

## 2021 MCSJ CONFERENCE PROGRAM

# **DECOLONIZING OUR MINDS: UPLIFTING MINORITIZED VOICES**



A virtual conference held  
on June 25-26, 2021  
9am-4pm

Register at <https://mdcounseling.org/event-4268107>

## MCSJ 2021 CONFERENCE PROGRAM

Conference registration is open here: <https://mdcounseling.org/event-4268107>

### **Cost**

	Both days	Single day
MCSJ members	\$10	\$5
MCA students/retirees	\$20	\$15
MCA members	\$40	\$25
Student/retiree non-members	\$30	\$20
Professional/other non-members	\$50	\$30

*\*\*MCSJ is committed to providing equitable options to increase access to learning and education. If you are unable to attend due to financial constraints, please contact [MCSJ@mdcounseling.org](mailto:MCSJ@mdcounseling.org) for a discount code on registration.*

A portion of all conference registration fees will be donated to the [Baltimore American Indian Center](#).



### **Baltimore American Indian Center**

“The Baltimore American Indian Center (BAIC) is a nonprofit organization that was founded in 1968 with a mission to “assist and support American Indian and Alaskan Native families moving into an urban environment and adjusting to the culture change they will experience”. Following WWII, the neighborhood surrounding BAIC became populated predominantly by American Indians and was referred to as “the Reservation”. While BAIC was founded by Lumbee Tribal Members, the Center is open to Native community members from all tribes and nations. To support the Native American community, BAIC provided services that included education, skills trainings, workforce development, child care, afterschool arts, and seniors programs, as well as health and healing services.”

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### **Conference attire**

In an effort to decolonize what is considered professional attire, we invite you to wear what you feel is most comfortable and authentic to you. Whether it is a cultural attire that represents and celebrates your heritage or other styles of clothing and accessories, we invite you to wear what feels best.

## CONFERENCE SCHEDULE OVERVIEW

*Please note that all sessions, including keynotes, panel, and presentations, are recorded and available for attendees who register for the full conference until July 31, 2021.*

Friday, June 25, 2021

### **9-9:15am ET**

Opening Remarks: Kshipra Jain, LPC, NCC, *2020-2021 MCSJ President*  
Introduction to the Baltimore American Indian Center (BAIC) by Tomalita Peterson

### **9:15-10:45am ET**

*Keynote:* Evolving Cultural Competency Development through a Decolonization Lens  
Keynote Speaker: Dr. Patricia Arredondo, EdD, NCC

### **10:45-11am ET**

Wellness break: a meditation led by Dr. Sadé Dunn, EdD, NCC, LPC (DC/VA), LCPC (MD)

### **11-12pm ET**

14- Addressing Indirect Police Violence as Race-Based Trauma  
Presenter: Asha Rodwell Moses, EdS, NCC, CRC

4- Responding to the Mental Health Needs of BIPOC Students in Higher Education  
Presenter: Danielle LaSure-Bryant, EdD, LCPC, ACS, BC-TMH

### **12-12:30pm ET**

Lunch break & networking

### **12:30-1:50pm ET**

*Panel:* Decolonizing Higher Education, Research, & Academia  
Panelists: Arshad Imtiaz Ali, PhD; Janice A. Byrd, PhD; Christian D. Chan, PhD, NCC; Darius A. Green, PhD, NCC; & Delila Owens, PhD, SCL, LPC

### **1:50-2pm ET**

Wellness break: Celebrating BIPOC Joy, a video compilation

### **2-3pm ET**

15- Black Counselors in Training: Decolonizing the Core Curriculum for Black Universities  
Presenters: Mark Bolden, PhD; Marja Humphrey, PhD, NCC; & Otis Williams, III, PhD

2- Creating Resilient Clients: Black Women and Sexual Violence  
Presenters: LaShonda Miller, MS, LLPC, NCC, CTP-C

### **3-4pm ET**

1- Misgendering & Gender Restricting of Trans & Gender Non-Conforming (TGNC) Clients  
Presenters: Kelly Wallace-Baxter, MA-CMHC

8- Using Ecological Systems Theory to Aid Latinx Elders in Mental Health Access  
Presenters: Lupita Mendez, BA; & Rachael Marshall, PhD

### **4pm ET**

Closing Remarks: a poetry recital by Justin T. White

Saturday, June 26, 2021

### **9-9:15am ET**

Opening Remarks: Kizzy Pittrell, EdD, LCPC, ACS, *2020-2021 MCSJ President-Elect*

### **9:15-10:45am ET**

*Keynote:* A Time of Reckoning: Deconstructing the M.A.P. & Charting a New Path Towards Healing

Keynote Speaker: Dr. Karla Sapp, EdD, LPC-S, LMHC-S

### **10:45-11am ET**

Wellness break: a meditation led by Dr. Sadé Dunn, EdD, NCC, LPC (DC/VA), LCPC (MD)

### **11-12pm ET**

7- Critically Conscious Career Work: Deconstructing our World of Work

Presenters: Amanda Friday, LPC, NCC; & Abigail Cawley, B.S.F.S.

13- Racial Outgroup Trust: Dismantling Race & Institutional Oppression at a Rural PWI to Improve Student Services

Presenters: Erica Brown-Meredith, PhD; Jennifer Retallick, PhD; & Ronda Walker, PhD, CCC-SLP

### **12-12:30pm ET**

Lunch break & networking

### **12:30-1:50pm ET**

6- The Reflective BIPOC Practitioner: Exploring the Inner Critic and Introducing the Inner Author

Presenters: Melissa Elliott, LCSW-R, SIFI; & Nariya Worrell, LCSW

17- Decolonizing Counseling: Black, Palestinian, & Kashmiri Liberation

Presenters: Hilda Massoud, LCSW; Kameelah Mu'Min Rashad, PsyD; & Nouf Bazaz, PhD

### **1:50-2pm ET**

Wellness break: Celebrating BIPOC Joy, a video compilation

### **2-3pm ET**

11- Unpacking Multicultural Leadership: What it Takes to Lead from Within

Presenters: Saron Fantahun, MEd, NCC, PSC; & Jasmine Garland McKinney, LCMHC-A, NCC, PSC

3- Looking through the Lens of the Minority Stress Model at the Intersectional Experiences of Queer Women of Color

Presenters: Tremaine Leslie, PhD, LAC (AR); & Hilda Solange George, MA, LMHC (NM), NCC

### **3-4pm ET**

9- Self-Care isn't Solo: Decolonizing Wellness & Self-Care

Presenters: Rachael Marshall, PhD; & Kertesha Riley, MEd, EdS

5- Awareness of Classism that BIPOC Experience in Higher Education and Acknowledging their Resiliency Factors

Presenters: Lucy Parker, PhD, LPC, NCC; Dr. Nina Mendez, PhD; & Noel Shadowen, PhD

### **4pm ET**

Closing Remarks: Kshipra Jain, LPC, NCC, *2020-2021 MCSJ President*

*\*\*\*Recordings will be made available from June 28 to July 31, 2021 for attendees who register for both days of the conference. After you review the recordings, please email Maya Georgieva at [credentialing@mdcounseling.org](mailto:credentialing@mdcounseling.org) to receive access to the evaluation links in order to receive your continuing education hours certificate(s).*

## CONFERENCE PROGRAM DESCRIPTION

*Please note: Recordings will be made available from June 28 to July 31, 2021 for attendees who register for both days of the conference. After you review the recordings, please email Maya Georgieva at [credentialing@mdcounseling.org](mailto:credentialing@mdcounseling.org) to receive access to the evaluation links in order to receive your continuing education hours certificate(s).*

Friday, June 25, 2021

### **9-9:15am ET**

Opening Remarks, by Kshipra Jain, LPC, NCC, 2020-2021 MCSJ President (she/her/hers)



Kshipra Jain is a Licensed Professional Counselor (LPC) and Supervisor in Washington, D.C., and a board certified counselor (NCC). She graduated with her Master's in Mental Health Counseling and Behavioral Medicine from Boston University School of Medicine in 2013. Kshipra currently works at a private practice in D.C., and is a Doctoral Candidate in the Counseling (CES) program at the George Washington University. Kshipra is also a recipient of the 2018-2019 NBCC Minority Fellowship Program-Doctoral Cohort award. She is passionate about serving and advocating for individuals with minoritized intersectional identities, such as members across the Black, Indigenous, and People of Color (BIPOC) diaspora, immigrants and children of immigrants, refugees and asylum-seekers, LGBTQ+ communities, and others. Through her service as 2020-2021 President of Maryland Counselors of Social Justice (MCSJ) and 2020-2021 Student Representative at Counselors for Social Justice (CSJ), Kshipra is consistently attempting to increase her engagement in social justice and advocacy efforts to empower and uplift the voices of those who endure systemic oppression and societal discrimination.

### **9:15-10:45am ET**

Keynote | 1.5 CEs

Evolving Cultural Competency Development through a Decolonization Lens

*Keynote Speaker:* Dr. Patricia Arredondo, EdD, NCC (she/her/ella)

#### *Program Description:*

Engaging in on-going cultural competency development requires embracing mindsets and perspectives that deepen our cognitive, emotional, spiritual, and behavioral perspectives. Individuals, communities, societies, and professions have all engaged in colonization practices. Collectively, we must identify those practices that limit true diversity, equity, and inclusion in our profession of Counseling.

### Learning Objectives:

- 1) Identify 2-3 examples of colonization in the Counseling profession
- 2) Explore how decolonization is the next step in increasing cultural competence in the Counseling profession
- 3) Apply the multicultural competencies to decolonize counseling programs and professional associations

### *Keynote Speaker Bio:*



Dr. Patricia Arredondo has dedicated her career to advancing social justice, cultural competency development, immigrant and Latinx mental health education, and organizational diversity strategy. She has been a servant leader in the American Counseling Association (ACA) and the American Psychological Association (APA) for more than 35 years, serving as president of ACA and the Association of Multicultural Counseling and Development, and founding member of the Counselors for Social Justice.

She was president of the Society for the Psychological Study of Culture, Ethnicity, and Race, and founding president of the National Latinx Psychological Association. Dr. Arredondo is co-author of the foundational Multicultural Counseling Competencies of AMCD and ACA and the Multicultural Guidelines for the APA. She is the author of more than 100 publications and training videos. A servant leader, Dr. Arredondo currently Chairs the Board of Directors of the American Association of Hispanics in Higher Education and serves on the boards for Gay Sons & Mothers, DiversityMBA, Become, and Latina Researchers Network. She chairs the editorial board for Diversity Business Review.

In the academy, Dr. Arredondo served as president of The Chicago School of Professional Psychology, Chicago campus, associate vice chancellor of academic affairs for the University of Wisconsin-Milwaukee (UWM) and Senior Vice President of Student Initiatives, Arizona State University (ASU). She was a professor with Arizona State University and UWM. She is a licensed psychologist and National Certified Counselor. Her doctoral degree in Counseling Psychology is from Boston University and her masters in school counseling from Boston College.

Dr. Arredondo is president of the Arredondo Advisory Group, a consulting and training organization addressing DEI in different workplace settings. She resides in Phoenix and Mexico City. On a personal note she comments: *A daughter of an immigrant father from Guanajuato, Mexico, a mother with Mexican parents born outside of Chicago, and a maternal abuela from Oaxaca, Mexico, second oldest of 7 children, I learned how to walk the “borderlands” and to appreciate my bicultural and bilingual upbringing.*

### **10:45-11am ET**

Wellness break: a meditation, by Dr. Sadé Dunn, EdD, NCC, LPC (DC/VA), LCPC (MD) (she/her/hers)

## 11-12pm ET

60-minute session | 1 CE

### Addressing Indirect Police Violence as Race-Based Trauma

*Presenter:* Asha Rodwell Moses, EdS, NCC, CRC (she/her/hers)

#### Program Description:

This education session will explore indirect police violence as race-based trauma through the lens of critical race theory. This session will specifically focus on indirect police violence against Black males in the United States. It will discuss how media and social media coverage of high-profile death cases of Black males at the hands of police officers creates an unfortunate indirect exposure to police violence for Black males. It will discuss how exposure to violence, even indirectly, has negative consequences. This session will discuss the implications of indirect police violence on the psychological well-being of Black males.

#### Learning Objectives:

- 1) Gain an understanding of race-based trauma and critical race theory
- 2) Gain an understanding of indirect police violence as race-based trauma
- 3) Learn the counseling implications of indirect police violence on Black males

#### *Presenter Bio:*



Asha Rodwell Moses is a Board-certified Counselor (NCC) and a Certified Rehabilitation Counselor (CRC) with over two decades of experience. She has an Education Specialist degree in Counseling from The George Washington University, a Master of Science in Rehabilitation Counseling, and a Bachelor of Science in Rehabilitative Services, both from Virginia Commonwealth University. She is currently pursuing a doctorate in Counselor Education and Supervision at Walden University. Ms. Rodwell Moses is active on boards and professional associations dedicated to serving persons with disabilities and minority populations. She wants to serve as a mentor for counseling students of color pursuing a terminal degree. Ms. Rodwell Moses is researching the relationship between indirect police violence and mental health implications in Black males. She is interested in determining best practices to offer grief support and counseling to communities impacted by police violence incidents. Ms. Rodwell Moses is a 2020 NBCCF Minority Fellowship Program Fellow. The Virginia Counselors Association selected her as a 2021 Emerging Leader.

## 11-12pm ET

60-minute session | 1 CE

### Responding to the Mental Health Needs of BIPOC Students in Higher Education

*Presenter:* Danielle LaSure-Bryant, EdD, LCPC, ACS, BC-TMH (she/her/hers)

*Program Description:*

Disparities in access to healthcare, threats to personal safety and racial discrimination are more prevalent among members of the Black, Indigenous, and Persons of Color (BIPOC) community. Research implies societal stressors have a disproportionately adverse impact on the mental health of persons of color. Despite these challenges, some BIPOC students face barriers that prevent them from seeking mental health services. Clinicians and institutions of higher learning can be more proactive with their efforts of outreach, engagement, and inclusivity. This presentation will provide clinicians and organizations with strategies to increase the likelihood of therapeutic engagement and intervention with BIPOC students.

*Learning Objectives:*

- 1) Identify mental health stressors that are unique to BIPOC students
- 2) Describe culturally responsive practices clinicians can use to therapeutically engage with BIPOC students
- 3) Discuss ways institutions of higher learning can respond to students of color

*Presenter Bio:*



Danielle LaSure-Bryant, EdD, LCPC, NCC, ACS, BC-TMH is a Counselor in the Wellness Center at Prince George's Community College. Dr. LaSure-Bryant has been practicing in the field of clinical mental health counseling for more than 25 years working with adults, children, and families. She is certified as a National Certified Counselor (NCC), Approved Clinical Supervisor (ACS) and is board certified to practice telemental health (BC-TMH). She has worked in a variety of settings including inpatient facilities, municipal courts, and colleges and universities. Dr. LaSure-Bryant's areas of specialization include helping others cope with life transitions, depression, anxiety, multicultural counseling, and clinical supervision. As a counselor educator, she has presented workshops individually and collaboratively at national, regional, and local professional conferences. Dr. LaSure-Bryant received her undergraduate degree in Communications from Rowan University in New Jersey. She went on to pursue her Master of Education (MEd) in Agency and Community Counseling from Xavier University in Ohio. Lastly, she earned a Doctor of Education (EdD) degree in Counselor Education and Supervision from the University of Cincinnati in Ohio. Personally speaking, Dr. LaSure-Bryant has been married for 32 years (and counting), has two adult children and is the pet-parent of Hankster.

**12-12:30pm ET**

Lunch & networking

**12:30-1:50pm ET**

90-minute panel | 1.5 CEs

## Decolonizing Higher Education, Research, & Academia

*Panelists:* Arshad Imtiaz Ali, PhD (he/him/his); Janice A. Byrd, PhD (she/her/hers); Christian D. Chan, PhD, NCC (he/him/his); Darius A. Green, PhD, NCC (he/him/his); & Delila Owens, PhD, SCL, LPC (she/her/hers)

*Moderators:* Kshipra Jain, LPC, NCC, (she/her/hers); & Amanda Friday, LPC, NCC (they/them/theirs)

### Program Description:

In the past year, we saw an increase in discourse around race and racism, power and privilege, and systems of oppression in US society. Concurrently, the term 'decolonize' has become more widespread of late. This panel aims to provide a better understanding of the concept of decolonization, its theoretical roots and underpinnings, and its purpose and significance. This panel will also address why it is important to reflect on decolonizing the counseling profession, and how colonization has traditionally influenced counselors, educators, supervisors, scholars, and students. Panelists will offer suggestions and resources to begin the process of decolonizing counseling research, academic institutions, and the classroom.

### Learning Objectives:

- 1) Attendees will gain a better understanding of the concept of decolonization, and how it applies to our current clinical, research, and classroom settings
- 2) Attendees will be able to identify how BIPOC, LGBTQ+, and other minoritized communities are affected by the institutions of higher education, research, and academia, and explore barriers to change
- 3) Attendees will be encouraged to apply strategies to decolonize the classroom, research, and institutions in order to empower minoritized communities

### *Panelist Bios:*



Arshad I. Ali is Associate Professor of Educational Research in the Graduate School of Education and Human Development at George Washington University. His research examines the construction of racial identities through exploring questions of democracy, liberalism, and modernity in the lives of youth. Dr. Ali has written extensively on issues relating to the cultural geography of Muslim student surveillance, citizenship, governmentality and other issues of coloniality and Muslims in Western spaces. Dr. Ali is co-editor of *Education at War: The Fight for Students of Color in America's Public Schools* (with T.L. Buenavista) and *Critical Youth Research in Education—Methodologies of Praxis and Care* (with T.L. McCarty). He is a recipient of the Early Career Award from the American Educational Research Association (AERA) Research on the Education of Asian and Pacific Americans Special Interest Group and is currently principal investigator of a study of Muslim student politics and identity funded by the Spencer Foundation.



Janice A. Byrd (she/her), an Assistant Professor in the Counselor Education and Supervision program at Kent State University, earned her Ph.D. in Counselor Education and Supervision from the University of Iowa and an M.Ed. in Counselor Education (K-12 School Counseling) from South Carolina State University. Dr. Byrd has previous experience as a school counselor, career counselor, and with teaching and mentoring youth. Notably, Dr. Byrd has experience with the McNairs Scholars Program, Summer Research Opportunities Program (SROP), TRIO, Upward Bound, and others. Dr. Byrd also has experience working on teams to facilitate campus and community diversity trainings and has been invited to speak on topics related to anti-racist pedagogy, advocacy, equity in school counseling, and related topics. Similarly, Dr. Byrd's scholarship seeks to situate the lived experiences of students of Color within the broader ecological context to systematically examine how their personal, social, academic, and career success is interrupted and/or enhanced by school, family, community settings, relationships, and policies throughout all stages of the educational pipeline (i.e., K-12, post-secondary, and advanced degree attainment).



Christian D. Chan (he, him, his), PhD, NCC is an Assistant Professor in the Department of Counseling and Educational Development at The University of North Carolina at Greensboro, President of the Association for Adult Development and Aging (AADA), and a proud Queer Person of Color. As a scholar-activist, his interests revolve around intersectionality; multiculturalism in counseling practice, supervision, and counselor education; social justice and activism; career development; critical research methodologies; and couple, family, and group modalities with socialization/communication of cultural factors. Dedicated to mentorship for leaders and scholars, he has actively contributed to over 50 peer-reviewed publications in journals, books, and edited volumes and has conducted over 120 refereed presentations at the national, regional, and state levels. He currently serves on the editorial boards of Journal of Counseling & Development, Counselor Education and Supervision, Journal of Multicultural Counseling and Development, Journal of LGBT Issues in Counseling, Adultspan, Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education, and Asia Pacific Career Development Journal.



Darius Green earned his Ph.D. in Counselor Education from James Madison University (JMU) and works in higher education at JMU, as an adjunct professor at Thomas Jefferson University, and as a resident in counseling with the ARROW Project in Staunton, VA. His professional and research interests include social justice counseling and addressing racial stress and trauma in teaching and clinical practice.



Dr. Delila Owens, an Associate Professor, is Coordinator of the School Counseling program at The University of Akron. Her primary areas of research include school counseling, multicultural counseling and equity in education. She is president-elect of the Counselors for Social Justice Organization (a division of the American Counseling Association). Dr. Owens earned a Ph.D. in Counselor Education from Michigan State University, Master's degree from Central Michigan University and undergraduate degree from Ferris State University in Big Rapids, MI.

### **1:50-2pm ET**

Wellness break: Celebrating BIPOC Joy, a video compilation

### **2-3pm ET**

60-minute session | 1 CE

**Black Counselors in Training: Decolonizing the Core Curriculum for Black Universities**  
*Presenters:* Mark Bolden, PhD (he/him/his); Marja Humphrey, PhD, NCC (she/her/hers); & Otis Williams, III, PhD (he/him/his)

#### *Program Description:*

This presentation seeks to decolonize the counseling core curricula for Black counselors in training from a Black perspective to examine the transformative potential of a Black university. The presenters will discuss how to transform the eight core areas and offer suggestions for assignments that will develop Black consciousness within Black trainees who are preparing to work with Black clients and in Black communities. Whereas Black students make up one quarter of doctoral trainees and eighteen percent of masters level trainees in CACREP accredited programs, this presentation will center a pedagogical model focused on the training needs of these students.

#### *Learning Objectives:*

- 1) Attendees will witness a model of decolonizing the counseling core curricula
- 2) Attendees will learn about the contributions of Black theorists and therapists to the counseling profession
- 3) Attendees will be invited to center Blackness in their curricula through assignments in each core training area, and consider how to provide greater accountability to Black trainees, clients, and communities

#### *Presenter Bios:*



Mark A. Bolden is an Assistant Professor in the Department of Counseling at Bowie State University where he teaches in the Mental Health Counseling program and co-advises the African Psychology Student Association. In addition, he provides African mental health consultation at Ascensions Psychological and Community Services in Southeast

Washington, D.C. He holds a doctorate in Counseling Psychology with a concentration in African Psychology. As a member of MCA, he serves as co-chair for the Emerging Leaders program.



Dr. Marja Humphrey, an assistant professor of School Counseling at Bowie State University, prepares graduate students to work professionally with students, families, and individuals in urban communities. In the past, she has taught, advised, and counseled K-12 students, college students with disabilities, and adults with depression, anxiety, and substance use disorders. A coauthor of *Elements of Culture in Counseling*, a multicultural counseling text, and several published articles, Dr.

Humphrey has also presented at state, regional and national conferences. Off campus, Dr. Humphrey serves non-profit organizations as a discussion facilitator and board member. She completed her doctorate at the University of Maryland, College Park.



Otis Williams, III, Ph.D. is Chair and Associate Professor in the Department of Counseling at Bowie State University. He received a Ph.D. in Counseling Psychology, with a subspecialty in African Studies from Howard University. Dr. Williams has worked in many clinical settings, including correctional facilities, juvenile services, group homes, home-based, and urban schools. He is the co-faculty advisor for the African Psychology Student Association and member of the community-based research group, the Fanon Project. Dr. Williams is an Ad Hoc Reviewer for the *Journal of Black Psychology* and the *Journal of Offender Rehabilitation*. Dr. Williams is the recipient of

several local and national awards, including the Association of Black Psychologists' "Dr. Bobby E. Wright Award" and "Eastern Region Warrior-Healer Award."

## **2-3pm ET**

60-minute session | 1 CE

**Creating Resilient Clients: Black Women and Sexual Violence**  
*Presenter:* LaShonda Miller, MS, LLPC, NCC, CTP-C (she/her/hers)

### **Program Description:**

This lecture style presentation brings to light the experiences of cisgender black women when they have been sexually assaulted. Participants will explore the aspects such as historical context, barriers to reporting and cultural considerations that contribute to the perpetuation of sexual assault against black women. Attendees will gain an understanding of how they can avoid re-traumatizing survivors of sexual assault. Please note: this presentation is based solely on the experiences of cisgender Black women and men, and the presenter uses gendered language.

Learning Objectives:

- 1) Gain a better understanding of how Sexual Assault impacts Black/African American women and men differently
- 2) Explore the historical impact of sexual assault on black women
- 3) Discuss the mental health of black women who have been sexually assaulted

*Presenter Bio:*



LaShonda Miller holds her Masters in Mental Health Counseling through Capella University and is a Limited Licensed Professional Counselor in Detroit, MI. She currently works as a Sexual Assault Advocate at Avalon Healing Center (formerly Wayne County SAFE) providing advocacy and counseling to survivors of sexual assault. LaShonda holds a certification in trauma informed care, and she is a nationally certified counselor.

**3-4pm ET**

60-minute session | 1 CE

Misgendering & Gender Restricting of Trans & Gender Non-Conforming (TGNC) Clients

*Presenter:* Kelly Wallace-Baxter, MA-CMHC (he/him/his)

Program Description:

Transgender and gender nonconforming clients routinely report negative and unsuccessful experiences in receiving mental health services. This population of individuals historically and systemically experience higher levels of oppression. Globally society maintains strong belief systems of what constitutes appropriate and inappropriate gender roles, gender expression, and sexual orientation. Following this in treatment there are biases and barriers such as misgendering that present roadblocks to receiving adequate and proper care. Although there have been theories developed to address some of these different areas of intersectionality; there are still limitations within these frameworks. Therefore, in treating transgender and gender nonconforming client's clinicians and other mental health professionals have specific interventions to address the needs of their clients.

Learning Objectives:

- 1) Analyze postmodern and modern influence on gender and gender expression
- 2) Outline forms of misgendering and gender nonconforming experiences in therapy/counseling
- 3) Practice location-of-self for clinicians

*Presenter Bio:*



Kelly is a second year doctoral student at Drexel University. His doctorate is in a Couples and Family Therapy program (DCFT). He is a Marriage and Family Therapist and TF-CBT Therapist. Currently, Kelly is providing TF-CBT sessions while completing the certification requirements. Kelly obtained his masters degree in Clinical Mental Health Counseling from the CACREP approved program at The Chicago School of Professional Psychology in Washington DC. He completed his online Certificate in Marriage and Family Therapy from Northcentral University. He received his bachelor's degree in psychology from Bowie State University in

Maryland. Kelly has worked as a peer counselor, group therapist, case manager, and other clinical roles. He has experience doing Child-Centered Play Therapy, Relationship Enhancement Therapy, Sand Tray Therapy, Attachment Therapy, ESFT, etc. He previously worked for NAADAC, The Association for Addiction Professionals & The American Society of Addiction Medicine (ASAM).

### **3-4pm ET**

60-minute session | 1 CE

Using Ecological Systems Theory to Aid Latinx Elders in Mental Health Access

*Presenters:* Lupita Mendez, BA (she/her/hers); & Rachael Marshall, PhD (she/her/hers)

#### *Program Description:*

For the Latinx community (making up 18.5% of the U.S. population), mental health is often a stigmatized topic resulting in prolonged suffering in silence. Older adults and youth in the Latinx population are more susceptible to mental distress relating to immigration and acculturation. In this presentation, we will first outline the needs of Latinx elders and environmental barriers to mental health access. Then, we will use Ecological Systems Theory to outline the interrelated systems that impact both barriers and create opportunities for change. Changes to any system can influence development over an individual's lifetime and guide ethical practice.

#### *Learning Objectives:*

- 1) Participants will understand mental health experiences of Latinx mid age adults 36-55 and older adults 56+
- 2) Participants will analyze barriers that prevent Latinx elders from seeking mental wellness
- 3) Participants will explore how to aid Latinx elders in seeking mental health services and social support through the ecological systems theory

#### *Presenter Bios:*



Lupita Mendez is a Career Specialization student in the Counselor of Education Program at Sacramento State University, Sacramento. Her goal as a future counselor is to serve college students that are members of underrepresented communities and those who are first generation and Dreamer students. As a member of a mixed-status family with siblings who

are former Dreamers, she feels a strong connection to the undocumented student population. Through her privilege and education, she hopes to be an advocate for students from marginalized communities and for future generations of Dreamers. Her goal is to assist in breaking barriers and creating opportunity through higher education. Higher education showed her that there is hope for social mobility. She wants to empower students to develop the confidence to pursue their goals and free themselves from cycles of generational poverty. Through her work she hopes to strengthen educational abilities in mental health and establish rapport with students.



Dr. Rachael C. Marshall is an Assistant Professor and Coordinator of the Career Specialization at California State University, Sacramento in Counselor Education. With her Master's in counseling, she worked as a clinical and career counselor in Universities, homeless shelters, and schools. Her work focused on trauma, grief, and advocacy with first-generation college students, immigrants, international students, and LGBTQ+ clients. She then completed her PhD in Counselor Education from the University of Tennessee Knoxville where she worked as a career counselor. She currently researches career identity development for specialized populations and counselor identity development in relation to self-care, wellness, and mindfulness.

#### **4pm ET**

Closing Remarks: a Poetry Recital, by Justin T. White, *School Counseling graduate student at Loyola University Maryland*

Saturday, June 26, 2021

#### **9-9:15am ET**

Opening Remarks, by Kizzy Pittrell, EdD, LCPC, ACS, *2020-2021 MCSJ President-Elect*



Dr. Kizzy Pittrell, Ed.D. is a graduate of Argosy University, Washington DC from the Counseling Psychology program. Dr. Pittrell received her Masters of Counseling from Towson University and Bachelors of Science in Psychology from Bowie State University. Dr. Pittrell is a Licensed Professional Counselor, an Approved Drug and Alcohol counselor, a Master Addiction Counselor, and an Approved Clinical Supervisor in Maryland. Dr. Pittrell has worked in the community sector providing mental health and addiction counseling and treatment to adults and adolescents for 15 years. Currently, Dr. Pittrell is owner of Ross Counseling, a private practice providing therapy to individuals, families and couples and manages a community mental health facility in Baltimore. More recently, Dr. Pittrell, along with her husband, opened a psychiatric rehabilitation program in Baltimore county called Strengthening Families Building Communities. In addition, Dr. Pittrell has conducted several discussions and trainings related to grief, trauma, COVID, and effective ways to cope with mental illness. Dr. Pittrell is passionate

about educating the community about mental health and reducing the stigma of mental health. In her spare time Dr. Pittrell loves blogging, spending time with family, reading and she is certified Zumba instructor. She is also an author of a children's book about maternal depression.

### **9:15-10:45am ET**

Keynote | 1.5 CEs

A Time of Reckoning: Deconstructing the M.A.P. & Charting a New Path Towards Healing  
*Keynote Speaker:* Dr. Karla L. Sapp, EdD, LPC-S, LMHC-S (she/her/hers)

#### *Program Description:*

Today we face not only the global health crisis of the COVID-19 pandemic, but also the cascading effects of inequalities, racial and colonial violence, economic instability, mental health crises, political polarization, large-scale human migration and injustices, and much more. What was initially viewed as a temporary interruption has evolved into a major storm that is rooted in historical generational trauma, oppression, and the absence of opportunity. "A Time of Reckoning: Deconstructing the M.A.P. & Charting a New Path Towards Healing" focuses on generational trauma and oppression experienced through our ancestral lineage and continues to permeate our lives, institutions/systems, and communities.

#### *Learning Objectives:*

- 1) Attendees will be challenged to take a deeper look at themselves focusing on their roles as the oppressor and the oppressed as well as their commitment to authentic decolonization
- 2) Attendees will learn to explore the Criticalness of RACE and need for involvement to include scholastic Research, Activism and Advocacy, therapeutic Counseling and interventions, as well as Education and outreach
- 3) Attendees will be empowered to develop and implement their personal and professional advocacy and activism agenda, as well as embrace the concept of WHOLE-Self Care.

#### *Keynote Speaker Bio:*



Dr. Karla L. Sapp is a Nationally Certified Counselor (NCC), Certified Clinical Mental Health Counselor (CCMHC), Master Addiction Counselor (MAC), Certified Professional Counselor Supervisor, Licensed Professional Counselor in Georgia, Approved Clinical Supervisor (ACS) and Licensed Mental Health Counseling in Florida. She earned her Doctorate of Education in Counseling Psychology from Argosy University in 2014. Dr. Sapp is also a graduate of Armstrong Atlantic State University (BS Criminal Justice) and South University-Savannah.

Dr. Sapp has been practicing for 13 years, specializing in mental health and addictions counseling, within the following settings: inpatient acute hospitalization, outpatient, drug court, and is currently a Drug Abuse Program Coordinator and previously a Drug Treatment Specialist

with the Federal Bureau of Prisons, where she works with incarcerated male offenders as well as was the former Southeast Regional Legislative Coordinator for the Council of Prison Locals-33. She has also worked with the military population, while providing services within the inpatient setting, as well as with juvenile offenders as a Juvenile Probation/Parole Specialist II with the Georgia Department of Juvenile Justice for 5 years.

Dr. Sapp is the owner of U Matter Consulting and Counseling, LLC located in Southeast Georgia. Dr. Sapp was previously an Adjunct Psychology Professor at Georgia Southern University-Armstrong/Liberty Campus Adjunct Faculty member at South University in the Master of Arts in Clinical Mental Health Counseling program. Dr. Sapp is a fierce Social Justice Advocate who was awarded the Black Mental Health Symposium 2020 Mental Health Advocate Year. Dr. Sapp has presented on the Global, National, Regional, State, and Local level at several conferences and events.

### **10:45-11am ET**

Wellness break: a meditation, by Dr. Sadé Dunn, EdD, NCC, LPC (DC/VA), LCPC (MD) (she/her/hers)

### **11-12pm ET**

60-minute session | 1 CE

#### **Critically Conscious Career Work: Deconstructing our World of Work**

*Presenters:* Amanda Friday, LPC, NCC (they/them/theirs); & Abigail Cawley, B.S.F.S. (she/her/hers)

#### **Program Description:**

We contextualize ourselves based on where we are, what culture we are a part of, what communities we have membership in. But, how often do we actively name and discuss how we navigate these rules and guidelines of society when it comes to career? As career development and mental health professionals, we cannot be neutral or silent to injustice. We cannot continue to have our career conversations be void of discussion on systems and culture of oppression. To do so, means that we are upholding the systems that oppress the people we work with, and debilitates their mental and emotional health. This workshop will share research and history from the works of Kimberlé Crenshaw, Dov Cohen, Patricia Hill Collins, Frantz Fanon, and others. Join us as we start a critically conscious discussion on deconstructing our world of work.

#### **Learning Objectives:**

- 1) Participants will learn about the historical, social, and political context for the career world through an Intersectionality lens
- 2) Participants will reflect how the identities they hold alongside the imposed messages and beliefs of society affect our career experience and how we're differentially situated in the world of work
- 3) Participants will strategize together ways in which we can incorporate critical consciousness and inclusive practices into career counseling

#### ***Presenter Bios:***



Amanda Friday is a LPC, with a particular focus in career counseling, and has lived in the DMV area most of their life. They currently work at Georgetown University as a career counselor and Assistant Director at the career center. Prior to Georgetown, Amanda earned their Bachelor of Arts in Psychology from the University of Tennessee, a Master of Education from Virginia Commonwealth University, and a Master of Arts in counseling from the George Washington University. They are currently completing their Doctor of Philosophy in counseling with a focus on athletic retirement, career narratives during transition, and social justice from the George Washington University. Their career journey has been a winding one. Formerly a college coach and team-building facilitator, Amanda found their calling in the mental health field. They have a passion for creating communities, teaching students and clients ways to discover meaningful work, empowering and lifting up the voices of historically marginalized communities, and decolonizing career and therapy. Amanda also teaches undergraduate career courses at Georgetown University and is an adjunct professor at George Washington University.



Abigail is a class of 2020 graduate of Georgetown University. During her time at Georgetown, she worked closely with students as a peer career advisor, and found joy in teaching them to voice their holistic vocational narrative. Moreover, she found energy in pushing Georgetown's career counseling to embody the university's Jesuit mission. This she did by authoring the center's mission statement, redeveloping key workshops and programs with DE&I in mind, and collaborating with colleagues to bring her DE&I learnings into the career center's onboarding training. Since

Georgetown, she has been pursuing a career in sustainability through an Engineering degree with Columbia University, and is excited to integrate all of her experiences in her own vocational narrative.

### **11-12pm ET**

60-minute session | 1 CE

#### **Racial Outgroup Trust: Dismantling Race & Institutional Oppression at a Rural PWI to Improve Student Services**

*Presenters:* Erica Brown-Meredith, PhD (she/her/hers); Jennifer Retallick, PhD (she/her/hers); & Ronda Walker, PhD (she/her/hers)

#### **Program Description:**

Anti-Black racism is embedded in institutions of higher education, particularly those situated in rural spaces with a historical culture of Black mass resistance in the antebellum south. This backlash oppression is manifested in modern systems structured to disincentivize Black students from accessing student counseling and success services, and it maintains an institutional culture of otheredness. Using Longwood University as a grounded theory case example, the presenters apply a liberation focused model to dismantle white-centered power in

campus counseling and success services to replace it with a decolonized approach that uplifts and centers the Black student experience.

Learning Objectives:

- 1) Expose the historical forms of racism (modern, symbolic, and aversive) and embedded institutional oppression, which systematically marginalizes Black students and disincentivizes their ability to access student counseling services and student success programming at a rural PWI with a history of mass resistance
- 2) Explain the manifestation of the current socio-political climate of racial trauma on Black student trust in institutional success structures, historically and geographically situated in the antebellum south
- 3) Discuss and apply a liberation focused theoretical framework from an ecological perspective (CRT, postcolonial theory, and racial identity development theory ) to dismantle the current distribution of power which is centered in whiteness for the purpose of developing culturally competent student services

*Presenter Bios:*



Dr. Brown-Meredith is an Assistant Professor of Social Work and Program Director for (CLASP) Collaborating with Lancers for Academic Success Program at Longwood University. Prior to joining Longwood University, Dr. Brown-Meredith was a Certified School Social Work with Richmond Public Schools and an adjunct professor at Virginia Union University. Dr. Brown-Meredith graduated from Longwood College in 1995, after receiving a Bachelor of Science

degree in social work. Two weeks after graduation, Dr. Brown-Meredith attended the University of Michigan, Ann Arbor, Advanced Standing Program to earn her Masters of Social Work degree in 1996, with a concentration in interpersonal practice with children and youth, along with a certificate to work in the schools. In 2014, Dr. Brown-Meredith earned a Doctor of Philosophy in social work from Norfolk State University. Dr. Brown-Meredith's scholarly and teaching interests include: academic advising and equity in higher education for first-generation, limited-income, minoritized racial and ethnic, and transfer students; women of color in higher education; diversity, equity, and inclusive instructional and curricular pedagogical practices at a predominantly white institution; and proactive advising practices in social work education programs. Dr. Brown-Meredith is the recipient of the NACADA 2021 national award, Outstanding Advising Program Award for making a significant impact on academic advising and services to higher education. She has 10-years of experience practicing as a macro-social worker, executive social worker for a behavioral health agency and owner-operator of a therapeutic foster care agency. She was actively employed as a school social worker for 11-years, working in inner-city schools. During her tenure, she studied non-residential father contact and involvement on child development, publishing a dissertation: *The Effects of Non-residential Father Contact and Involvement on Black Child Well-being in Low-income Families* (2014).



Jennifer Retallick is a proud triple alum of Radford University, earning a Bachelors in psychology, Master's in clinical psychology, and lastly obtaining a Doctor of Psychology degree in 2015 from their APA-accredited program in counseling psychology. During her doctoral training, she completed practicum placements in a variety of settings, including the Free Clinic of the New River Valley, Southwestern Virginia Mental Health Institute, Virginia Tech's Cook Counseling Center, and Radford University's Center for Assessment and Psychological Services. Her clinical training concluded with an APA-accredited pre-doctoral internship at the Iowa City Veteran's Affairs Medical Center in Iowa City, Iowa. Her coursework at RU and training at ICVAMC were pivotal in shaping her identity as a psychologist and those experiences influence my work today, including a continued focus on social justice, cultural diversity, and evidence-based practice. Some of her professional areas of interest include interpersonal difficulties, trauma, challenges that arise from abusive upbringings, issues specific to rural practice, and the relationship between physical activity/nutrition and mental health. When providing therapy, Jennifer considers herself to be a generalist and her theoretical orientation is heavily psychodynamic. In treatment, she utilizes an eclectic approach, and often uses Dialectical Behavior Therapy (DBT), Cognitive Behavior Therapy (CBT), interpersonal processing, and solution-focused techniques, among others. Her goal is to work collaboratively with students, helping them discover their own solutions to life's problems and develop healthier ways of coping.



Ronda Walker Ph.D., CCC-SLP has been an Assistant Professor at Longwood University since 2017. She graduated from Clemson University in Clemson, South Carolina in 2004 with a B.S. in Parks, Recreation, and Tourism Management with a concentration in Therapeutic Recreation. After receiving her degree, Dr. Walker worked as a Recreation Therapist in Rockville, Maryland until the summer of 2006. In the fall of 2006, Dr. Walker enrolled in the graduate program for Communication Sciences and Disorders at East Tennessee State University in Johnson City, TN. In December of 2008, she received her M.S. She worked as a full-time school based Speech Language Pathologist in the states of California and Texas until she decided to pursue her doctorate in Communication Sciences and Disorders in 2013. After receiving her Ph.D. in 2017, she became an Assistant Professor at Longwood University, where she teaches both undergraduate and graduate students. Dr. Walker's areas of scholarly interest include diversity and equity in CSD programs, perceptions of language differences, and language and literacy.

### **12-12:30pm ET**

Lunch & networking

### **12:30-1:50pm ET**

90-minute session | 1.5 CEs

*\*\*Note: only 1 CE will be available for the recorded version of this session*

## The Reflective BIPOC Practitioner: Exploring the Inner Critic and Introducing the Inner Author

*Presenters:* Melissa Elliott, LCSW-R, SIFI (she/her/hers); & Nariya Worrell, LCSW (she/her/hers)

### Program Description:

The inner critic refers to an inner voice that judges, criticizes, or demeans a person whether or not the self-criticism is objectively justified. A highly active inner critic can take a toll on one's emotional well being and self-esteem. While discussing the effects of internalized white supremacy in developing the inner critic, this workshop is an open dialogue that seeks to build understanding about how we all have been socially conditioned about our identities; creating an opportunity to gain compassion for ourselves and others and explore learning the wisdom of our bodies for healing practices.

### Learning Objectives:

- 1) Understand the concepts of the inner critic and inner author
- 2) Begin to examine the manifestations of internalized white supremacy and center our own voices while building community
- 3) Connect with the wisdom of our bodies

### *Presenter Bios:*



Melissa D. Elliott, LCSW-R, CPC is a former senior director in workforce development. She is currently an anti-racist organizational consultant, psychotherapist, executive coach, adjunct professor, and clinical supervisor. She is the founder and CEO of MDL Coaching and Consulting providing DEI and Anti-Racist board, executive and staff retreats, trainings and coaching both nationally and internationally. Melissa holds a BA from Bernard M. Baruch College, a MSW from New York University and she is

certified as a professional coach from the International coach federation.



Nariya H. Worrell, LCSW, is social worker, psychotherapist and consultant based in Brooklyn, New York. Currently in private practice, Nariya provides trauma-informed psychotherapy to individuals, families and groups. She speaks regularly at schools and organizations on mental health and anti-oppressive practices in the workplace. Nariya is also a clinical supervisor and mentor. Her professional background includes working as a Human Resources professional, Volunteer Coordinator and social work academic advisor.

**12:30-1:50pm ET**

90-minute session | 1.5 CEs

**Decolonizing Counseling: Black, Palestinian, & Kashmiri Liberation**

*Presenters:* Hilda Massoud, LCSW (she/her/hers); Kameelah Mu'Min Rashad, PsyD (she/her/hers); & Nouf Bazaz, PhD (she/her/hers)

*Program Description:*

This session will help mental health practitioners take decolonization from a theoretical idea to a material reality in the context of Black, Palestinian and Kashmiri liberation. Black, Palestinian and Kashmiri movements will be explored in the context of history, contemporary issues, and mental health implications for counselors/communities, including the healing power of resistance. Attendees will learn how to counter colonial tools of oppression such as dehumanization, “pink washing,” “rainbow washing,” and the narrative of the “perfect victim” through an intersectional lens. Lastly, panelists will share their experiences navigating these issues personally and in counseling, supervision, and the classroom setting.

*Learning Objectives:*

- 1) Examine the historical context and contemporary movements for Black, Palestinian and Kashmiri liberation
- 2) Apply concepts of decolonization to Black, Palestinian and Kashmiri liberation movements
- 3) Discuss the impact of these issues on mental health and in particular on counseling, supervision, and the classroom setting

*Presenter Bios:*



Hilda Massoud (she/her) is a Palestinian artist, poet, dancer, feeler, and mover. A Licensed Clinical Social Worker by trade yet always a student. She actively seeks various ways of resisting, restoring, releasing, and retreating to remain present and connected. Hilda is passionate about supporting individuals to become active participants in the vast variety of creative paths toward the goal for individual and community wellness, safety, and liberation for all. No exceptions.



Dr. Kameelah Mu'Min Rashad is the Founder and President of Muslim Wellness Foundation (MWF), a nonprofit organization dedicated to promoting healing and emotional well-being in the American Muslim community through dialogue, education and training. Through Muslim Wellness Foundation, Dr. Rashad has established the annual Black Muslim Psychology Conference and the Deeply Rooted Emerging Leaders (DREL) Fellowship for Black Muslim young adults. Dr. Rashad is also the founding co-Director of the National Black Muslim COVID Coalition, an initiative launched in collaboration with Muslim Anti-Racism Collaborative to address need for effective planning, preparedness and organizing during the COVID-19 pandemic.

Dr. Rashad’s clinical and research areas of interest include: religion, race and identity development, spirituality in psychotherapy, first generation college students and emerging adults of color; healing justice and faith based activism, racial trauma and healing, psychological impact of anti-Muslim bigotry and anti-Blackness, Black Muslim psychology and Black Muslim

intersectional invisibility. Dr. Rashad graduated from the University of Pennsylvania with a BA in Psychology and MEd in Psychological Services. She obtained further graduate education, earning a second Masters in Restorative Practices & Youth Counseling (MRP) from the International Institute for Restorative Practices. She completed her doctorate in Clinical Psychology at Chestnut Hill College in Philadelphia, PA.

Dr. Rashad describes herself most simply as a Mama, Auntie, sister and friend; A psychologist, family historian, genealogist, baker and bean pie evangelist. She reflects, writes and tweets on topics related to the intersections of race, religion, identity, trauma, healing and collective well-being. She also shares random anecdotes about her Tiny Human, her two Teens and her pandemic pets John Brown, Nat Turner and Denmark Vesey.



Nouf Bazaz is a Clinical Assistant Professor at Loyola University Maryland, served as a university-wide Equity and Inclusion Faculty Fellow (2020-2021), and is the founding director of the Initiative for Counseling Survivors of War & Persecution. Dr. Bazaz's clinical work, research, training and consulting focuses on trauma, torture, grief, and loss with survivors of war, violence, and persecution, as well as on culturally responsive care for Muslim youth and families. She was the program director of a mental health agency serving refugees and immigrants from the Middle East, South Asia

and North/East/West Africa that she built from the ground up and has developed integrative community mental health programs in schools and communities. Her clinical and broader psycho-social work has served diverse refugees, queer and trans asylum seekers, BIPOC youth, incarcerated males, survivors of sexual trafficking, indigenous women and more. Dr. Bazaz holds a PhD in Counseling from George Washington University, an M.A. in Trauma and Violence Transdisciplinary Studies from New York University, and is shaped by her work as an artist, arts-activist and (former) doula. She is from Kashmir, was raised in NY and has lived in the Washington, DC / Maryland Area for about 15 years.

### **1:50-2pm ET**

Wellness break: Celebrating BIPOC Joy, a video compilation

### **2-3pm ET**

60-minute session | 1 CE

Unpacking Multicultural Leadership: What it Takes to Lead from Within

*Presenters:* Saron Fantahun, MEd, NCC, PSC (she/her/hers); & Jasmine Garland McKinney, LCMHC-A, NCC, PSC (she/her/hers)

#### **Program Description:**

Can you define "multicultural leadership"? Ever wonder your role in multicultural leadership as a student? As a counselor educator? As a leader in the field? Here's a hint: it's not only about diversity; it's also about inclusion. This lively and interactive presentation has something for everyone! Attendees will have an opportunity to learn more about themselves and what it takes

to lead with respect and dignity for everyone they come across. They will learn about relevant research and definitions as well as leadership frameworks that have been implemented in the educational setting.

Learning Objectives:

- 1) Participants will gain an understanding of the definitions, history, and relevant research related to multicultural leadership
- 2) Participants will participate in interactive learning experiences during which the audience will collaboratively engage in critical thinking related to the concepts of diversity, equity, and inclusion
- 3) Participants will receive examples of multicultural and culturally responsive leadership frameworks that have been developed and implemented within educational settings.

*Presenter Bios:*



Saron Fantahun was born in Addis Ababa, Ethiopia and raised in Suitland, MD. She received her Bachelor of Arts in African and African American Studies and Master of Education in Counselor Education, both from the University of Virginia. After graduating, Saron was a middle school counselor in VA for three years, earning her full license as a Professional School Counselor. She is also a National Certified

Counselor (NCC). Now, Saron is a full-time doctoral student in the Counseling and Educational Development department at the University of North Carolina at Greensboro. Her research interests have three primary pillars including social justice, mentorship, and suicide prevention. She plans to develop and evaluate school-based interventions for Black and Brown adolescents in lower income communities. Outside of her resume, Saron enjoys volunteering, dancing, spoken word, and spontaneous new adventures. She also recently became a dog mom to a 3 month old Australian Cattle puppy and is loving the experience!



Jasmine L. Garland McKinney (she/her) was born and raised in Rocky Mount, NC. Jasmine received her Bachelor of Arts in Sociology from North Carolina State University and her Master of Science in Counselor Education from East Carolina University where she also received a graduate certificate in Substance Abuse Counseling. She is currently pursuing her PhD in Counseling and Counselor Education at the University of North Carolina at Greensboro. Jasmine is recognized as a Licensed Clinical Mental Health Counselor Associate, Professional School Counselor, and Nationally Certified Counselor in North Carolina. Jasmine has clinical experience working with college students, children ages 11 and younger, and their families.

Jasmine is passionate about providing counseling services to members of minority communities and is currently recognized as an American Psychological Association (APA) Doctoral Interdisciplinary Minority Fellow. In addition, Jasmine was a 2019 Master's Minority Fellow through the National Board for Certified Counselors. Jasmine is currently an outpatient therapist in Greensboro, NC and has research interests surrounding Black women's

experiences with maternal mental health, intergenerational trauma, and the educational impact of trauma experiences on Black children. Although Jasmine loves academia, she most enjoys spending quality time with her husband, their four-year-old daughter, and their Goldendoodle.

## **2-3pm ET**

60-minute session | 1 CE

### Looking through the Lens of the Minority Stress Model at the Intersectional Experiences of Queer Women of Color

*Presenters:* Tremaine Leslie, PhD, LAC (AR) (she/her/hers); & Hilda Solange George, MA, LMHC (NM), NCC (she/her/hers)

#### *Program Description:*

Significant mental health disparities have been noted among sexual minorities relative to heterosexual individuals. Discrimination related to minority status contributes to numerous cognitive, emotional, and behavioral problems. The Minority Stress Model forms the basis of this presentation. It proposes that in addition to general stressors affecting the general population, other stressors unique to sexual minorities often lead to mental health problems. Members of sexual minority groups are twice as likely to develop a psychological disorder during their lifetime than heterosexual persons. The Intersectionality theory addresses overlapping identities and experiences of queer women of color, clarifying the complexity of prejudices they face.

#### *Learning Objectives:*

- 1) Participants will be able to describe the impact of intersectionality on the lived experiences of queer women of color
- 2) Participants will critique the minority stress model used as the integrative framework
- 3) Participants will learn how to develop greater awareness of the social and emotional support needed by queer women of color; starting at the community level and expanding nationally.

#### *Presenter Bios:*



Dr. Tremaine N. Leslie is an Assistant Professor of Counselor Education and Supervision at the National Louis University in Tampa, Florida. She is student-focused in her teaching, employing constructivism and experiential learning in the execution of her content. She takes into consideration the learning styles of her diverse learners, ensuring that the subject matter is presented in ways that incorporate the learners' experiences. Dr. Leslie considers herself a lifelong learner, who is passionate about teaching and mental health care. Her clinical work is focused on reducing stereotypes concerning mental health care and help seeking in minority populations, especially people of African descent. Dr. Leslie's scholarship is framed around multicultural competence in counseling and supervision, Neurocounseling, highlighting the diverse mental health needs of underserved populations, incarceration and African American families, the

school to prison pipeline, prisonization of American public schools, and expressive arts in counseling.



Hilda Solange George has worked with young people in a variety of professional capacities, including over 20 years' experience as an educator in elementary, middle, and secondary education. She is a trained teacher, licensed counselor, and currently a second-year doctoral student at the University of Arkansas. Ms. George ascribes to engaged pedagogy practical framework to guide her teaching, supervision, and advocacy efforts. As a 2nd year doctoral student, Ms. George has numerous research interests but is primarily focusing on the nuanced, in-depth, and contextual understanding of the lived and educational experiences of international students of color as they navigate institutions of higher learning in the United States, Mental Health needs of International students of color, bridging the cross-cultural connection between international and domestic students, the Counseling Supervision Needs of International Students in U.S. Institutions of Higher Education, counseling international students, multicultural competence in counseling and supervision, anxiety in high school students, and Social emotional Learning of students in schools.

### **3-4pm ET**

60-minute session | 1 CE

#### **Self-Care isn't Solo: Decolonizing Wellness & Self-Care**

*Presenters:* Rachael Marshall, PhD (she/her/hers); & Kertesha Riley, MEd, EdS (she/her/hers)

#### **Program Description:**

In a year riddled with increasing Anti-Black and Anti-Asian racism and an ever-evolving health pandemic, counselors are being called upon to provide accessible care and support for our clients, communities, and ourselves. While the answer seems to be wellness, over time this concept has grown deeply embedded into the same systems of oppression and marginalization ever present in our nation. This presentation will explore mental health from a historical perspective, the colonization of wellness, and begin the work of shifting wellness and self-care back to its community-based roots as a more culturally-informed approach.

#### **Learning Objectives:**

- 1) Gain an overview of the historical progression of mental health as a field, and the shift of wellness from community-based care to an individual-centered approach
- 2) Critically consider the colonization of mental health services from a field and practitioner standpoint, and how wellness (in its original meaning) can decolonize this work
- 3) Engage in reflection and dialogue to adapt a therapeutic lens and approach that grounds itself in community care as wellness

#### ***Presenter Bios:***



Dr. Rachael C. Marshall is an Assistant Professor and Coordinator of the Career Specialization at California State University, Sacramento in Counselor Education. With her Master's in counseling, she worked as a clinical and career counselor in Universities, homeless shelters, and schools. Her work focused on trauma, grief, and advocacy with first-generation college students, immigrants, international students, and LGBTQ+ clients. She then completed her PhD in Counselor Education from the University of Tennessee Knoxville where she worked as a career counselor. She currently researches career identity development for specialized populations and counselor identity development in relation to self-care, wellness, and mindfulness.



Kertesha B. Riley is a doctoral student in Counselor Education and a Career Coach at the University of Tennessee, Knoxville. With a background in marriage & family therapy and career counseling, she has worked in settings from university career centers and family clinics to consulting with community-based organizations -- primarily focused on how our cultural backgrounds and families of origin impact our mental health, career development, and relationships. Her current research

interests include experiences of grief and loss during career transition; advocacy as an intentional practice in combating racial trauma; and graduate student mental health and well-being.

### **3-4pm ET**

60-minute session | 1 CE

Awareness of Classism that BIPOC Experience in Higher Education and Acknowledging their Resiliency Factors

*Presenters:* Lucy Parker, PhD, LPC, NCC (she/her/hers); Dr. Nina Mendez (she/her/hers), PhD; & Noel Shadowen, PhD (she/her/hers)

#### **Program Description:**

Results from a recently completed empirical study, which surveyed 202 undergraduate students about classism and career agency in higher education revealed that working class Black male students experienced the most classism in higher education. Also, results indicated that all Black and non-White identifying students faced more classism than their White peers. Also, at least 27% of all students in all races surveyed, reported moderate to almost daily experiences of perceived classism in higher education. Additionally, despite facing much classism, women, including Black women and other working class students, exhibited the most career agency in this study. Findings that Black women and working class students identify with the most career agency are fascinating and add to the resiliency factors of these demographic groups. The results of this study also add to the scarce research about ways to address classism that students, specifically, BIPOC face in higher education settings, in the counseling classroom, and in the counseling session, will be addressed. Ideas for continued academic and clinical

interventions are discussed in this study. Furthermore, ways to continue to empower BIPOC to foster and increase their resiliency factors such as, their reported career agency, in the midst of varying isms including classism and racism, will also be addressed.

Learning Objectives:

- 1) Attendees will learn about the prevalence of classism experienced by BIPOC in higher education
- 2) Attendees will learn about the prevalence of various resiliency factors experienced by BIPOC individuals and communities
- 3) Attendees will learn ways to advocate for BIPOC individuals and communities

*Presenter Bios:*



Dr. Lucy Parker-Barnes (née Lucy Parker) is a Licensed Professional Counselor (LPC) in Pennsylvania, an Assistant Professor at La Salle University, and a Clinical Lecturer at Northwestern University. Along with her Pennsylvania license, Dr. Parker-Barnes also maintains an LPC status in Illinois, a PhD in Counselor Education and Supervision, an MA in Human Development Counseling, a BS in Psychology, and an AA in Biology. Dr. Parker-Barnes' areas of clinical work have included crisis counseling, counseling those with developmental delays, psychoeducational courses and groups, general developmental issues, communication and conflict resolution, anxiety and depression issues, substance abuse issues, and working with some legally mandated client issues. In addition to clinical interests and experience, Dr. Parker-Barnes' research interests include class related issues, classism, multicultural counseling, creative counseling, and humanistic issues in counseling. Specifically, Dr. Parker-Barnes has presented various workshops and educational sessions based upon her dissertation, defended in 2018, that was titled Examination of the Relationship between Classism and Career Agency. In addition to clinical and research duties, Dr. Parker-Barnes is also an active member of the Pennsylvania Counseling Association, the Association for Creativity in Counseling, the Association for Humanistic Counseling, the American Counseling Association, and the Association for Counselors for Social Justice. During her free time, Dr. Parker-Barnes enjoys being with her daughter and family, taking walks while listening to music, laughing at silly television, and being in nature.



Dr. Nina Mendez is an Assistant professor of Psychology at La Salle University. She began her education at West Chester University where she received her Bachelor of Arts in Psychology. She then pursued her Master of Science degree in Clinical Psychology at the University of Phoenix. Dr. Mendez then received her Post Masters Certificate in Couple and Family Therapy at Drexel University where she stayed for her Ph.D. Her dissertation focused on the influence social media and technology has on ethics and the client/therapist relationship. Along with teaching, Dr. Mendez is currently a rostered Child Parent Psychotherapist. She works with families in Philadelphia impacted by trauma and addiction. Her research interests include social media and technology, trauma,

infant mental health, and multicultural studies. In her spare time Dr. Mendez likes to travel and spend time with her husband and son.



Dr. Noel Shadowen is an Assistant Professor at La Salle University and teaches primarily in the PsyD program and supervises a team at the university's training clinic that focuses on childhood anxiety disorders and trauma. Dr. Shadowen's recent research has focused on the development and evaluation of a resilience program for trauma-exposed children in Tamil Nadu, India, and examining the trajectories of change in an early intervention program for youth who are experiencing a first episode of psychosis. Her current research interests also include issues around LGBTQ+ mental health and understanding the best ways to implement evidence-based services with youth in community settings. Dr. Shadowen's clinical training involved working across a variety of settings and interdisciplinary teams, including outpatient mental health settings and academic medical centers. Dr. Shadowen's clinical interests include the treatment of trauma in children and adolescents, anxiety and mood disorders, and identity-focused work. Outside of work, Dr. Shadowen enjoys travel, cooking, training rescue dogs, and spending time in the parks in and around Philadelphia.

*This presentation is based on research conducted by the following Research Team: Parker-Barnes, L., Mendez, N., Shadowen, N., Abu Hussein, Y., Barnes, B., Alexander, R., Barry, K., Behera, M., Chambers, E., Chase, R., Delaney, L., Filmonor, V., Glasgow, A., Grimes, C., Kassa, J., Kimmelman, E., Kairis, L., Leslie, L., Linneman, J., McKillip, N., Powell, C., Rollins, L., Sams, L., Scharff, C., Schneider, R., & Starts, S.*

#### **4pm ET**

Closing Remarks, by Kshipra Jain, LPC, NCC, 2020-2021 MCSJ President

*\*\*\*Recordings will be made available from June 28 to July 31, 2021 for attendees who register for both days of the conference. After you review the recordings, please email Maya Georgieva at [credentialing@mdcounseling.org](mailto:credentialing@mdcounseling.org) to receive access to the evaluation links in order to receive your continuing education hours certificate(s).*

# Maryland Counselors for Social Justice

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