. Anika Warren for her contributions to the conference program and coordination of the volunteer activities and conference reception.

The Program Committee

Outside Support
- Thanks to Peter Galperin and Galperin Design, Inc. for their graphic design work on the Call for Papers, Brochure, and Program. We also appreciate Scott Miller and Bob Frey at Kutztown Publishing Co., Inc. for publishing advertisement materials.

Conference support personnel who assisted in organizing activities
- Chelsea Dize, Sheila Graham, Aisha Holder, Alice Khang, Annie Lin, Kristin Pietrocarlo, and Sidney Smith III
- And last, but not least, our CONFERENCE VOLUNTEERS!!!
Racism as a Barrier to Racial-Cultural Competence in Psychology and Education

2005 Conference Program
PROGRAM SCHEDULE

Friday, February 18, 2005

8:00 – 9:00 AM  
*Registration & Refreshments*  
179 Grace Dodge Hall

9:00 – 10:45 AM  
**KEYNOTE PANEL**  
Horace Mann Auditorium

*Whatever Happened to the National Dialogue on Race? Update and Future Directions*

John Dovidio, Ph.D., University of Connecticut at Storrs, Storrs, CT

James M. Jones, Ph.D., University of Delaware, Delaware, MD

Derald Wing Sue, Ph.D., Teachers College, Columbia University, New York, NY

Moderator: Madonna G. Constantine, Ph.D., Teachers College, Columbia University, New York, NY

11:00 – 11:50 AM

Papers  
125 Main Hall (Milbank Chapel)

*Exploring the Intersection of Immigrant Status, Sexuality, Gender, and Racism*

Oliva M. Espin, Ph.D., San Diego State University, San Diego, CA

*Academic Competence and Behavioral Health of African Americans in the Broader Context of Cultural Diversity*

Arthur L. Whaley, Ph.D., Dr.P.H., Associate Director for Mental Health Services Research, Hogg Foundation of Mental Health, University of Texas, Austin, TX
Symposia

From Racism to Cultural Competence: Oregon’s Unfinished Journey

Jean Moule, Ph.D., Oregon State University, Corvallis, OR
Bonnie V. Morihara, Ph.D., Western Oregon University, Monmouth, OR

The Intersection of Racism and Classism: Addressing "White Trashism" as a Barrier to Racial-Cultural Competency

William Ming Liu, Ph.D., University of Iowa, Iowa City, IA
Ekaterina Lamskova, B.S., University of Iowa, Iowa City, IA
Leslie C. Leathers, B.S., University of Iowa, Iowa City, IA
Ren Stinson, B.A., University of Iowa, Iowa City, IA
Amina Mahmood, B.A., University of Iowa, Iowa City, IA

Examining African American Middle School Youth's Racial Ideology Using an Animated Narrative Vignette Methodology

Sharon Y. Tettegah, Ph.D., University of Illinois at Urbana-Champaign, Champaign, IL
Helen A. Neville, Ph.D., University of Illinois at Urbana-Champaign, Champaign, IL

Strategies for Addressing Racism in Multicultural Courses

Dianne T. Robinson, Ph.D., University of Texas, San Antonio, TX
Fred A. Bonner, II, Ed.D., University of Texas, San Antonio, TX
Aretha F. Marbly, Ph.D., Texas Tech University, Lubbock, TX
Workshops

**School Counselor Accountability: Closing the Gap**

Carol A. Dahir, Ed.D., New York Institute of Technology, New York, NY

Carolyn Stone, Ed.D., University of North Florida, Jacksonville, FL

**EDUCATIONAL OBJECTIVES:**

- To become familiar with the relationship of school counseling to the No Child Left Behind Act
- To look at contemporary models of school counseling
- To discuss the application of leadership, advocacy, teaming and collaboration, and use of data to school counselor accountability
- To become familiar with the six step MEASURE process to connect school counseling to the school improvement agenda
- To develop strategies to collaborate with others to move school improvement data in a positive direction
- To explore ways of communicating school counselor accountability with school based faculty and staff, parents, and community organizations.

**DESCRIPTION:**
With the federal, state, and local emphasis on accountability, school counselors must demonstrate how school counseling programs contribute to closing the gap. Participants will become familiar with MEASURE, a six-step accountability model that uses school report card data and collaboration and teaming to connect school counseling programs to the school improvement agenda.

**Cultural Competence in the Clinical Encounter: Interpersonal Communication and Professionalism**

Francis G. Lu, M.D., San Francisco General Hospital, University of California, San Francisco, CA

Heather Hall, M.D., San Francisco General Hospital, University of California, San Francisco, CA

**EDUCATIONAL OBJECTIVES:**

- Participants will understand cultural issues related to interpersonal communication and professionalism core competencies when working with Asian Americans and African Americans.
- Participants will understand how these competencies are related to the use of the DSM-IV-TR Outline for Cultural Formulation.
DESCRIPTION:
This workshop will explore cultural issues related to interpersonal communication and professionalism in the clinical encounter. Two new training videotapes will be shown, each 19 minutes in length, that consist of interviews of Irma Bland, M.D. and Evelyn Lee, Ed.D., cultural competence pioneers who passed away in 2003.

Understanding and Addressing White Resistance to Examining Racism

Diane J. Goodman, Ed.D., Independent Trainer/Consultant, Nyack, NY

EDUCATIONAL OBJECTIVES:
- To help participants gain insight into why students act resistant and to offer a range of strategies to help prevent, reduce, and address resistance
- Participants will develop greater compassion for resistant students and increase their ability to deal with resistance.

DESCRIPTION:
This interactive workshop will include presentation, personal reflection exercises, and discussion. First, participants will identify the ways resistance is manifested in their classes. I will then discuss some of the reasons for resistance. Next, we’ll consider specific ways to prevent and reduce resistance by creating an environment that allows people to be less defensive and more open to the class material and experience.

Finally, I will review a range of strategies to address resistance when it arises. Participants will have the opportunity to talk about their own experiences and approaches they have tried in dealing with resistance from students. This session draws on material from my book, Promoting Diversity and Social Justice: Educating People from Privileged Groups (Goodman, 2001).

Racism in Education: A Multicultural Counseling Approach to Group Therapy Involving Black Female University Students

Benetta E. Fairley, M. Ed., Indiana University, Bloomington, IN
Khym N. Isaac, Ed.M., Indiana University, Bloomington, IN

EDUCATIONAL OBJECTIVES:
This workshop will:
- Provide an understanding about how to incorporate multicultural guidelines (e.g., awareness of self, awareness of group members’ worldviews, and utility of culturally appropriate intervention strategies) to identify how traditional means of group processes may not be appropriate for Black female college students
- Illustrate how prejudice and discrimination are pertinent
to experiences of wellness among Black female college students

- Demonstrate how to address feelings of isolation and loneliness as experienced by Black women through our development of the group.

**DESCRIPTION:**
The focus of this workshop includes the presentation of a Black women’s support group located in a medium-sized, predominantly White, Midwestern college town. This workshop presentation will address how support and collectivism were present within the group. We also will provide supporting literature that concurs with our philosophical approach contained within our group format. The presentation will address how homogeneity influences support and cohesion, as well as provide a discussion regarding the benefits and challenges to this form of group process.

Information regarding survey data collected from each member after the third, ninth, and fifteenth sessions will be provided along with information about the direct interactions between members, between members, and supervisor. This discussion will be followed by an in-vivo experience including an actual group activity, followed by processing of the group experience.

**Conceptualizing and Responding to Racism in White Trainees: Supervision of Counselors in Training**

**Lynne A. Bennion, Ph.D.,** Brigham Young University
Counseling and Career Center, Provo, UT

**EDUCATIONAL OBJECTIVES:**
- Participants will increase and practice skills for conceptualizing and responding to racial insensitivity and/or expressions of racism (e.g., color-blindness, paternalism) in the counseling work of White supervisees.

**DESCRIPTION**
Effective supervision, particularly when racial or cultural factors are salient, is dependent upon adequate conceptualization of a trainee’s psychoracial and socioracial constructs. In Part 1 of this workshop, developmental models, relevant research findings, and ethical principles will be reviewed briefly to ground our discussion. In Part 2, workshop participants will respond to fictional videotaped counseling or supervision vignettes, and may be invited to role-play alternate ways of responding to the trainee or client in the vignette. The content and format of this workshop will be adapted to the needs, interests, and experience level of the participants.

**Book Fair**

Please visit the Book Fair located in 179 Grace Dodge Hall, the main registration area. The Book Fair will be open throughout the conference and highlights the works of various speakers. Publications will be available for sale.
12:00 – 12:50 PM

**Papers**

**Bilingualism and Schooling in the US: Bedrock or Barrier**

Eugene E. Garcia, Ph.D., Vice President for University School Partnerships, Dean of the College of Education, Arizona State University, Tempe, AZ

**Faith, Hope and Love: Overcoming Barriers in Educating a Racially and Culturally Diverse Religious Community on Lesbian, Gay, Bisexual, Transgender and Queer Issues**

Claire L. Dente, Ph.D., LCSW, University of Pennsylvania, Philadelphia, PA

**Worldviews and Research for Evidence-Based Multicultural Practice**

Mark E. Koltko-Rivera, Ph.D., Director of Research, Professional Services Group, Inc., Winter Park, FL

**Symposia**

**A Cross-Cultural Analyses of Attitudes and Expectations about Counseling**

Lawrence Gerstein, Ph.D., Ball State University, Muncie, IN

Stefania Ægisdóttir, Ph.D., Ball State University, Muncie, IN

Seong-in Choi, M.A., Ball State University, Muncie, IN

**Multicultural Literacy: The Foundation of Multicultural Counseling Competency**

Courtland C. Lee, Ph.D., University of Maryland, College Park, College Park, MD

Dwayne E. Ham, M.S., M.Ed., University of Maryland, College Park, College Park, MD

Luis A. Tosado, M.S., University of Maryland, College Park, College Park, MD

**The Influence of Ethnic Identity and Gender Attitudes on the Career Decision-Making Self-Efficacy, Career Outcome Expectations, and Gender Traditionality of Career Interests of Female High School Students of Color**

George V. Gushue, Ph.D., Teachers College, Columbia University, New York, NY

Melissa L. Whitson, M.S., Teachers College, Columbia University, New York, NY

125 Main Hall (Milbank Chapel)

457 Grace Dodge Hall

465 Grace Dodge Hall

273A Grace Dodge Hall

363 Grace Dodge Hall

449 Grace Dodge Hall
12:30 – 2:00 PM  
**Pathways to Publication**  
Join an informal luncheon where editors and representatives of prominent journals discuss the publication processes of their respective journals.  
Represented Journals include:  
- *Journal of Counseling Psychology*  
- *The Counseling Psychologist*  
- *Journal of Counseling and Development*  
- *Journal of Multicultural Counseling and Development*  
- *Journal of Black Psychology*  
- *Race, Gender, and Class*  
- *Journal of College Student Development*  
- *Teachers College Record*  
- *Harvard Education Review*  
- *Journal of Infant, Child, and Adolescent Psychotherapy*  

1:00 – 2:00 PM  
**LUNCH**  
The Teachers College Cafeteria, located in the Ground Floor of Grace Dodge Hall, is open. Restaurant suggestions are also available in your packet. Participants are encouraged to use this time for informal Roundtable discussions amongst peers.

2:00 – 2:50 PM  
**THE JANET E. HELMS AWARD LECTURE**  
*Bridge Building Through the Dual Processes of Diversity and Democracy*  

Frank H. Wu, J.D., Dean, Wayne State University Law School, Detroit, MI
2:00 – 2:50 PM

Papers

The Relations between Racial Identity, Race Related Stress, and Psychological Health

Deidre Cheryl Franklin-Jackson, Ph.D., The Harlem Educational Activities Fund, Inc., New York, NY


Sabrina Zirkel, Ph.D., Director, Social Transformation Program; Director of Research, Saybrook Graduate School and Research Center, San Francisco, CA

Symposia

"Overcoming" Quotas: How (Erroneous) Beliefs about Affirmative Action can be Used to Affirm the Self

Miguel E. Unzueta, Ph.D., Stanford University Graduate School of Business, Stanford, CA
Brian S. Lowery, Ph.D., Stanford University Graduate School of Business, Stanford, CA
Eric D. Knowles, Ph.D., Stanford University Graduate School of Business, Stanford, CA

Cultural Identity and Minority Student Achievement

Hardin L. K. Coleman, Ph.D., University of Wisconsin, Madison, WI
Laura Fillingame, M.S., University of Wisconsin, Madison, WI

The Influence of Racial Identity on the Psychological Outcomes of Racism: The Case of African Americans and Asian Americans

Alex Pieterse, M.A., University of Maryland, College Park, College Park, MD
Alvin N. Alvarez, Ph.D., San Francisco State University, San Francisco, CA

Creating Curricular Change: Strategies for Building Cultural Competence in Psychology, Criminal Justice, and a Wide Range of Other College Courses

Judith Bachay, Ph.D., St. Thomas University, Miami, FL
Jeffrey N. Pickens, Ph.D., St. Thomas University, Miami, FL

Friday, February 18, 2005
Robin L. Lovett, J.D., St. Thomas University, Miami, FL

Racism as a Barrier in Psychology and Education for Undergraduate Psychology Students

Ruperto M. Perez, Ph.D., University of Florida, Counseling Center, Gainesville, FL
Korinne Chiu, University of Florida, Gainesville, FL
Michelle de Zayas, University of Florida, Gainesville, FL
Miren Urrutia, University of Florida, Gainesville, FL

Recruiting for Diversity in the Information Age: Multicultural Content of Professional Psychology Program Websites

Markus Bidell, Ph.D., University of New Mexico, Albuquerque, NM
Carl Broach, M.A., University of New Mexico, Albuquerque, NM
Julia Ragen, M.A., LMHC, NCC, University of New Mexico, Albuquerque, NM
Elizabeth Carrillo, B.A., University of New Mexico, Albuquerque, NM
Kristine Gallegos, M.A., University of New Mexico, Albuquerque, NM

2:00 – 3:50 PM

Workshop

Multicultural Sensitivity and Competence in the Clinical Supervision of School Counselors and School Psychologists: A Context for Providing Competent Services in a Multicultural Society

S. Kent Butler, Ph.D., NCC, NCSC, University of Missouri – St. Louis, St. Louis, MO

Educational Objectives:

- This workshop will examine issues of multicultural competence within the context of a supervisory relationship.
- We will review culturally sensitive counseling techniques and interventions that clinical supervisors can discuss with supervisees.

Description:

This workshop will examine those attitudes beliefs, knowledge, and skills necessary for school counselors and psychologists when providing competent supervision to supervisees. Participants will have opportunities to engage in activities and discussions of culturally sensitive counseling techniques and interventions within
the context of a supervisory relationship.

2:00 – 3:50 PM

Workshop  
**Community Life vs. Incarceration: The Role of Psychologists in Re-Socializing African Americans Toward Pathways to Productivity**

Roslyn M. Caldwell, Ph.D., John Jay College of Criminal Justice, The City University of New York, New York, NY  
Thomas A. Parham, Ph.D., University of California – Irvine, Irvine, CA

EDUCATIONAL OBJECTIVES:
- To acquaint the audience with the existing literature and research pertaining to African Americans and the criminal justice systems  
- To sensitize the audience to the unique factors and challenges African Americans face with regards to criminality  
- To assist the audience in developing community interventions.

DESCRIPTION:
Presenters for this workshop will synthesize the information related to African Americans in the criminal justice system, outline ways of understanding criminal behavior, discuss intervention models for African American youth, present and intervention model to help intervene with African American youth, and follow-up with a discussion.

3:00 – 3:50 PM

A Conversation Hour with Dr. John Dovidio  
John Dovidio, Ph.D., University of Connecticut, Storrs, CT

Papers  
**Asian Americans: Cultural, Gendered and Sexual Identities in the Context of Dichotomous Paradigms**

Connie Chan, Ph.D., Dean, College of Public and Community Service, University of Massachusetts at Boston, Boston, MA

**Teachers' Philosophy in Discussing Issues of Race in the Classroom: A 'Colorblind' Balancing Act?**

Sheri Anna Castro Atwater, Ph.D., California State University, Los Angeles, CA
Conservative Politics in the Classroom: Student Resistance to Multiculturalism Reconsidered

Katherine L. Wardi-Zonna, Ph.D., Gannon University, Erie, PA
Adrienne M. Dixon-McCullum, M.S., M.F.T., Gannon University, Erie, PA
Linda McRoberts Fleming, Ph.D., Gannon University, Erie, PA

Engaging Communities of Color in Educational Renewal: A Successful Leadership Training Program

David Duran, Ph.D., California Polytechnic State University, San Luis Obispo, CA
Tracy Steele, M.Ed., Director, Newcomer Program, Lucia Mar Unified School District, Arroyo Grande, CA

Multicultural Counseling Competencies among White Psychology Trainees: Examining New Constructs

Lisa B. Spanierman, Ph.D., University of Illinois at Urbana-Champaign, Champaign, IL
Euna Oh, M.A., University of Illinois at Urbana-Champaign, Champaign, IL
Paul Poteat, B.S., University of Illinois at Urbana-Champaign, Champaign, IL
Ying-Fen Wang, M.Ed., University of Illinois at Urbana-Champaign, Champaign, IL

The Family Potential Center: A Progressive Multicultural Social Justice Training Model for an APA Accredited Counseling Psychology Program

Leon D. Caldwell, Ph.D., University of Nebraska-Lincoln, Lincoln, NE
Derek Iwamoto, M.A., University of Nebraska-Lincoln, Lincoln, NE
Chatee Richardson, M.A., University of Nebraska-Lincoln, Lincoln, NE
Dolores Tarver, M.A., University of Nebraska-Lincoln, Lincoln, NE
Workshops

White-On-White: Exploring Racial Identity, Privilege, and Racism in White Affinity Groups

Elizabeth Denevi, Ph.D., Georgetown Day School, Washington, DC

EDUCATIONAL OBJECTIVES:
- Discuss what it means to be White in our institutions
- Explore racial identity development and its impact on learning environments
- Understand the systemic nature of White privilege/racism
- Develop strategies for interrupting systems of racial privilege.

DESCRIPTION:
This workshop will examine the value of creating White racial affinity groups to look at identity development, privilege, and strategies for creating more antiracist and inclusive teaching practices. The goal of White-on-White dialogue is to do the work that White people have long neglected, avoided, and denied so they can increase equity through greater self-awareness and understanding.

Intersections of Race, Gender, and Sexual Orientation: Therapeutic Implications

Marie L. Miville, Ph.D., Teachers College, Columbia University, New York, NY

Angela Ferguson, Ph.D., Howard University, Washington, DC

EDUCATIONAL OBJECTIVES:
- Examine how race, gender, and culture influence sexual orientation
- Identify and discuss the ways in which racial and cultural factors emerge in LGBT communities
- Examine how racism is a part of macro and micro systems
- Develop increased sensitivity to subtle forms of racism for LGBT persons of color
- Identify potential strategies and interventions for dealing with racism and multiple oppressions.

DESCRIPTION:
This workshop will focus on contextual aspects of identity as based on race, gender, and sexual orientation. Didactic and experiential approaches will be utilized to illustrate how constructing identity can be a difficult process, particularly when various dimensions of identity are marginalized and negatively stereotyped. This workshop will focus on parallel themes that exist across identity dimensions based on race/culture, gender, and sexual orientation, and how to facilitate the process of identity construction across these dimensions. A primary task for therapists
is to help clients negotiate a search for congruence and wholeness, particularly when clients feel caught among social worlds in which only one aspect of identity can be expressed or affirmed. Strategies and interventions for facilitating clients’ search for congruence and for dealing with racism and multiple oppressions will be presented and discussed.

**Adapting and Implementing Culturally Specific Prevention Intervention Programs for Use with African American Families**

Shani A. Foy-Watson, MSW, Duke University, Durham, NC

Nichole Weedon, MSW, Duke University, Durham, NC

Stephanie I. Coard, Ph.D., Center for Child and Family Policy, Duke University, Durham, NC

**EDUCATIONAL OBJECTIVES:**

This workshop will:

- Provide an overview of adapting and implementing an evidence-based parenting program for the prevention of conduct problems in communities of color
- Work from the framework that the teaching of racial socialization as an enhancement to an evidence-based parenting program will have several specific beneficial effects of parents and their children.

**DESCRIPTION:**

The workshop will provide the rationale for the adaptation and implementation process of a culturally specific parent-training program for the prevention of conduct problems with economically disadvantaged African American families. In addition, we will examine the parental challenges that African American families experience and unique parenting practices (i.e., racial socialization) that are based in cultural, ethnic, and racial values and influenced by the societal realities that exist (e.g., racism, prejudice, and discrimination). The structure of the skill-building workshop includes: (a) the limitations of parent training interventions; (b) the impact of racial socialization on the raising of African American children; (c) the incorporation of racial socialization in evidence-based parent programs; (d) the Black Parenting Strengths and Strategies Program as a model; and (e) suggestions for implementing and recruiting for culturally specific programs.
Interviewing Diverse Children and Families about Suspected Child Abuse: Overcoming Racism and Discrimination in an Unjust System

Lisa A. Fontes, Ph.D., Springfield College, Springfield, MA

EDUCATIONAL OBJECTIVES:

- To understand some of the issues facing immigrant and minority children in child maltreatment interviews
- To be able to choose the most appropriate approach to interviewing children whose native language is not English
- To understand people’s legal right to a language interpreter
- To understand the risks and fears faced by low-income immigrant and minority families in child maltreatment interviews, and ways to overcome some of these.

DESCRIPTION:
Participants will learn how to interview cultural minority and immigrant families about child maltreatment in as fair and empowering a way as possible. Participants will come to understand the needs of cultural and language minority clients, and how to reduce bias and increase fairness in the child protection system.

4:00 – 4:50 PM
A Conversation Hour with James M. Jones, Ph.D.

James M. Jones, Ph.D., University of Delaware, Delaware, MD

A Viewing and Processing of the Film “A Class Divided”

Anika K. Warren, Ph.D., Teachers College, Columbia University, New York, NY

Papers
Conversations about Race and Racism: What are We Teaching Our Children?

Tiffany Taylor Smith, M.S.Ed., TR Taylor Consulting Group, Hillside, NJ

Symposia
Fragile Families: Interracial Parents and the Impact of Social and Environmental Factors

Lisa V. Orbé, Ph.D., LaGuardia Community College, Long Island, NY

Mignon R. Moore, Ph.D., Columbia University, New York, NY

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Discourses of Identity, Authority, and Resistance in Urban Teachers’ Talk: Building Strategies for Change

Wendy Luttrell, Ph.D., Harvard Graduate School of Education, Cambridge, MA
Janie V. Ward, Ed.D., Simmons College, Boston, MA

Moving Away from Stereotypes: Toward Culturally Appropriate Explanations for Help-Seeking Patterns among Ethnic Minorities

Deidre M. Anglin, Ph.D., Columbia University Mailman School of Public Health, New York, NY
Lawrence H. Yang, Ph.D., Columbia University Mailman School of Public Health, New York, NY
Yu-Wen Chou, Psy.D., Gouverneur Healthcare Services, New York, NY

5:00 – 7:00 PM GRADUATE STUDENT NETWORKING SOCIAL
Join graduate students in psychology and education for an informal reception sponsored by The Office of Student Life and the Student Alliance for Multicultural and Mental Health Issues (SAMMI).

Cafeteria (Ground Floor of Grace Dodge Hall)
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<th>Time</th>
<th>Event Description</th>
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<td>8:00 – 9:00 AM</td>
<td>Registration &amp; Refreshments</td>
<td>179 Grace Dodge Hall</td>
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<td>9:00 – 9:50 AM</td>
<td>SPECIAL INVITED ADDRESS</td>
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<td>Special Invited Address: Language Minority Students: Segregation, Unequal Education, and Unfair Assessment: Toward Workable Policies</td>
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<td>Gary Orfield, Ph.D., Co-Director, The Civil Rights Project, Harvard Graduate School of Education, Cambridge, MA</td>
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<td>9:00 – 9:50 AM</td>
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<td>Implementing Empowerment Pedagogy to Address the Academic Achievement of African American Male High School Students</td>
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<td>Leon D. Caldwell, Ph.D., University of Nebraska, Lincoln, NE</td>
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<td>Symposia</td>
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<td>Making Meaning of Race: Listening to White Students</td>
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<td>Sherry Watt, Ph.D., University of Iowa, Iowa City, IA</td>
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<td>Jerri Drummond, M.A., University of Iowa, Iowa City, IA</td>
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<td>White Client Racism as a Barrier to Effective Treatment</td>
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<td>Pamela F. Foley, Ph.D., Seton Hall University, South Orange, NJ</td>
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<td>Lewis Z. Schlosser, Ph.D., Seton Hall University, South Orange, NJ</td>
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<td>Mark H. Chae, Ph.D., William Paterson University, Wayne, NJ</td>
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<td>Esperanza F. Hernandez, M.A., Seton Hall University, South Orange, NJ</td>
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**Silence is not Golden: Exploring the Impact of Religious Beliefs on Multicultural and Sexual Orientation Counselor Competencies**

Markus Bidell, Ph.D., University of New Mexico, Albuquerque, NM

Shirley A. Cornett, Ph.D., Eastern Kentucky University, Richmond, KY

**Teaching About Race: The Impact of Racism and Resistance to Multiculturalism on Faculty of Color**

Cicely Horsham-Brathwaite, Ph.D., EAP Specialist, National Employee Assistance Providers, INC., Ronkonkoma, NY

Melanie Cosby, Ph.D., Temple University, Philadelphia, PA

Arpana G. Inman, Ph.D., Lehigh University, Bethlehem, PA

**Workshops 9:00-10:50 AM**

**Culturally Infused Violence Prevention Programming for Children**

Sally M. Hage, Ph.D., Teachers College, Columbia University, New York, NY

LeLaina Romero, Teachers College, Columbia University, New York, NY

Preethy Eddy, Teachers College, Columbia University, New York, NY

Robyn Howarth, M.A., Teachers College, Columbia University, New York, NY

Lauren Key, Ed.M., Teachers College, Columbia University, New York, NY

Nita Makhija, Teachers College, Columbia University, New York, NY

Nathalie Vallieres, Teachers College, Columbia University, New York, NY

**Educational Objectives:**

- To understand the context for emphasizing cultural diversity in children’s violence prevention programming
- To learn a process for infusing multicultural issues into violence prevention curriculum
- To identify challenges and resources that can hinder and support infusing cultural issues
- To share experiences of developing culturally relevant
programming.

**DESCRIPTION:**
This workshop will assist participants in developing culturally relevant violence prevention programming for children. School-based violence prevention efforts, particularly those programs that target children and adolescents who may be at risk of engaging in violence in relationships, have been grown significantly in recent years. Experts recommend that the content of these programs be culturally sensitive and include material that specify violence prevention among culturally diverse youth. The presenters’ experience with the C.A.R.E. club (Kids Learning to be Caring, Active, Respectful, and Empathic in Relationships) will be discussed as a way in which multicultural issues were infused into a violence prevention curriculum.

**Building Bridges or “Watering it Down:” The Inclusion of Sexual Orientation, Social Class, and Disability Issues in Courses on Race and Culture**

Karen L. Suyemoto, Ph.D., University of Massachusetts – Boston, Boston, MA

**EDUCATIONAL OBJECTIVES:**
This workshop will:
- Discuss the pros and cons of narrow focus and broad inclusion in courses on race and culture, particularly in relation to structures of power and privilege; the avoidance of discussions of race and racism; and Audre Lorde’s assertion, “There is no hierarchy of oppression.”
- Share readings, activities, and experiences that include sexual orientation, social class, and disability issues in courses on race and culture in ways that contribute to the goal of addressing racism
- Discuss effects on students of these readings, examples and activities.

**DESCRIPTION:**
Can sexual orientation, social class, and disability issues be included in courses on race and culture in ways that contribute to (rather than detract from) addressing racism as a barrier to competence in practice? Participants will discuss and understand challenges, benefits, activities and readings, and the impact on students.

9:00 – 11:50 AM

**Workshop**

**When the Color of Water has Dye: A Model of Multicultural Counseling and Control Therapy with Clients of Color**

Elizabeth Soucar, Ed.M., NCC, Temple University, Philadelphia, PA

Portia Hunt, Ph.D., Temple University, Philadelphia, PA
EducatioNal oBjeCtives:
Participants will learn:
- To identify the four “modes of control” as they appear in human behavior
- How to interpret an instrument that assesses sense of control in various life domains
- How to use the instrument and the approach “in action” with clients of color.

description:
The purpose of this workshop is to provide a conceptual and experiential framework for understanding Control Theory and Therapy, including their relevance and applicability to working with African American clients. A treatment model relevant to working with African American clients using Control Theory concepts to help clients assess, clarify and select behaviors they want to improve will be presented. Participants will experience the process by taking the Shapiro Control Inventory (SCI) and become familiar with the instrument. They will learn how to understand the role of the “control profile” in the process of therapist-client collaborative goal-setting and ongoing work. Participants will also understand what Control Therapy looks like “in action” with a racial/ethnic minority client by viewing videotape. Generated discussion will focus on the therapist-client dynamics as well as the outcome measures to determine applicability of the model to working with various groups of color and other under-served populations. This experiential workshop is for practicing psychologists, clinical trainers, and researchers.

10:00 – 3:00 PM  Book Fair
Please visit the Book Fair located in 179 Grace Dodge Hall, the main registration area. The Book Fair will be open throughout the conference, and highlights the works of various speakers. Publications will be available for your interest.

10:00 – 10:50 AM  Papers
How Racist (Mis)education Kills the Hopes, Dreams, and Souls of African American Students
Kevin Cokley, Ph.D., University of Missouri-Columbia, Columbia, MO

Racism at the Individual and Systemic Levels in the Teaching and Supervision of Psychotherapy
Pratyusha Tummala-Narra, Ph.D., Georgetown University School of Medicine, Washington, DC
Symposium  

*Examining Self-Differentiation, Racial Identity, and Motivation to Respond without Prejudice in White College and Graduate Students*

**George V. Gushue, Ph.D.**, Teachers College, Columbia University, New York, NY

**Rosemary B. McCullough, M.A.**, Teachers College, Columbia University, New York, NY

**Kayla Krupnick, B.A.**, Teachers College, Columbia University, New York, NY

10:00 – 11:50 AM

Workshops  

*Before You Teach about Native Americans, You Might Want to Consider…*

**Claudia Fox Tree, M.Ed.**, Lincoln Public Schools, Lincoln, MA

**EDUCATIONAL OBJECTIVES:**

- Participants will discuss the language used when teaching about Native Nations and some major issues to consider.
- We will explore topics designed to self-reflect on what it means to be sensitive and respectful of Native culture in classroom content and practices.

**DESCRIPTION:**

Native American (NA) education is unique in this country. While most teachers (and students) do not identify as NA, many will teach about or include this perspective when transforming curriculum.

Missing and biased history and stereotypes and distortions have perpetuated misconceptions and myths about NAs. What we have learned about NAs and what we think we know is often inaccurate or even offensive. But how do we know? Terms such as *Indian*, *totem pole*, *tribe*, *pioneer*, and *costume* may seem benign when, in fact, there is a history that needs to be acknowledged and discussed. We need to work actively at unlearning and relearning the NA story.

This workshop is geared towards K-12 educators; however, topics are appropriate to consider when teaching about NAs at any level.
Mentoring Language Minority Individuals through Community Outreach

Gargi Roysircar, Ph.D., Antioch New England Graduate School, Keene, NH
Michelle Hagan, Antioch New England Graduate School, Keene, NH
Frankie Plymale, MSW, Antioch New England Graduate School, Keene, NH
Eva Abel, Antioch New England Graduate School, Keene, NH
Catherine Iacuzzi, M.A., Antioch New England Graduate School, Keene, NH

EDUCATIONAL OBJECTIVES:
- Being introduced to the goals of mentoring and tutoring ESL school children and adults
- Using the framework of acculturation and ethnic identity and its interface with access as a rationale for primary prevention through ESL community outreach
- Describing interventions that promote sociolinguistic and sociocultural skills as relevant to U.S. society
- Addressing relationship features that empower and ESL individual’s cultural identities
- Gaining perspective of interactions with culturally and linguistically diverse individuals
- Raising mentor self-awareness about own values, biases, and limitations
- Evaluating the multicultural competence of mentors and organizations that provide ESL education.

DESCRIPTION:
The first hour of the workshop will include a discussion on mentoring and tutoring interventions with immigrant school children and adults who have limited proficiency in English and social skills and customs that are common to the United States. Cases will be presented by Antioch’s Clinical Psychology doctoral students who have participated in ESL service learning. Formative and summative findings on the effectiveness of ESL mentoring will also be reviewed. The second hour of the workshop will involve the audience participating in small group discussions in breakout groups. Participants from the audience will discuss their work with ESL clients and/or their personal experiences as language minority individuals themselves. The workshop presenters will facilitate the discussions and serve as consultants. The second hour will end with a full closure meeting with the full audience.
Managing and Reducing Intentional and Embedded Racism in Organizations and Communities

Alice LoCicero, Ph.D., ABPP, MBA, President, Fresh Pond Psychological Consulting, Inc., Cambridge, MA
Guy O. Seymour, Ph.D., ABFE, President, Psychologists in Public Safety, Cambridge, MA

Educational Objectives:
- Recognizing the dynamics of racism
- Deflecting intentional sabotage
- Supporting internal change agents
- Avoiding embedded racism
- Strategic use of consultants.

Description:
Movement toward racial-cultural competence requires recognizing racism as a set of dynamic forces working to maintain the power and advantage of a privileged group. In this interactive workshop, we will challenge participants to think in complex and dynamic terms about racism as a challenge in the transition to racial-cultural competence in organizations and communities.

Anti-Racist Counseling and Education: A Power Analysis

Portia Adams, Ph.D., Fordham University School of Social Work, New York, NY
David Billings, M. Div., People’s Institute of Survival and Beyond, New York, NY
Cheryl L. Franks, Ph.D., Columbia School of Social Work, New York, NY
Marion Riedel, Ph.D., Columbia School of Social Work, New York, NY

Facilitator: Mimi Abramovitz, D.S.W., Hunter College School of Social Work, New York, NY

Educational Objectives:
- To learn how to deconstruct the power dynamics of poverty in order to answer the question: “Why are people poor?”
- To understand the history of racism in the US in relation to its impact on individuals, groups, communities, societal institutions, and the counseling professions
- To identify concepts of power, privilege, prejudice, oppression, and dominance as they relate to racism in the US counseling progressions
- To learn how to conduct a student-friend power
analysis of racism

- To identify distinctions between individual, cultural, and structural forms of racism
- To understand and effectively utilize the gate keeping function in the counseling professions
- To model effective group process facilitation of difficult discussions on race in the classroom, agency settings, and counseling and supervisory relationships.

**DESCRIPTION:**
This workshop will feature the innovative and effective power analysis of racism developed by the People’s Institute for Survival and Beyond, located in New Orleans, Louisiana. For 20 years, the People’s Institute has offered “Undoing Racism” workshops based on this analysis, which moved beyond concepts of diversity and multiculturalism to a unique model that will help participants effectively understand and teach both the historical and contemporary construction of race.

Using a highly interactive and unique model, this workshop will work with participants to deconstruct the question, “why are people poor,” to offer a teachable analysis of the history of racism in the US, and to distinguish between personal prejudice, discrimination, and institutional racism. This workshop will allow for the examination of the social, political, economic, and emotional aspects of internalized oppression and dominance.

**A Paler Shade of White: Intervening in the Training of Whites in “Helping” Professions Before They Intervene in the Lives of People of Color**

Frank Holiwski, M.A., DePaul University, Chicago, IL

Theodoric Manley, Jr., Ph.D., DePaul University, Chicago, IL

Jason Washburn, Ph.D., Northwestern University, Evanston, IL

**EDUCATIONAL OBJECTIVES:**

- Identify how White racism is simultaneously denied and maintained
- Introduce participants to various measures used to assess White racism
- Provide strategies to address defensiveness in courses/training on White racism
- Challenge effects of Whiteness on their own lives.

**DESCRIPTION:**
This workshop is designed to enable us to share lessons we have learned from teaching a course titled (alternatively) “White Studies and Eradicating White Racism” or “White Racism.” In the 6 years we have offered this course to over 500 undergraduates, graduates and practicing professionals, we have noted profound dissonance among participants. While we have offered a safe space to discuss Whiteness and White racism, we
have witnessed avoidance and defensiveness – especially from White participants. No longer do we simply react to the dissonant behavior of White participants and some participants of color. Instead, we have modified our presentations to draw out our students’ behavior that this inconsistent with their professed ideologies. These techniques are transferable, given the proper constellation of instructors and materials.

11:00 – 11:50 AM

Papers

The Invisible Whiteness of Being
Derald Wing Sue, Ph.D., Teachers College, Columbia University, New York, NY

Institutional Decision-Making’s Impact on the Achievement Gap

Symposium

Academic Environment and Racial Climate in a Liberal Arts Setting
Deborah L. Wiese, Ph.D., Whitman College, Walla Walla, WA
Carlene M. Deits, Whitman College, Walla Walla, WA

11:00 – 12:50 PM

Workshop

Advancing Culturally Sensitive Training: The Use of the Cultural Story
Anita Jones Thomas, Ph.D., Northeastern Illinois University, Chicago, IL
Sara E. Schwarzbaum, Ed.D., LCPC, Northeastern Illinois University, Chicago, IL

EDUCATIONAL OBJECTIVES:
Participants will:
- Understand how cultural factors influence identity development
- Understand intra-group differences in identity development
- Learn how to use a cultural story or autobiography for clinical purposes and training
- Learn culturally sensitive interventions.

DESCRIPTION:
This workshop will address two components: the complexity of cultural identity development, and the use of the cultural story as a training tool using videotaped cultural autobiographies. The stories represent real life experiences of cultural identity development for each storyteller, an African American first generation college student, a Cuban refugee, and a White Anglo
Saxon Protestant. Participants will discuss important cultural variables and their relationship to the development of the self, themes present in the story, an clinical applications, including possible assessment questions, clinical interventions, and counselor reactions. This presentation addresses the need to train multiculturally competent counselors by promoting the understanding of intra-group differences and the influence of culture on identity, together with the development of culturally sensitive skills.

12:30 – 1:30 PM  **Student Scholarship Poster Session**

Thanks to Joseph G. Ponterotto, J. Manuel Casas, Lisa A. Suzuki, and Charlene M. Alexander, the editors of *The Handbook of Multicultural Counseling* (2001) a student scholarship fund has been established for student participants of the Winter Roundtable. This year, 16 recipients of the scholarship were selected based on their poster proposal submission. This poster session is in honor of their work in the fields of cultural psychology and education.

Over an informal luncheon, we invite you to discuss students’ scholarship and research in cultural psychology and education.

**Compending Identities: The Collision between Racial and Ethnic Identities among Two Immigrant Groups**

Mariesa S. Bainey, Ed.M., M.A., Temple University, Philadelphia, PA

Dina E. Goldstein, Ed.M., M.A., Temple University, Philadelphia, PA

**Toward Culturally Relevant Preventative Interventions: The Black Parenting Strengths and Strategies (BPSS) Pilot Study**

Kristen D. Bush, Duke University, Durham, NC

**Measuring Prejudice and Discrimination: Project STRIDE (Stress, Identity, and Mental Health)**

Natasha J. Davis, M.P.H., MSW., Columbia University, Mailman School of Public Health

**The Achievement Deficit: Moving Beyond the Rhetoric**

Algernon D. Felice, M.S.Ed., The Madison Metropolitan School District, University of Wisconsin – Madison, Madison, WI
College Adjustment of International Students: Displacement, Guilt, and Attachment

Damaliah Gibson, Seton Hall University, South Orange, NJ

Pathways of Help-Seeking Behaviors and Utilization of Services in Haitians

Diana Gonzalez-Eastep, Boston College, Lynch School of Education, Chestnut Hill, MA

Guerda Nicolas, Ph.D., Boston College, Lynch School of Education, Chestnut Hill, MA

The Ethnic and Racial Identity Formation Profess of Second Generation Asian Indian Americans – A Phenomenological Study

Derek Kenji Iwamoto, M.A., University of Nebraska – Lincoln, Lincoln, NE

John Cresell, Ph.D., University of Nebraska – Lincoln, Lincoln, NE

Leon Caldwell, Ph.D., University of Nebraska – Lincoln, Lincoln, NE

Development of the Racial Action Scale

Whitney Kingsbury, M.S., University of Illinois at Urbana-Champaign, Champaign, IL

Tiffany Schiffner, M.A., University of Illinois at Urbana-Champaign, Champaign, IL

Xuhua Qin, University of Illinois at Urbana-Champaign, Champaign, IL

Considerations for the Non-Muslim Therapist Conducting Therapy with Muslim Americans

Amina Mahmood, B.A., University of Iowa, Iowa City, IA

The Relationship among Ethnic Identity, Differentiation of Self, and Marital and Partner Satisfaction among Latino Americans

Rosemary B. McCullough, M.A., Teachers College, Columbia University

Perceived Social Support, Relational-Interdependent Self-Construction, Collective Self-Esteem, and Career Aspirations of Mexican American College Women

Veronica Orozco, M.A., The Ohio State University,
The Effects of a Cultural Immersion Experience on Adult Learners: A Qualitative Study

Michele D. Ribero, Rutgers, The State University of New Jersey, New Brunswick, NJ

Additional Evidence for the Student-Professor Interaction Scale: Implications for Faculty Working with Racial/Ethnic Minority Students

Rocio Rosales, B.A., University of Missouri - Columbia, Columbia, MO

Kevin Cokley, Ph.D., University of Missouri - Columbia, Columbia, MO

Sexual Health Beliefs and Latina College Students' Risk for the Human Papillomavirus Infection

Tiffany Schiffner, M.A., University of Illinois at Urbana-Champaign, Champaign, IL

Through a Glass…Pseudo-independently? A Critical Look at Cultural Competence in the Field of Psychology

Cary A. Sommers, M.A., LMHC, Fielding Graduate Institute, Milton, MA

Measurement and Structure of Ethnic Identity for African American College Students

Rimiko Thomas, M.Ed., University of Missouri - Columbia, Columbia, MO

Tracie Webb, M.A., University of Missouri - Columbia, Columbia, MO

Kevin Cokley, Ph.D., University of Missouri - Columbia, Columbia, MO
1:30 – 2:20 PM

Papers

**Building Cultural Competence in the Psychological Treatment of Ethnic Minorities: A Training Video of Knowledge, Awareness, and Skills for Coping with Racism and Oppression**

Ma'at E. Lewis-Coles, Ph.D., John Jay College of Criminal Justice, New York, NY

**A Case Study of Community Research in Indian Country: The Big Lake Family Strengthening Project**

John Joseph Peregoy, Ph.D., President-Elect, Society of Indian Psychologists, Morehead State University, Morehead, KY

Symposium

**Teaching Social Workers about Racism: It's Different in Black and White**

Portia Adams, Ph.D., Fordham University, Graduate School of Social Service, New York, NY

Benjamin Kohl, CSW, Director, Multicultural Practice and Research, Jewish Board of Family and Children's Services, Brooklyn, NY

1:30-3:20 PM

Workshops

**Decreasing the Myth of the Tyrant Oppressor through a Tale of Prejudices and Stereotypes**

Benetta E. Fairley, M.Ed., Indiana University, Bloomington, IN

Kisha M. Kinebrew, M.A., Indiana University, Bloomington, IN

**EDUCATIONAL OBJECTIVES:**

- To introduce a catalytic activity
- To discuss the development and presence of in-groups and out-groups
- To deconstruct the myth of the tyrant oppressor, while increasing awareness regarding unconscious beliefs and the cycles of prejudices across generations.

**DESCRIPTION:**

This workshop will allow participants to process experiences concerning culture and prejudice through an activity entitled, “A Tale of Prejudices and Stereotypes.” Participants will be asked to work individually and in groups where they will be asked to discuss two general questions as related to the topics of prejudices and stereotypes.
Developing Cultural Competence: The Effectiveness of Experiential Techniques

Peter C. Donnelly, M.A., Teachers College, Columbia University, New York, NY

Kevin L. Nadal, M.A., Teachers College, Columbia University, New York, NY

Gina C. Torino, M.A., M.Ed., Teachers College, Columbia University, New York, NY

EDUCATIONAL OBJECTIVES:
- To have participants acquire the knowledge of effective didactic and experiential techniques that have been used to facilitate the development of cultural competence
- Demonstrate how to use experiential techniques in multicultural training courses
- Teach participants how to overcome obstacles and difficulties encountered in multicultural training.

DESCRIPTION:
This workshop will demonstrate the usefulness of experiential techniques in training graduate and undergraduate students to be culturally competent. Workshop participants will learn how to conduct experiential classroom exercises through in-vivo experiences and observation. Also, workshop facilitators will discuss obstacles they have encountered in doing multicultural training and will share other information gleaned from their own personal experiences in training graduate and undergraduate students to be culturally competent.

Inoculation Against Discrimination: A Skills Training, Cognitive-Behavioral Model

Anita Pernell-Arnold, MSSW, CPRP, Multicultural Training and Research Institute, School of Social Service Administration, Temple University, Philadelphia, PA

Laurene Finely, Ph.D., CPRP, Multicultural Training and Research Institute, School of Social Service Administration, Temple University, Philadelphia, PA

EDUCATIONAL OBJECTIVES:
- To reduce barriers to positive cross-cultural interactions and cultural competence
- To identify, manage and heal debilitating residuals from experiences with “ISMS”
- To combat the internalization of negative, psychological, physiological and spiritual affects on self-esteem and cultural/racial identity.

DESCRIPTION:
This workshop supports the reduction of intentional/unintentional discriminatory acts. It improves professionals’ and
clients’ capacities to learn, cope and achieve.

1:30 – 4:20 PM

Workshops  

**Racial Injustices and Gifted Education: Barriers to Excellence and Equity**  
Donna Y. Ford, Ph.D., Betts Chair of Education and Human Development, Vanderbilt University, Nashville, TN

**EDUCATIONAL OBJECTIVES:**

- Participants will become familiar with the problem of minority student under-representation in gifted education.
- Participants will increase their understanding of the many barriers associate with students of color being under-represented in gifted education.
- Participants will have an increased understanding of strategies and resources for addressing minority student under-representation.

**DESCRIPTION:**

Social and racial injustices have received much attention in education in general, as well as special education; however, little attention has focused on such injustices specifically in gifted education. This issue must be addressed given the persistent and pervasive under-representation of students of color in gifted education programs and services.

This workshop presents demographic data on the under-representation of students of color in gifted education, and presents an overview of factors that contribute to de facto segregation in gifted education for students of color. Recommendations for decreasing social and racial injustices in gifted education represented, along with resources.
Workshops

**Designing and Implementing Culture Oriented School-Based Groups for Children**

Jennie Park-Taylor, Ph.D., Fordham University, New York, NY

Grace S. Kim, M.A., University of Massachusetts, Boston, MA

Pauline P. Chan, M.A., Boston College, Chestnut Hill, MA

Mariko Sakurai, Ph.D., The Brookline Center, Brookline, MA

Gary Pfeifer, Ph.D., The Brookline Center, Brookline, MA

Oria Shamdon, Ph.D., The Brookline Center, Brookline, MA

**EDUCATIONAL OBJECTIVES:**
To further a discussion on the needs, challenges, and opportunities in designing and implementing cultural oriented school-based children’s groups through a presentation of the anti-racist collaboration efforts between professionals at one community mental health center and their local schools.

**DESCRIPTION:**
This workshop will present: 1) the Children’s Acculturative Stress Alliance (CASA) and the Asian American Girls Project (AAG), 2) barriers in culture-oriented work, and 3) strategies used to combat these barriers. In a small-group format, workshop participants will brainstorm and learn more about the needs, challenges, and opportunities for implementing school-based culturally sensitive programs in their own communities.

**Constructive Conversations about Race Relations**

Clayton P. Alderfer, Ph.D., Rutgers University, Piscataway, NJ

Jesse Whitehead, Psy.D., Director, Special Services and School Psychological Services, Monmouth Regional High School District, Tinton Falls, NJ

**EDUCATIONAL OBJECTIVES:**
- To provide participants with an opportunity to experience a semi-structured exercise designed to facilitate constructive conversations about race relations.

**DESCRIPTION:**
This workshop will discuss the unconscious processes concerning racial matters that affect the involved individuals and groups and will explore historical and present racial dynamics, race relations, and related factors (i.e., pride and
shame) by examining racial biases of all group representatives.

**Moving from Racial Color-Blindness to Color-Consciousness: An Examination of Theory, Research, and Practice**

Helen A. Neville, Ph.D., University of Illinois at Urbana-Champaign, Champaign, IL

Sharon Y. Tettegah, Ph.D., University of Illinois at Urbana-Champaign, Champaign, IL

Simone C. Barr, B.A., University of Illinois at Urbana-Champaign, Champaign, IL

Hsin-Ya Liao M.A., University of Illinois at Urbana-Champaign, Champaign, IL

**EDUCATIONAL OBJECTIVES:**
- To review literature on racial color-blindness
- To provide participants an opportunity to identify the ways in which racial color-blindness manifests itself in their environment
- To encourage participants to strategize about best practices to counter color-blindness
- To promote greater cultural competence.

**DESCRIPTION:**
This interactive workshop will provide an opportunity for participants to dialogue with one another over the meaning and consequences of both racial color-blindness and color-consciousness. This workshop will also identify core elements of racial color-blindness based on theoretical writings by reviewing relevant empirical and theoretical literature that supports these core elements.

**Answering the Call: A Model for Divisions of Academic and Student Affairs Working Together to Confront Issues of Racism (and Other Forms of Oppression)**

Dottie R. Morris, Director of Student Affairs, Antioch New England Graduate School, Keene, NH

Patrice Strifert, Former Coordinator of Student Activities, Keene State College, Keene, NH

Ann Rancourt, Associate Vice President of Academic Affairs, Keene State College, Keene, NH

Janaki Tschannerl, Senior Lecturer, Sociology, Keene State College, Keene, NH

Candice Wiggum, Counseling Center Director, Keene State College, Keene, NH

Susan Theberge, Associate Professor, Keene State College, Keene, NH

Monica Monyo-Tetteh, Multicultural Student Coordinator, Keene State College, Keene, NH

Saturday, February 19, 2005
EDUCATIONAL OBJECTIVES:

- To develop an understanding of the role of power, privilege, oppression
- To examine the model developed and implemented
- To examine potential barriers and strategies to overcome
- To adapt the model for use at other institutions.

DESCRIPTION:
This workshop will present a model developed and implemented by administrators, faculty, and staff at a college in New England.

2:30 – 3:20 PM

Paper

**Racism as a Barrier to Racial-Cultural Competence in Organizational Settings: A Role for New Assessment Instruments**

Barbara Wallace, Ph.D., Teachers College, Columbia University, New York, NY

Symposia

**From an Individual to a Family Perspective: Empowering Racially Diverse, Poor, Inner City Families in a Medical System**

Dinelia Rosa, Ph.D., Director, Center for Educational and Psychological Services, Teachers College, Columbia University, New York, NY

David Greenan, Ph.D., Teachers College, Columbia University, and Executive Director, Minuchin Center for the Family, New York, NY

**Observer Ratings of Multicultural Competence: Prospects for Enhancing Validity of Measurement of an Elusive Construct**

William T. Hoyt, Ph.D., University of Wisconsin, Madison, WI

Amanda K. Sommerfeld, Ed.M., University of Wisconsin, Madison, WI

Rosalia E. Warbasse, M.S., University of Wisconsin, Madison, WI

**Culturally Sensitive Interventions for Ethnic Minorities: Training and Practice**

Guerda Nicolas, Ph.D., Boston College, Lynch School of Education, Chestnut Hill, MA

Elizabeth Sparks, Ph.D., Boston College, Lynch School of Education, Chestnut Hill, MA
Angela M. DeSilva, B.S., Boston College, Lynch School of Education, Chestnut Hill, MA

2:30-4:20 PM

Workshops Promoting Racial-Cultural Competence and Social Justice in Psychology and Education

Lewis Z. Schlosser, Ph.D., Seton Hall University, South Orange, NJ

Thomas A. Parham, Ph.D., University of California – Irvine, Irvine, CA

Yu-Wei Wang, Ph.D., Southern Illinois University, Carbondale, IL

Pamela F. Foley, Ph.D., Seton Hall University, South Orange, NJ

Karen L. Suyemoto, Ph.D., University of Massachusetts – Boston, Boston, MA

Ann Chapman, Ph.D., Eastern Kentucky University, Richmond, KY

Christopher C. Deneen, Ed.D., Touro College, New York, NY

DESCRIPTION:
This Town Hall meeting is designed to be a culminating event at the 2005 Winter Roundtable. This session will allow participants to share their reactions to the material presented at the Roundtable. In addition, participants will be asked in their sharing to focus specifically on how their new awareness and knowledge can be translated into action with regard to racial-cultural competence. With that in mind, this session will promote the implementation of constructive action strategies to advance the multicultural and social justice movements in psychology and education. Several members of the National Institute for Multicultural Competence will serve as facilitators. They will also provide opening remarks that will set the stage for the rest of the session and offer some closing remarks at the end of the session.

We have four goals for this session: (a) building a positive sense of synergistic unity among the multicultural advocates and allies who attend this session; (b) encouraging the conference participants to reflect on the new knowledge and inspiration they gained by attending the conference; (c) inviting participants to consider how they might put the new knowledge and inspiration they gained from the conference into come concrete action; and (d) asking participants to share their planned action(s) with the audience.
3:30-4:20 PM

Papers

When Racism Looks Like It’s Not: Resisting New Style Resistance
Geneva Gay, Ph.D., University of Washington at Seattle, Seattle, WA

The Immigrant Psychotherapist: Coping with Prejudicial Attitudes and Institutional Indifference
Eli Isaacson, Psy.D., The Esperanza Center, Bronx, NY

Symposium

Teaching Cultural Responsiveness to Counselors in Training
Shannon Dickson, Ph.D., California State University, Sacramento, CA
Rosemary Borunda, Ph.D., California State University, Sacramento, CA
Marya Endriga, Ph.D., California State University, Sacramento, CA

4:40 – 6:00 PM

SOCIAL JUSTICE ACTION AWARD ADDRESS and AWARD CEREMONY

The Anatomy of Prejudice
Jane Elliott

6:00 – 7:00 PM

Reception: In Honor of Our Invited Presenters
Cafeteria (Ground Floor of Grace Dodge Hall)
The 15th Annual
Janet E. Helms Award
for Mentoring

Frank H. Wu is this year’s recipient of the Janet E. Helms Award for Mentoring and Scholarship in Psychology and Education. Over the last decade, Frank H. Wu has emerged as a champion of cultural pluralism through his roles as mentor and teacher, provocative author, and social advocate. As a young man in Detroit, the tragic killing of Vincent Chin ignited Professor Wu’s personal interest in race and racism. Since his youth, Professor Wu has been devoted to building coalitions across racial divides, and using the law and his role as an educator as mechanisms for change.

From 1995 to 2004, he served on the law faculty of Howard University, including 2 years as its Clinic Director, where he was a beloved professor who worked closely with research assistants, occasionally over breakfast at his home. Professor Wu has influenced countless students across the country as an adjunct professor at Columbia University, a teaching fellow at Stanford University, a scholar in residence at Deep Springs College, located on a student-run cattle ranch outside of Death Valley, and as visiting professor at the University of Michigan, where he was honored as Teacher of the Year by the Black Law Students Alliance. Frank Wu’s dedication to students of diverse backgrounds and interests is also evident through his service as a Trustee of Gallaudet University, the only university in the nation primarily for students who are hard of hearing. In 2004, Professor Wu returned to his hometown of Detroit and became the ninth Dean of Wayne State University Law School. This year, Professor Wu’s lasting imprint on students and education was recognized by Black Issues in Higher Education, which named him among the top 20 scholars having the greatest influence on the academy over the past 20 years, alongside Henry Louis Gates, Jr. and Toni Morrison.

A lawyer by training, Professor Wu has played a critical role in multicultural initiatives by contributing his voice to national dialogues on race and affirmative action as a person of Asian descent. His writings, including Yellow: Race in America Beyond Black and White (2002), have brought public attention to the role of Asian Americans in race-related contexts. Included in Dean Wu’s list of publications are over 200 contributions to newspapers, magazines, and law reviews. Professor Wu has been able to engage wide audiences through his speaking engagements at universities and media appearances, including the Oprah Winfrey Show, Now with Bill Moyers, and the Lehrer Newshour.

Dean Wu’s commitment to community leadership and advocacy has been a consistent part of his career as a renaissance teacher. He joined the Board of Leadership Conference on Civil Rights Education Fund in 2004. He is an elected member of the American Law Institute, and a member of the Committee of 100, a civic group founded by Yo-Yo Ma and I. M. Pei, among others, to promote Asian American political participation, as well as a fellow of the American Bar Foundation. In addition, Professor Wu was appointed by Mayor Anthony Williams as Chair of the D.C. Human Rights Commission for 2001-2002.

The Winter Roundtable is deeply honored to have Frank H. Wu as the 15th recipient of the Janet E. Helms Award for Mentoring.
The 2nd Annual
Social Justice Action Award

Jane Elliott is this year’s recipient of the Social Justice Action Award. The award commemorates Ms. Elliott’s contributions in promoting awareness of the impact of racial oppression in educational, mental health, business, correctional, and other organizational settings, along with her unwavering commitment to educate individuals involved with these types of settings to understand the adverse effects of racism in our lives.

Jane Elliott received her teaching degree from the University of Northern Iowa. Her journey in antiracism work began in a culturally homogenous third-grade classroom in Riceville, Iowa, immediately after the assassination of Dr. Martin Luther King, Jr. when she introduced the “Blue Eyes/Brown Eyes” discrimination experiment. In this exercise, students were designated as superior or inferior based upon their eye color. This temporary social structure led to an enactment of striking resemblance to racial discrimination, and imprinted young children with the experience of interpersonal and systemic oppression. For years, Ms. Elliott repeated this experiment with school children before creating workshops and lectures designed to raise awareness about racial discrimination and racism. She describes her work as "an inoculation against discrimination," and believes firmly that racism is a learned response that derives from regular exposure to both overt and subtle forms of social oppression, and is manifested on conscious and unconscious levels. Jane Elliott has traveled around the country and the world illuminating a host of audiences about the problems of racism, sexism, homophobia, and ethnocentrism and the responsibility we all share in recognizing and eliminating these biases on individual, institutional and societal levels.

Jane Elliott is known internationally as a teacher, lecturer, and diversity trainer. She has been honored with the National Mental Health Association Award for Excellence in Education and The Christine Wilson Medal for Equality and Justice. Chosen as one of Peter Jennings' ABC-TV's "Person of the Week," Ms. Elliott has appeared on myriad television shows, including The Today Show, Tonight with Johnny Carson, Donahue, and the Oprah Winfrey show. Her work has been immortalized by several documentaries including “The Eye of the Storm,” and “A Class Divided," which chronicled the “Blue Eyes/Brown Eyes” exercise. Both films are recipients of the Peabody Award, Emmy Awards, and the Sidney Hillman Award. Several documentaries have also captured Ms. Elliott’s work with adults and their reactions to discrimination such as "The Eye of the Beholder," and “The Angry Eye.”

The Winter Roundtable is truly honored to have Jane Elliott as the second recipient of the Social Justice Action Award.
CONFERENCE DIRECTOR

Madonna G. Constantine, Ph.D. Professor of Psychology and Education, Department of Counseling and Clinical Psychology, Teachers College, Columbia University. Dr. Constantine is a highly esteemed researcher in the area of multicultural counseling. The scope of her work includes developing models of multicultural counseling competence and exploring the intersections of cultural variables such as race, ethnicity, and gender in relation to psychological processes and outcomes and treatment approaches.

Dr. Constantine’s contributions to the field of multicultural counseling have been acknowledged by several psychological and educational organizations. For example, she is a Fellow of the American Psychological Association (APA) and has received other professional acknowledgments from the Society of Counseling Psychology (Division 17 of APA) and the Society of the Psychological Study of Ethnic Minority Issues (Division 45 of APA). Dr. Constantine also has received an Outstanding Research Award from the American Counseling Association. She has been an invited presenter at many regional and national conferences, and Teachers College has recognized her remarkable talents and contributions to the field of education by giving her several Outstanding Teaching Awards.

Dr. Constantine currently serves on the editorial boards of the Journal of Counseling Psychology, Journal of Black Psychology, and Cultural Diversity and Ethnic Minority Psychology. In addition, she serves in leadership capacities in various counseling and psychological associations across the country.
INVITED KEYNOTE SPEAKERS

John Dovidio, Ph.D., Professor of Psychology, University of Connecticut at Storrs. Before arriving at University of Connecticut, he was Charles A. Dana Professor of Psychology at Colgate University, where he had also served as Provost and Dean of the Faculty. Dr. Dovidio’s research interests are in stereotyping, prejudice, and discrimination; social power and nonverbal communication; and altruism and helping. Dr. Dovidio is the current Editor of the Journal of Personality and Social Psychology, and had served on the editorial boards of Personality and Social Psychology Bulletin and Group Processes and Intergroup Relations. He is a Fellow of the American Psychological Association and of the American Psychological Society, and has been President of the Society for the Psychological Study of Social Issues (SPSSS, Division 9 of APA) and Chair of the Executive Committee of the Society for Experimental Social Psychology. He has been awarded the Gordon Allport Intergroup Relations Prize three times for research he conducted with colleagues concerning aversive racism and stereotyping. Recently, SPSSS awarded him with the Kurt Lewin Award in 2004 for his career contributions to the study of prejudice and discrimination.

James M. Jones, Ph.D., Professor of Psychology, University of Delaware, Director of the Minority Fellowship Program at the American Psychological Association. Dr. Jones has been a leader in research on racism, prejudice, and the psychology of African Americans for over 30 years. Dr. Jones’ major areas of interest include adaptation and coping responses to the “Universal Context of Racism” (UCR); the cultural psychology of African Americans, an area which includes his TRIOS model; and the influence of temporal orientations toward the past, present, and future on the development of achievement motivations and personal expressive styles. Dr. Jones serves on several editorial boards including the International Journal of Intercultural Relations, and the Journal of Black Psychology. He is Past President of the Society of Experimental Social Psychology and the Society for the Psychological Study of Social Issues (Division 9 of APA). Dr. Jones’ awards include the 1999 Lifetime Achievement Award and the 2001 Kurt Lewin Award by APA Divisions 45 and 9, respectively. Among Dr. Jones’ publications is Prejudice and Racism (1st ed., 1972; 2nd ed., 1997), which is hailed as a landmark text in cultural studies.

Derald Wing Sue, Ph.D., Professor of Psychology and Education, Teachers College, Columbia University. Included in Dr. Sue’s numerous accomplishments, he was the co-founder and first President of the Asian American Psychological Association, Past President of the Society for the Psychological Study of Ethnic Minority Issues (Division 45 of APA), and Past President of the Society of Counseling Psychology (Division 17 of APA). Dr. Sue was recently honored with the American Psychological Association 2004 Award for Distinguished Career Contributions to Education and Training in Psychology. He has published and produced over 100 articles, books and media packages, and his most recent book, Overcoming our Racism: The Journey to Liberation (2003), has been called an antiracist manifesto. He has been invited to address President Clinton’s Race Advisory Board on the National Dialogue on Race, alongside Dr. Dovidio and Dr. Jones, and participated in a Congressional Briefing on the psychology of racism. A national Fordham University study of multicultural publications and scholars concluded that, “Impressively, Derald Wing Sue is without doubt the most influential multicultural scholar in the United States.”
INVITED SPEAKERS

Connie S. Chan, Ph.D., *Interim Dean of the College of Public and Community Service (CPCS), University of Massachusetts, Boston*. Previously, Dr. Chan served as co-director of the University of Massachusetts, Boston Institute for Asian American Studies and is a Professor in Human Services at the University of Massachusetts. An experienced clinical psychologist, Dr. Chan currently serves as supervising clinical psychologist/core faculty for the Center for Multicultural Training in Psychology at Boston Medical Center. Dr. Chan is the author of *If It Runs in the Family: At Risk for Depression* (Bantam Books) and many book chapters and journal articles on the psychological issues of Asian Americans. Most recently, she published “Psychological Issues of Asian Americans” in *Teaching Gender and Multicultural Awareness: Resources for the Multicultural Classroom* (APA). A fellow of the American Psychological Association, she has served as associate editor for *Professional Psychology: Research and Practice*, and as chair of the Boston Women’s Fund Board of Directors. Dr. Chan earned her A.B. in psychology from Princeton University, and both her M.A. and Ph.D. in clinical psychology from Boston University.

Kevin Cokley, Ph.D., *Associate Professor of Counseling Psychology and Black Studies, University of Missouri-Columbia*. Dr. Cokley’s research can be broadly categorized in the area of African American college student psychological development. His research interests include the construction of racialized and ethnic identities, African-centered psychology, academic motivation, academic self-concept, and understanding the psychological and environmental factors that impact African American student achievement. His recent article published in the *Harvard Educational Review* challenges the notion that African American students are anti-intellectual. He has served on the editorial boards of four journals including *Cultural Diversity and Ethnic Minority Psychology* and *Journal of Counseling Psychology*, and he is the Associate Editor of *Journal of Black Psychology*. He is the 2004 co-recipient of the Emerging Professional Award given by the Society for the Psychological Study of Ethnic Minority Issues.

Oliva M. Espin, Ph.D., *Professor Emerita of Women’s Studies, San Diego State University and Alliant International University (California School of Professional Psychology)*. Dr. Espin has worked on the psychology of Latinas, immigrant and refugee women, and women’s sexuality across cultures. She trained psychotherapists and worked as a feminist therapist for over twenty years. She received the 1991 Award for Distinguished Professional Contribution to Public Service from the American Psychological Association, the Distinguished Career Award from the Association for Women in Psychology in 2001 and Women of Color Distinguished Publication Award from the same Association in 1993 and 1999. She co-edited *Refugee Women and their Mental Health: Shattered Societies, Shattered Lives* (1992) and is the author of *Latina Healers: Lives of Power and Tradition* (1996) and *Latina Realities: Essays on Healing, Migration, and Sexuality* (1997), and *Women Crossing Boundaries: A Psychology of Immigration and Transformation of Sexuality* (1999).

Donna Y. Ford, Ph.D., *Betts Chair of Education and Human Development and Professor, Department of Special Education, Vanderbilt University*. Dr. Ford’s research can be broadly defined in two areas: gifted education and multicultural/urban education. Specifically, her work focuses on recruiting and retaining culturally diverse students in gifted education and minority student achievement and underachievement. Her work has been recognized by various professional organizations and she has received awards from the Shannon Center for Advanced Studies; Early Career Award from The American Educational Research Association; Early Scholar Award from The National Association for Gifted Children; and the Esteemed Scholarship Award from The National Association of Black Psychologists. She has published more than 80 articles and is the author of *Reversing Underachievement among Gifted Black Students* (1996) and *Multicultural Gifted Education* (1999). Dr. Ford is a former board member of the National Association for Gifted Children, and has served on numerous editorial boards, such as *Gifted Child Quarterly, Journal of Negro Education*, and *Roeper Review*. Dr. Ford has a Ph.D. in Urban Education (Educational Psychology), an M.Ed. in Counseling, and a B.A. in communications and Spanish.
Eugene E. Garcia, Ph.D., Vice President for University-School Partnerships and Dean of the College of Education, Arizona State University. Before joining Arizona State University in 2002, he served as Professor and Dean at the University of California, Berkeley from 1995-2001. He also served as Post-Doctoral Fellow in Human Development at Harvard University and as a National Research Council Fellow. He is a recipient of a National Kellogg Leadership Fellowship and has received numerous academic and public honors. Dr. Garcia is involved in various community activities and has served as an elected member of an urban school board. He has published extensively in the area of language teaching and bilingual development, authoring and co-authoring over 150 articles and book chapters along with 17 books and monographs. His most recent books include Hispanic Education in the United States: Raíces y Alas and Student Cultural Diversity: Understanding and Meeting the Challenges—both published in 2001. A new book, Bilingualism and Schooling in the United States, is in press (Teachers College Press). Dr. Garcia holds leadership positions in professional organizations and continues to serve in an editorial capacity for psychological, linguistic, and educational journals. He also serves regularly as a proposal panel reviewer for federal, state and foundation agencies. Dr. Garcia served as a Senior Officer in the U.S. Department of Education from 1993-1995. Dr. Garcia received his B.A in Psychology from the University of Utah and his Ph.D. in Human Development from the University of Kansas.

Geneva Gay, Ph.D., Professor of Education, University of Washington, Seattle. Dr. Gay is nationally and internationally known for her scholarship in multicultural education, particularly as it relates to curriculum design, staff development, classroom instruction, and intersections of culture, race, ethnicity, and learning. Her writings include numerous articles and book chapters. She is the co-editor of Expressively Black: The Cultural Basis of Ethnic Identity (Praeger, 1987); and author of At the Essence of Learning: Multicultural Education (Kappa Delta Pi, 1994) and Culturally Responsive Teaching: Theory, Practice, & Research (Teachers College Press, 2000). Culturally Responsive Teaching received the 2001 Outstanding Writing Award from the American Association of Colleges for Teacher Education (AACT). Her latest book is an edited volume entitled Becoming Multicultural Educators: Personal Journey Toward Professional Agency (Jossey-Bass, 2003). She also is a member of the authorship team of the Scott Foresman new Elementary Social Studies Series (2003). Her professional services include membership on several editorial review and advisory boards, such as the Journal of Curriculum and Pedagogy, the Journal of Teacher Education, and the Journal of Curriculum and Pedagogy.

Gary Orfield, Ph.D. Professor, Harvard Graduate School of Education, and Founding Co-Director, The Civil Rights Project at Harvard. Dr. Orfield joined the Harvard faculty in 1991 after teaching at the University of Chicago, the University of Virginia, Princeton University, and the University of Illinois. Dr. Orfield’s central interest has been the development and implementation of social policy, with a central focus on the impact of policy on equal opportunity for success in American society. In particular, his work has focused on school and housing desegregation and the implementation of civil rights laws as a means of social change. He has been a recipient of Woodrow Wilson, Danforth, Falk, and Brookings Institution fellowships and a Senior Scholar fellowship from the Spencer Foundation. In addition to his work in academia, Dr. Orfield has served in numerous advocacy organizations, including the U.S. Commission on Civil Rights, the U.S. Departments of Education and Housing and Urban Development, and the Education Commission of the States. Further, he has been a court-appointed expert in school desegregation cases around the country. Dr. Orfield has served on the editorial boards of many journals, including the American Journal of Education, the Teachers College Record, and Educational Policy Analysis. Dr. Orfield is a prolific author whose recent works include Racial Inequity in Special Education (Orfield & Losen, 2002), Raising Standards or Raiding Barriers? Inequality and High-Stakes Testing in Public Education, Embracing Race: Why We Need Race-Conscious Education Policy (Moses & Orfield, 2002), and Diversity Challenged: Evidence on the Impact of Affirmative Action (Orfield & Kurlaender, 2001).

Barbara Wallace, Ph.D., Associate Professor of Health Education, Department of Health and Behavior Studies at Teachers College, Columbia University and a New York Licensed Psychologist. Dr. Wallace is the author of Crack Cocaine: A Practical Treatment Approach for the Chemically
Dependent (Brunner/Mazel, Inc., 1991), The Chemically Dependent: Phases of Treatment and Recovery (Brunner/Mazel, Inc., 1992), Adult Children of Dysfunctional Families: Prevention Intervention and Treatment for Community Mental Health Promotion (Praeger Publishers, 1996), Understanding and Dealing with Violence: A Multicultural Approach (Sage Publications, 2003), and Making Mandated Addiction Treatment Work (in press, Rowman & Littlefield). Dr. Wallace is Co-Founder and Co-Director of the Research Group on Disparities in Health within the Department of Health Education at Teachers College, supporting the research of pre-doctoral and post-doctoral fellows. She has developed a battery of research instruments to assess individual and organizational racial-cultural competence and coping responses to the stress of racism.
SPECIAL EVENTS AND OTHER IMPORTANT INFORMATION

ROUNDTABLE DISCUSSION GROUPS: During the first few years of the conference, Roundtable discussions were a regular feature of the conference—thus the name “Roundtable.” The Roundtables are informal and unstructured group discussions centered on particular topics related to the conference. This year, we would like groups to form through participant initiative and networking. We encourage you to meet for Roundtables at various times over the course of the conference. We hope that individuals who have similar interests will gather and share ideas, information, and opportunities.

GRADUATE STUDENT NETWORKING SOCIAL: The Winter Roundtable invites students, academics, professional educators, psychologists, social workers, and activists for an opportunity to meet and network on Friday, February 18th from 5:00-7:00 PM. Refreshments will be served.

SOCIAL JUSTICE AWARD AND JANET E. HELMS AWARD CEREMONIES: Following the Social Justice Action Award address from 4:45 to 5:30 PM on Saturday, both Jane Elliott and Frank H. Wu will be presented with honored citations from Teachers College, Columbia University. We invite you to join us in the Cafeteria for a catered reception following the presentations of these awards.

DIVISION AND ASSOCIATION REPRESENTATIVES: Several presidents and representatives from professional associations will be present at the conference. We encourage participants to obtain further information about these associations and divisions in the registration area as well as speak to these representatives about their divisions and associations.
MAPS OF TEACHERS COLLEGE

GROUND FLOOR

All Teachers College buildings are accessible to people who use wheelchairs by using the Ground Floor corridors. Please enter through the Throndeike Lobby at the end of the driveway (see map of First Floor) and take the elevator down one flight to the Ground Floor.

LEGEND

Access Note for Wheelchair Users =  
Elevator =  
Men’s Room =  
Men’s Room, Wheelchair Accessible =  
Telephone =  
Women’s Room =  
Women’s Room, Wheelchair Accessible =  

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SECOND FLOOR

(Higher floors are similar to this one.)

Legend

Elevator = 
Men's Room = 
Men's Room, Accessible to Wheelchair Users = 
Women's Room = 
Women's Room, Accessible to Wheelchair Users =