



WILLIAM JAMES  
COLLEGE

Center for  
Multicultural & Global  
Mental Health

## Center for Multicultural & Global Mental Health

### *Annual Report: 2018-2019*



*“Out of Many, One Community”*

WILLIAM JAMES COLLEGE  
One Wells Avenue  
Newton, MA 02459  
617.327.6777

[cmgmh@williamjames.edu](mailto:cmgmh@williamjames.edu)  
[www.williamjames.edu/cmgmh](http://www.williamjames.edu/cmgmh)

# Center for Multicultural & Global Mental Health

---

*Annual Report: 2018-2019*

## TABLE OF CONTENTS

<b>Introduction.....</b>	<b>2</b>
<b>Overview of CMGMH.....</b>	<b>3</b>
<b>Mission.....</b>	<b>3</b>
<b>Vision Statement.....</b>	<b>3</b>
<b>Strategic Goals &amp; Objectives.....</b>	<b>3</b>
<b>CMGMH's Academic Concentrations .....</b>	<b>5</b>
<b>African &amp; Caribbean Mental Health .....</b>	<b>5</b>
<b>Global Mental Health.....</b>	<b>5</b>
<b>Latino Mental Health Program.....</b>	<b>5</b>
<b>CMGMH's Programs.....</b>	<b>6</b>
<b>Black Mental Health Graduate Academy.....</b>	<b>6</b>
<b>Syrian Refugee Project.....</b>	<b>6</b>
<b><i>Serving the Underserved</i> Scholarship Awardees.....</b>	<b>7</b>
<b>Lucero Scholarship Awardee.....</b>	<b>11</b>
<b>Service Learning &amp; Cultural Immersion Programs.....</b>	<b>12</b>
<b>Professional Development &amp; Social Cultural Events.....</b>	<b>16</b>
<b>Publications &amp; Community Service.....</b>	<b>23</b>
<b>Get Involved with CMGMH.....</b>	<b>27</b>

# Center for Multicultural & Global Mental Health

---

## INTRODUCTION

The Center for Multicultural and Global Mental Health (CMGMH) at William James College was established in June 2016 with the primary mission of recruiting, training, educating, and mentoring a cadre of professionals to address mental health disparities among historically marginalized groups, practice trauma-informed care, and serve culturally diverse individuals and communities locally and across the globe.



This **Annual Report** provides a summary of the various academic, professional development and social-cultural activities conducted by the Multicultural Center's students, faculty and program administrators between August 1, 2018 and July 31, 2019.

To learn more about CMGMH and its academic concentrations and programs, please visit [www.williamjames.edu/cmgmhh](http://www.williamjames.edu/cmgmhh) or contact [cmgmh@williamjames.edu](mailto:cmgmh@williamjames.edu).



## OVERVIEW OF THE CENTER FOR MULTICULTURAL & GLOBAL MENTAL HEALTH

The Center for Multicultural & Global Mental Health (CMGMH) aims to be a preeminent academic, clinical training, and research center in promoting social justice and addressing mental health disparities among culturally diverse populations in the U.S. and abroad. CMGMH is comprised of academic concentrations and programs at WJC that focus primarily on historically marginalized groups and underserved communities. These include the Concentrations in *African and Caribbean Mental Health*, *Global Mental Health*, and *Latino Mental Health* as well as programs such as the Black Mental Health Graduate Academy and the Syrian Refugees Project.

### MISSION

To train, educate, mentor, and prepare a cadre of professionals to serve culturally diverse individuals and communities locally and around the globe.

### VISION STATEMENT

To inspire and empower students, clinicians, educators, and other providers as agents of social justice with a passion for and a commitment to serving historically marginalized populations.

### STRATEGIC GOALS & OBJECTIVES

The Multicultural Center's Strategic Plan is consistent with William James College's Core Values of (1) *Social Responsibility*, which aims to “educate providers to meet a diverse society's evolving mental health needs including cultural competence and language training, [and] develop programs and partnerships to ensure access to mental health care for all persons”; (2) *Personal Growth*, which seeks to “foster a supportive, challenging and available learning environment that pays careful attention to [students’]

personal and professional development”; and (3) *Experiential Education*, which is intended to “integrate rigorous academic instruction with substantial clinical experience.”

The Multicultural Center’s primary goals are to:

- Educate students, mental health professionals, educators, community leaders, and service providers on topics germane to multicultural and global perspectives on psychosocial well-being.
- Provide clinical field training experiences and learning opportunities to students to work competently with culturally diverse individuals, families, and communities.
- Support the rigorous application of science to examining mental health disparities and the impact of multicultural and global factors on health and psychosocial functioning through evidence-based research and best practices.
- Offer transformative immersion and service learning experiences that will expose, inform, and deepen students’ knowledge, cultural awareness and sensitivity, and cultural fluency.
- Mentor, nurture, and support dynamic and collegial advocates of underserved communities in order to empower leaders of social change and agents of social justice.



**Dr. Mari Carmen Bennasar (front row, 2<sup>nd</sup> from left) with graduates of the Latino Mental Health Program**



# CMGMH'S ACADEMIC CONCENTRATIONS

## AFRICAN & CARIBBEAN MENTAL HEALTH

The African & Caribbean Mental Health Concentration aims to recruit, train, and equip graduate students with the knowledge and skills necessary to provide culturally-sensitive, evidence-informed mental health services to meet the complex behavioral, social, emotional, and spiritual needs of individuals, families, and groups who are of African and Caribbean descent. The program focuses on addressing mental health disparities and inequalities in mental health policy, research, and practice in order to promote the overall well-being of African and Caribbean communities in the United States and around the globe.

## GLOBAL MENTAL HEALTH

The Global Mental Health Concentration is designed for students with an interest in advancing the Global Mental Health agenda. Through didactic, clinical, research, and advocacy-related experiences, students will acquire the knowledge, skills, and training to serve culturally diverse individuals and communities locally and around the globe. Courses incorporate the broad dimensions of ethnicity, race, and migration and refugee status, and their intersections with language, class, gender, education, and spirituality.

## LATINO MENTAL HEALTH PROGRAM

Established in 2006, the Dr. Cynthia Lucero Center's Latino Mental Health Program (LMHP) offers a unique opportunity for William James College students who are interested in working with individuals from Latino cultures. Through intensive immersion in Spanish language and Hispanic cultures, students are prepared as culturally-sensitive clinicians with expertise to meet the mental health needs of this rapidly growing and underserved segment of the U.S. population.

# CMGMH'S PROGRAMS

## THE BLACK MENTAL HEALTH GRADUATE ACADEMY

The Black Mental Health Graduate Academy (BMHGA) is a leadership and academic pipeline designed to recruit, mentor and support Academy Scholars: Black individuals interested in pursuing mental health careers and Black students in William James College's Master's and Doctoral degree programs for mental health counseling and psychology. BMHGA addresses racial and ethnic disparities in the mental health field by diversifying WJC and, ultimately, the mental health care workforce. The BMHGA provides opportunities to enhance student success. BMHGA Scholars receive professional mentorship support through the Academy Mentorship Program, participate in academic and professional development activities through the Academy Professional Development Program, and engage in community service with historically disadvantaged groups.



## SYRIAN REFUGEE PROJECT



STANDING UP FOR THOSE LEFT BEHIND

Through a partnership with Jewish Family Service (JFS) of Metrowest, William James College students and faculty provide trauma-based and culturally-informed mental health consultation and psychosocial support to Syrian refugees who have resettled in the Boston area. CMGMH has served as the liaison between various programs at WJC and community-based organizations that have been actively involved in the resettlement effort. Faculty and students at WJC continue to work collaboratively with JFS staff to provide consultation and direct care services to Syrian children, adults, and families.

## SERVING THE UNDERSERVED SCHOLARSHIP AWARDEES

In the spring of 2017, under the auspices of the Center for Multicultural & Global Mental Health, William James College (WJC) established the ***Serving the Mental Health Needs of the Underserved Scholarships*** to recruit, train and mentor graduate students committed to pursuing careers in which they provide culturally informed mental health and/or organizational wellness services to historically underserved communities. The highly competitive scholarship, which covers 2/3 of tuition costs, recognizes the achievements and promise of students who are seeking Master's, Certificate of Advance Graduate Studies or Doctor of Psychology degrees at WJC.

In the fall of 2018, five awardees — **Regina Banks, Presceia Olivia Cooper, Emily Crain, Christopher Rosales, and Jessica Sharp** — were selected based on a combination of academic achievements, volunteer and community service to underserved groups, demonstrable commitment to social justice and advocacy, leadership skills, and financial needs. As CMGMH Fellows, the awardees have actively engaged in mentoring, community service, social-cultural, and professional development initiatives at WJC. The five CMGMH Fellows are profiled below.



**Regina Banks** is a native of Fresno, California. She is the oldest of six girls, a wife, and a mother of two children under the ages of two. She obtained a Bachelor of Arts degree with a teaching emphasis from Fresno Pacific University. After working in education for several years, Regina attended Washington University in St. Louis where she received a Master of Social Work degree with an emphasis in Race, Socioeconomics, and Mental Health. Upon completing graduate school, she taught at



Clovis Community College and Fresno Pacific University. Regina has served as a Member of the AmeriCorps State and National Program for three years (2011-2014). Her first year of service was at Central Valley Health Network in Fresno, California where she was a community outreach worker who provided outreach and health education to ethnically diverse populations. Her final two years of service were completed at Boston Health Care for the Homeless Program where she worked with the Behavioral Health Team as a case manager to provide outreach, screening, and health education services to homeless men, women and families.

Regina also served as a Fellow under the Substance Abuse and Mental Health Services Administration's (SAMHSA) Minority Fellowship Program. This program was focused on supporting the professional development of rising social work students in their capacity to serve the mental health needs of children and youth from ethnically diverse backgrounds. During her graduate studies at WJC, Regina intends to continue her involvement in community service by becoming an active member of the Boston branch NAACP and joining student organizations at WJC.



**Presceia Olivia Cooper** is a Boston native who has served most of her career in nonprofit and mission driven organizations due to her passion for social justice and social change. This interest emerged while she was enrolled in the Massachusetts' Metropolitan Council for Educational Opportunity (METCO), a program that busses predominantly inner-city students of color to suburban school districts for greater access to education. Going through this experience, from grades 2-12 as a member of a marginalized group, has fostered Presceia's deep commitment to advancing equity in all aspects of her work.

Presceia earned a Bachelor of Arts degree from Boston College in 2008. She has served in a leadership role for the NAACP Boston College Chapter and, in recent years, has led diversity, equity and inclusion (DEI) efforts at local organizations to ensure that there were systems and structures in place that allowed women and people of color to thrive.



**Emily Crain** is a student in the Clinical Psychology Program at William James College. She graduated from the University of Massachusetts Amherst with a bachelor's degree in Psychology and Women, Gender, and Sexuality Studies. While a student at UMass Amherst, Emily served as a Clinical Intern at the Veterans Administration and Hampshire County House of Corrections. She also conducted research in the Rudd Adoption Research lab, exploring the impacts of microaggression and resiliency on children adopted by sexual minority couples. Emily worked as a Research Assistant at Boston Children's Hospital and the Wellesley Centers for Women. She was also employed with the Department of Corrections where she provided clinical support to individuals in a maximum-security prison. Specifically, she worked with individuals transitioning from long-term segregation back to the general population of inmates.

While a student at UMass Amherst, Emily served in a leadership role for a religious organization on campus where there was a lack of visible support for LGBTQ individuals who were seeking acceptance. Through her activism and support from administrators who were equally passionate about the needs of LGBTQ students, Emily started the first initiative to provide religious and spiritual resources to the LGBTQ community. She successfully implemented various outreach programs, identified LGBTQ-friendly clergy, and started a dialogue on campus about spiritual inclusivity and the queer community.

Emily has volunteered for Inner City Weightlifting, an organization whose mission is to "reduce youth violence by connecting high impact youth with new networks and opportunities, including meaningful career tracks in and beyond personal training". During her graduate studies at WJC, Emily plans to continue her involvement in social justice initiatives and participate in the Social Justice Student Coalition. She is also invested in exploring the intersection of psychology and law, and is particularly interested in continuing to work with incarcerated individuals and other marginalized communities.



**Christopher Rosales** is a first generation Central American-American. His mother migrated to the U.S. from Guatemala and his father migrated from El Salvador. His parents' hard work and dedication led Chris to reach several milestones. He graduated from North Shore Community College then attended Springfield College where he graduated Summa Cum Laude within two years with a bachelor's degree in Human Services.

For five years, Chris served as the director of an after-school program for a local public school. He was also a family support advocate at the Boston Medical Center's Violence Intervention Advocacy Program. Chris has been involved with various organizations in Boston, including the Louis D. Brown Peace Institute's Homicide Providers Group, Suffolk County Sheriff's Department for Family Matters Consortium, and Boston Police Department's Shannon Grant Providers Group.

During his time at William James College, Chris will continue to volunteer at community-based organizations. Following his graduate studies, his goal is to return to the field of community violence and work in a public-school setting. He plans to provide mental health services to youth and families of color who have been impacted by community violence.



**Jessica Sharp** is the Director of Volunteer Services at Meals on Wheels Greenville, which delivers meals to homebound individuals in Greenville County. She oversees the volunteer management strategy and volunteer services team. She has prior work experience at Greenville

Health System and the YMCA of Greenville in South Carolina. Jessica is the Founder and Chief Educator of Sharp Brain Consulting, which works with public service agencies to provide education about the brain and its effects on organizational outcomes.

Jessica is dedicated to advancing the rights of underserved individuals and communities. After earning a marketing degree from the University of South Carolina, she pursued her passion through Teach for America—an organization that places recent graduates in classrooms in underserved communities. Jessica also has a Master’s degree in Public Affairs from the University of Missouri.

During her time at WJC, Jessica plans to expand her knowledge of topics related to inclusion, intellectual disabilities, social justice, the intersection of poverty and education, and the criminal justice system and its impacts on people of color. She will continue to engage in community service, volunteering, public speaking/workshop facilitation, and donating to nonprofit organizations.

## LUCERO SCHOLARSHIP AWARDEE

**Karina Fundora** is a student in the Clinical Psychology (PsyD) Program at William James College where she is completing Concentrations in *Latino Mental Health* and *Children and Families of Adversity and Resilience*.

Karina was born and raised in Miami, Florida to two Cuban immigrant parents. She graduated from the University of Florida, where she majored in Sociology. At the University of Florida, she was a member of a community service organization where she volunteered with minority children in Gainesville, Florida. She was also a Research Assistant at the Cognition and Aging Lab, where she later became the Bilingual Lab Manager. Karina is interested in working with underserved populations, specifically Latino children and families.





# Service Learning & Cultural Immersion Programs

## ECUADOR SERVICE LEARNING & CULTURAL IMMERSION PROGRAM

In the summer of 2018, eight students (**Samantha Diaz, Nicole Drost, Marissa Faas, Rachel Kanen, Styliani Munroe, Juan Rosario, Nicole Sampedro, and Ana Zuniga**) traveled to Guayaquil, Ecuador for four weeks.

The Director of the Latino Mental Health Program, **Dr. Mari Carmen Bennasar** and WJC President, **Dr. Nicholas Covino** accompanied the group for a week. They participated in a series of activities culminating with a press conference celebrating the Academic Collaboration Agreement signed by William James College and La Junta de Beneficencia de Guayaquil with the objective of promoting academic, research, and cultural exchange programs for students and faculty.



Dr. Mari Carmen Bennasar (2nd from left), the director of La Junta de Beneficencia, Ingeniero Ernesto Noboa Bajarano (3rd from left) and Dr. Nicholas Covino (4th from left) took part in the historic signing of the Academic Collaboration Agreement between William James College and La Junta de Beneficencia de Guayaquil.

Dr. Bennasar also led a well-received presentation on the role of psychology during emergencies and disasters (*Psicología en Emergencias y Desastres*) for some 120 attendees. Dr. Covino engaged in consultation with different local agencies and exchanged ideas regarding future collaborations.



Students had the opportunity to learn, work and collaborate with The **Instituto de Neurociencias (INC) de la Junta de Beneficencia de Guayaquil**. Side by side with local psychologists, **students conducted intakes, facilitated groups, administered neuropsychological and projective assessments, assisted in writing reports, participated in clinical discussions, observed psycho-educational workshops and worked**

**with family members.** Furthermore, students co-facilitated activities at the Center for Integral Rehabilitation, which included music groups, gardening, physical therapy, dance, yoga, tai chi, and art groups.

## GUYANA SERVICE LEARNING & CULTURAL IMMERSION PROGRAM

On July 25-27, 2018, in partnership with the Guyana Foundation, a team of six psychology and mental health counseling graduate students (**Marie Berthonia Antoine, Cydney Victoria Branch, April Dawn Clayton, Sohenga C. Depestre, Damon A. Pryor, and Arianna Lynn Slotnick**) and **Dr. Natalie Cort** conducted a 3-day suicide gatekeeper training workshop with 52 attendees. Team members were trained in the empirically supported emergency mental health intervention for suicidal persons – *Question, Persuade and Refer* – created in 1995 by Paul Quinnett.



The *Understanding and Preventing Suicide in Guyana: A Gatekeeper Training Workshop* is designed to increase community leaders' (i.e., educators, law-enforcement officials, clergy, and medical personnel) ability to effectively respond to, intervene, and support suicidal individuals. The objectives of the workshop, informed by extant empirical research, were to 1) increase knowledge about suicide, major depression, and resources available for at-risk individuals; 2) address beliefs and attitudes about suicide prevention; 3) reduce reluctance to intervene and stigma of mental illness; and 4) increase self-efficacy to intervene with a person at risk of suicide. The workshop also covered practical and effective problem-solving and stress management methods, adapted from Interpersonal Psychotherapy for Depression and music therapy. This highly interactive and participatory workshop involved mini-lectures, facilitated discussions, group work, and expressive arts activities.





## HAITI SERVICE LEARNING & CULTURAL IMMERSION PROGRAM

In July 2018, six WJC students (**Nina Campanile, Fatuma Dzilala, Alexis Leca, Carol Rannie, Patrick Sviokla, and Christina Wilbar**) and two faculty members (**Drs. Jill Bloom and Gemima St. Louis**) took part in a 10-day immersion experience in Vallue, Petit-Goâve. The *Haiti Service Learning Program* is a partnership between William James College and the Association des Paysans de Vallue (APV), a non-governmental organization that engages students and faculty in cross-cultural exchange and capacity-building collaborations with schools, grassroots agencies and social services organizations.



The focus of the 2018 summer program was on **Mental Health Literacy**. **Four group workshops were conducted for 60 adolescents and young adults as well as 25 teachers** to enhance their knowledge of the signs and symptoms of different types of mental illnesses, promote awareness of how stigma acts as a barrier to accessing mental health care, and discuss culturally-appropriate treatments and help-seeking behaviors for mental illnesses. During the training, program participants engaged in a series of role plays, small group exercises, and other hands-on learning experiences aimed at promoting positive mental health.

The WJC team also **organized a summer camp program and facilitated a host of social-recreational and expressive arts programming for 70 children**. During the immersion experience, the group visited historical sites in Port-au-Prince and took part in social cultural activities within the host community. The *Haiti Service Learning Program* is one of the many ways in which William James College supports student education to prepare them for careers that meet the growing demand for access to culturally-sensitive psychological services for individuals and communities around the globe.



## KENYA SERVICE LEARNING & CULTURAL IMMERSION PROGRAM

The Kenya Immersion Program is designed to provide students with a lens into global mental health through development work and partnership with local communities. Four WJC students (**Donicka Suprice, Juliana Rezende, Melissa Garboski, and Sade Callwood**) and two faculty members (**Drs. Claire Fialkov and David Haddad**) spent two weeks in Thika and Nairobi, Kenya during the 2018 Cultural Immersion experience. Students engaged in follow-up work on a project supported by the non-profit P&G Children's Safe Drinking Water Program that provides clean drinking water to children and families in need around the world.



In this 3<sup>rd</sup> year of a three-year project, students worked with primary school students and teachers in rural communities, reinforcing the Kenya Education and Empowerment Project (KEEP) curriculum that was initiated in 2015. The curriculum is a collaborative effort between a Kenyan NGO and Drs. Fialkov and Haddad, and is designed to increase protective hygiene practices through a strength-based curriculum. This year, the immersion experience added a new partnership with the Always Keeping Girls in School program. The Always program is designed to address the challenge that girls from low resourced communities face when they miss school during their menstrual period due to a lack of sanitary products and health education. The Always program reaches about 150,000 girls annually, providing puberty education and free sanitary products. During the 2018 immersion, students had the opportunity to collaborate with Always staff about development work and help integrate the Kenyan Empowerment and Education Curriculum (KEEP) into the existing Always program.





## Professional Development & Social Cultural Events

During the 2018-2019 academic year, the Center for Multicultural & Global Mental Health hosted and co-sponsored the following conferences, workshops, and social cultural events:

### Asian Mental Health Matters:

#### INTEGRATIVE AND HOLISTIC APPROACHES TO MENTAL HEALTH CARE FOR ASIANS

On Saturday, September 29, 2018, CMGMH hosted an *Inaugural Conference on Asian Mental Health* at William James College. The primary aim of the conference was to convene mental health clinicians, researchers, and college and school professionals to address the needs and challenges of providing culturally-competent



care for diverse Asian communities. Using an integrated and holistic approach, the Conference focused on the risk and protective factors that affect the physical, social, emotional and spiritual well-being of Asian individuals and families; and offered prevention/intervention strategies for optimal health and empowerment of Asian communities.



The Invited and Keynote Speakers were **Dr. Jean Lau Chin** and **Dr. Kenneth Fung**. Other presenters included Dr. Manoj Bhasin, Ms. Betty Chan, Dr. Danielle Godon-Decoteau, Dr. Kumiko Ide, Ms. Thanh Phan, Dr. Sukanya Ray, Ms. Ziyi Xiu, and Dr. Albert Yeung. The Conference also included an Art Exhibit featuring traditional Chinese calligraphy and contemporary brush paintings from Quanzhou (Jack) Zhao, Lily Chin and members of the Chinese Calligraphy Association as well as cultural performances by Mouli Pal and Suvadip Sengupta.

## DARE TO SPEAK

On October 25, 2018, members of ALANAA (African/Caribbean American, Latino, Asian American/ Pacific Islander, Native American/Native Alaskan and Arab American) and the Social



Justice Student Coalition hosted an event at WJC focusing on the disjointed and fragmented world of political warfare. It highlighted once bold lines between good and evil, love and hate, equality and injustice that now seem to be tainted, spawning societal ramifications filled with dichotomous ambiguity. Presenters used art to spread awareness which dared attendees to speak up, be heard, and love.

## WORKING WITH SYRIAN REFUGEES: MEDICAL AND PSYCHOLOGICAL IMPLICATIONS FOR SELF-CARE

On Friday, October 27, 2018, CMGMH, in collaboration with the Syrian American Medical Society and the Harvard Program in Refugee Trauma, co-sponsored a conference on confronting



challenges and devising strategies to provide health and mental health care to Syrians and Syrian refugees. There were several panel presentations, including the following: *Introduction to the Medical and Mental Health Work of the Syrian American Medical Society*, *The Need for an Integrated Global Response to the Syrian Crisis*, and *The Importance of Self-Care for Helping Professionals*.

## BELONGINGNESS: WHERE DO YOU FIT IN?

We all struggle with our complex identities... whether we're veterans, Christian, Muslim, disabled, cisgender, transgender, Asian, Latinx, gay, heterosexual, immigrant, 1st gen... On November 5, 2018, the Black Mental Health Graduate Academy hosted a *Chat & Chew* to explore concepts of identity and belongingness humorously addressed in the Netflix series, *Dear White People*. The Academy Scholars are grateful to The Dean of Students Office for sponsoring this thoughtful conversation.



## INTERNATIONAL SERVICE LEARNING & CULTURAL IMMERSION PRESENTATIONS

Each year, William James College (WJC) students and faculty take part in international service learning and cultural immersion initiatives in low and middle-income countries. These programs are designed to give students and faculty an opportunity to volunteer at various clinics, hospitals and social service agencies that serve historically marginalized communities.



On November 7, 2018, CMGMH hosted the *Annual Service Learning and Cultural Immersion Program Presentations* where WJC students and faculty discussed their experiences in Ecuador, Guyana, Haiti and Kenya as well as learned more information about future immersion experiences.



## ***RISE UP!*** **SPIRITUALITY, FAITH & SOCIAL JUSTICE**

On November 9, 2018, CMGMH hosted a *Conference on Spirituality, Faith and Social Justice* at William James College, which aimed to engage agents of social change who are grappling with contemporary social issues that affect vulnerable and oppressed groups in the U.S. Its primary focus was to promote greater awareness of the need for more socially conscious and spiritually sensitive mental health providers who could pursue a social justice agenda that includes a concern for others, a willingness to advocate for the holistic needs of historically marginalized people and the commitment to ensure equity and human rights for all in society.



The Keynote and Invited Speakers were **Dr. Rockey Robbins** and **Imam Taymullah Abdur-Rahman**. Other presenters included Ms. April Clayton, Dr. Richa Gawande, Ms. Debra Johnson, Dr. Shamaila Khan, Dr. Yvette 'Lepolata Aduke' Modestin, Rabbi Victor Hillel Reinstein, Dr. Nicholas Rowe, Ms. Colleen Sharka, Dr. Tony Menelik Van Der Meer, and Mr. Nelson Wong. The Conference also included an Art Exhibition featuring art pieces by artist Johnetta Tinker and *ArtsBridge* as well as musical performances by Damon Pryor.





## IMPLICATIONS OF ISLAMOPHOBIA: ITS IMPACT BEYOND THE MUSLIM COMMUNITY AND KEY COMPONENTS OF ALLYSHIP

On Monday, November 13, 2018, CMGMH hosted a presentation on *Implications of Islamophobia*, which examined the impact of Islamophobia within the Muslim community, especially in the identity development of Muslim youth, and addressed the far-reaching influence of Islamophobia on other marginalized and minority communities. The presenter, Ms. Waheeda Saif, described different components of allyship and ways in which attendees could become allies to disenfranchised groups in both clinical and non-clinical settings.



## CMGMH WELCOMED DR. ABU-JAMEI

On November 19, 2018, the Multicultural Center welcomed Dr. Yasser Abu-Jamei, a world-renowned child psychiatrist and Executive Director of the Gaza Community Mental Health Programme (GCMHP). Dr. Abu-Jamei has been with the GCMHP since 2004 playing different supervisory, clinical and research roles. He oversees the general operations of the organization in providing mental health care to Gaza Strip communities. On November 18th, Dr. Abu-Jamei delivered a presentation entitled, ***Centering Gaza: Trauma & Resilience on the Frontlines***, at Boston University where he spoke about the interconnections between mental health and human rights in Palestine. The event was co-sponsored by Kilachand Honors College, Wheelock College School of Education and Human Development, and Students for Justice in Palestine at Boston University.



## LATINO MENTAL HEALTH PROGRAM'S ANNUAL FIESTA

On December 14, 2018, the Latino Mental Health Program hosted an end-of-the-year Fiesta at WJC. The Fiesta was filled with great music and dancing.



## REFLECTIONS ON THE IMPACTS OF SERVICE LEARNING PROGRAMS

On January 30, 2019, CMGMH hosted an Appreciative Inquiry (AI) Group Discussion with students who participated in the **2018 Service Learning and Cultural Immersion Programs in Ecuador, Guyana, Haiti, and Kenya**. Facilitated by **Dr. Jodie Kliman**, the AI Group Discussion encouraged students to reflect on the impacts of their international service learning experiences. Questions raised included: (1) What aspects of the immersion experience were most growthful for you? (2) What aspects were hardest for you? And (3) How do you see yourself applying these learnings in your current or future clinical work? The Appreciative Inquiry approach is meant to generate questions of genuine curiosity, facilitate reflective comments, open up dialogue, and promote new areas of understandings.



## PRESENTATION BY VISITING SCHOLAR DR. AMY NITZA

On February 26 and 27, 2019, William James College hosted Visiting Scholar, **Dr. Amy Nitza**, Director of the Institute for Disaster Mental Health at SUNY New Paltz. During her visit, Dr. Nitza met with several WJC faculty members and delivered a presentation on Disaster Mental Health for CMGMH students and faculty. This event was made possible by **Dr. Stan Berman**, Vice President for Academic Affairs and Associate Professor at William James College.



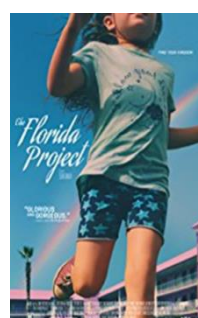
## LUCERO MEMORIAL 5K RUN/WALK & COMMUNITY DAY

The 5K Lucero Run/Walk was created in memory of Dr. Cynthia Lucero, a much-loved community-oriented WJC graduate student from Ecuador who completed her doctoral degree days before the start of the 2002 Boston Marathon, during which she collapsed and died. The Latino Mental Health (LMH) Concentration carries her name and extends her legacy. Every year, Cynthia's family travels from Ecuador to meet the new LMHP students and to share with the William James College community. Around 70 participants ran and walked in the Lucero 5K Run/Walk, which took place on April 8, 2019.



## EIGHTH ANNUAL HOLLYWOOD SCRIPTURES FILM SERIES *PSYCHOLOGY OF HUMAN NATURE IN CINEMA: CHILDHOOD*

The theme of the 8<sup>th</sup> Annual Hollywood Scriptures Film Series was on childhood. The films in this series, which were shown at the Museum of Fine Arts in April 2019, offered a nuanced view of childhood innocence, illustrating the historical and cultural dimensions of family life. The films were *Lion*, *The White Ribbon*, *The Florida Project*, and *Mustang*.





## PUBLICATIONS & COMMUNITY SERVICE

*William James College and CMGMH students and faculty continue to make a difference in their community by bringing awareness to contemporary issues such as diversity and mental health disparities, celebrating unsung psychologist heroines, and participating in volunteering and community service. Below is a list of publications and community service activities for the 2018-2019 academic year.*

### **Translating Research to Support Practitioners in Addressing Disparities in Child and Adolescent Mental Health and Services in the United States**

**Article co-authored by Dr. Natalie A. Cort  
Assistant Professor, Clinical Psychology Department & Director  
of the Black Mental Health Graduate Academy**



“Despite increased recognition of disparities in youth mental health, racial/ethnic disparities in mental health burden and in mental health service use persist. This phenomenon suggests that research documenting disparities alone has not led to extensive action in practice settings in order to significantly reduce disparities.”

Source: Valdez, C. R., Rodgers, C. R. R., Gudiño, O. G., Isaac, P., Cort, N. A., Casas, M., & Butler, A. M. (2019). Translating research to support practitioners in addressing disparities in child and adolescent mental health and services in the United States. *Cultural Diversity and Ethnic Minority Psychology*, 25(1), 126-135.  
<http://dx.doi.org/10.1037/cdp0000257>



## ***Psychology Today Diversity Blog:*** **How Diversity on Campus Benefits All Students**

**By Darryl Sweeper, Jr., MA**

**Academy Scholar & Clinical PsyD Student**



“Diversity on college campuses and in the workforce doesn’t just mean increasing the presence of brown and black students. Diversity is making space for the underrepresented voice, ignored differences, and varying experiences to be recognized and validated. As our nation increases in diversity and inclusivity, it is crucial that institutions of higher education reflect this trend as well.”

## **Psychology’s Unsung Heroines:** **The Indomitable Dr. Mamie Phipps Clark and** **Dr. Inez Beverly Prosser**

**By Ava Floyd, MA, Academy Scholar & Clinical PsyD Student**



“There are innumerable ways in which historical oppression concealed the talents and brilliance of people of color. In the field of psychology, we are slowly starting to excavate long-ignored Black scholars of significant empirical distinction—starting, in this post, with Dr. Inez Beverly Prosser (1895-1934) and Dr. Mamie Phipps Clark (1917-1983).”

## **Strengths-based Learning in a Kenyan Primary School Community: An Application of the IPOD Model**

The paper, published by Clinical PsyD Student, Meghan Gowan, and WJC faculty Drs. Claire Fialkov and David Haddad, describes a collaboration between American and Kenyan colleagues, and the attention given to the multiple factors and research methods that contribute to refracting strengths outward into the community using Appreciative Inquiry as the methodology to explore the impact of a strengths-based curriculum and health and hygiene project at Muthuru Primary School, Kenya.

**Meghan Elizabeth Gowan, M.A.** is a doctoral candidate in Clinical Psychology with a Global Mental Health concentration at William James College. Her dissertation explores global applications of positive psychology and the implications for female learners in developing nations.



**Claire Fialkov, Ph.D.** is a professor at William James College, an associate at the Taos Institute, and a founding member at Appreciative Action, a consultation practice that designs global development practices to cultivate well-being and resilience. Appreciative Action uses collaborative models of action-based research to measure outcomes and impact in communities.

**David Haddad, Ed.D.** is a co-founder of Appreciative Action, a U.S.-based consultancy focusing on global development and program evaluation practices that foster well-being and resilience. Its work is grounded in collaborative and strengths-based practices. Dr. Haddad is an associate professor at William James College as well as an associate with the Taos Institute.



## WJC STUDENTS VOLUNTEERED AT LOCAL HIGH SCHOOL



Six Scholars from the Black Mental Health Graduate Academy volunteered to engage students at Urban Science Academy (USA) in conversations about the profession of psychology. USA's curriculum emphasizes science and technology to prepare students for STEM success in college and other vocational schools. Each January, USA holds *Science Week* to inspire, educate, and provide an opportunity for hands-on experimentation. In January

2019, Damon Pryor, Nathalie Alexis, Darryl Sweeper Jr., Sade Callwood, Kwame Dance, and Oluwafunmilayo Aguocha joined science classrooms to present on their career path in psychology – where they are, where they're going, and how they got there. The Academy Scholars shared personal anecdotes about the experiences that ignited their passion for psychology, practical challenges they faced in attaining higher education, and their goals post-graduation. They dedicated part of the class to dispelling popular misconceptions about psychology, therapy, and trauma as well as reviewing the different subfields housed within the discipline of psychology.

## STUDENTS AND FACULTY LED EXPRESSIVE ARTS GROUPS FOR SYRIAN REFUGEE CHILDREN

In partnership with the Jewish Family Service's *Syrian Refugee Resettlement Project*, Global Mental Health Concentration students, Donicka Suprice, Sarah Gonzalez, Meghan Gowan, Carol Rannie, Shelby Ripa, and Patrick Sviokla, and Global Mental Health faculty, Dr. Jill Bloom, Dr. Yousef AlAjarma, and Dr. Stanley Berman recently led expressive arts groups with Syrian refugee children, and a parenting group for Syrian parents. Eight Syrian families have resettled in metro Boston during the past year. William James College and the Global Mental Health (GMH) Program have partnered with Jewish Family Services to provide social-emotional support to the families. In addition to the recent groups, a Women's Group, co-led by GMH student Monica Moawde, has been meeting since early summer.





# Get Involved with CMGMH!

There are numerous opportunities for William James College students, alumni, staff, and faculty as well as individuals and community-based organizations to engage in CMGMH-related programs and activities. Below are the levels of involvement or appointments that are offered through the Multicultural Center:

## **CMGMH FACULTY FELLOW** (William James College Faculty Only)

- Lead a CMGMH-related project or program; be a guest-speaker for concentration-related courses; or serve as a mentor, academic advisor, Doctoral Project Committee member, or field placement supervisor for students in CMGMH concentrations

## **CMGMH STUDENT FELLOW** (e.g., Research, Scholarship, and Mentoring)

- Be appointed as a CMGMH Research, Clinical or Scholarship Fellow; participate in CMGMH conferences, workshops, and speakers' series; attend WJC health fairs, open houses, and other community events; or present research findings at local and national conferences

## **CMGMH INTERNAL & EXTERNAL AFFILIATES**

### ***Internal Affiliates*** (e.g., WJC Faculty, Staff, Departments & Programs)

- Volunteer as a liaison, guest speaker or lecturer; collaborate on projects with a shared vision and purpose; assist with conference planning, event organizing, and recruitment; or raise awareness of CMGMH concentrations, programs, and events through the use of social media and other forums

### ***External Affiliates*** (e.g., Individuals, Institutions and Agencies at the Local, National, and International Levels)

- Serve as field training sites for CMGMH concentration students, provide local or international service learning opportunities for students, receive training and consultation from WJC and CMGMH, or participate in CMGMH-sponsored continuing education and professional development events

To learn more, please contact [cmgmh@williamjames.edu](mailto:cmgmh@williamjames.edu) or visit [www.williamjames.edu/cmgmh](http://www.williamjames.edu/cmgmh).