



**WILLIAM JAMES
COLLEGE**

**Center for
Multicultural & Global
Mental Health**

Center for Multicultural & Global Mental Health

Annual Report: 2017-2018



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Center for Multicultural & Global Mental Health

Annual Report: 2017-2018

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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. CMGMH aims to be a preeminent Multicultural Center that inspires and empowers students, clinicians, educators, and researchers as agents of social justice and social change.

This **Annual Report** provides a summary of the various activities conducted by CMGMH's students, faculty, and program administrators. During the 2017-2018 academic year, CMGMH accomplished several key Strategic Goals, including the following:

- ✚ Offered academic programming for **62 students enrolled in the African & Caribbean Mental Health, Global Mental Health, and Latino Mental Health Concentrations at William James College (WJC)**.
- ✚ Provided mentorship, leadership and professional development opportunities for **11 Scholars in the Black Mental Health Graduate Academy**.
- ✚ Led a committee that **awarded six (6) scholarships to WJC students** with a demonstrated commitment to serving underserved groups.
- ✚ Hosted **20 professional development and social cultural events**, including a *Conference on LGBTQ Youth*, a *Workshop on Islam 101* and a *Conference on Syrian Refugees*.
- ✚ Organized **four international immersion programs for 24 students**.
- ✚ Disseminated a **monthly Newsletter** on topics germane to the mission and vision of CMGMH.
- ✚ Received a **\$5,000 award from Jewish Family Service of Metrowest**.

Additionally, CMGMH faculty, administrators and students presented at local, national and international conferences, and received several awards and recognitions:

- ✚ Drs. Natalie Cort, Jill Bloom, and Mari Carmen Bennasar presented at the *Second International Conference on Mental Health, Drug Abuse, Suicide and Domestic Violence* held in Ciego De Ávila, Cuba.
- ✚ Dr. Gemima St. Louis delivered a presentation at the *Biannual Haitian Mental Health Summit* in Miami, Florida.

- ✚ Dr. Mari Carmen Bennasar received a Professional Leadership & Excellence Award at the 45th Annual Celebration of the Center for Multicultural Training in Psychology at Boston Medical Center.
- ✚ Dr. Claire Fialkov (Principal Investigator) received a \$28,000 grant from Proctor & Gamble for a whole community program designed to ensure access to safe water and improve mental health and hygiene practices in under-resourced Kenyan schools and communities.
- ✚ Drs. Claire Fialkov and David Haddad delivered a presentation to the Kenyan Ministry of Education & Health and Sanitation and Gender. The White Paper, entitled *Menstrual Hygiene Management for Girls in Kenya: An Evaluation of The Always School Program*, was delivered at the Forum on Private Sector's Participation in Menstrual Hygiene Management on June 22, 2018 in Nairobi, Kenya.
- ✚ Adetutu Ajibose was elected to serve as a Student Representative of the American Psychological Association's Division 52 (International Psychology) and as a Student Fellow at the United Nations.
- ✚ Adetutu Ajibose and Nathalie Alexis received the Clinical Psychology Department's Professional Development Portfolio Awards.
- ✚ Darryl Sweeper, Jr. was elected to serve a 2-year term on the Diversity Committee for Division 38 (Society for Health Psychology) of the American Psychological Association.

During the 2018-2019 academic year, CMGMH will continue to pursue its mission by recruiting and training graduate students, hosting professional development and social cultural events, and facilitating culturally-sensitive workshops for providers and community members. In the fall of 2018, CMGMH will host an ***Inaugural Conference on Asian Mental Health*** and a ***Conference on Spirituality, Faith and Social Justice***.

For more information about CMGMH and its programs, please visit www.williamjames.edu/cmgmhh or contact 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 Initiative 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 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 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.

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.



Dr. Gemima St. Louis
Co-Director, Center for Multicultural & Global Mental Health; Director, Concentration in African & Caribbean

GLOBAL MENTAL HEALTH



Dr. Jill Bloom
Co-Director, Center for Multicultural & Global Mental Health; Director, Concentration in 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 particular mental health needs of this rapidly growing and underserved segment of the U.S. population.



**Dr. Mari Carmen
Bennasar**
*Director, Latino Mental
Health Program*

Students in the LMHP will complete the core curriculum for training in their degree program. In addition, they will demonstrate or master Spanish fluency and Latino cultural knowledge to work as competent clinicians with this diverse population. Specialty training will emphasize an awareness of the social similarities and differences among Latino groups and an understanding of the social context of Latinos in modern American society.



For students of Hispanic/Latino descent, the program will foster self-awareness of the influence of their own cultural beliefs and values in their clinical work with Latino patients/clients. It will also promote a deep appreciation of the rich diversity and idiosyncrasies among the Latino cultures and how these impact clinical work. For Latino and non-Latino students with limited Spanish fluency, the program will offer an opportunity to enhance their linguistic competence. As part of the LMHP, all students participate in a four-week immersion experience in Guayaquil, Ecuador.

To date, more than 70 students have graduated with this specialized concentration and have not only learned the role of culture in the mental health of Latino individuals, but also of economics and other social factors in the developmental, emotional, relational, and behavioral aspects pertinent to the mental health of Latinos. "Together, we can provide quality health care to Latino individuals by training our students to combat inequalities as culturally competent and compassionate clinicians," said Dr. Mari Carmen Bennasar, Director of the Latino Mental Health Program.

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. Dr. Natalie Cort, Academy Director, remarked that "Students need role models and mentors to provide academic and career support. We will provide enrichment programs that are culturally tailored to fill any gaps created by educational disadvantages in order to promote students' success in graduate school."



Dr. Natalie Cort
*Director, Black Mental
Health Graduate Academy*

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 service learning opportunities with historically disadvantaged groups in the community.

SYRIAN REFUGEE PROJECT



Through a partnership with Jewish Family Service (JFS) of Metrowest, William James College students and faculty will provide trauma-based and culturally-informed mental health consultation and psychosocial support to Syrian refugee families who are resettling in the Boston area. "We are very honored to be part of this extraordinary initiative that JFS has undertaken, and at a critical time in our history when refugees' futures worldwide are tenuous, at best," explained Dr. Jill Bloom, Co-Director of CMGMH.

CMGMH will serve as the liaison between the various programs at WJC and community organizations that will be involved in this resettlement effort. Faculty at WJC, including Dr. Jill Bloom, Dr. Stan Berman, Dr. Yousef Al-Ajarma, Dr. Nicholas Covino, and Dr. Richard Mollica, will work with WJC students to provide consultation and direct service alongside JFS. Other programs and departments at WJC will also provide support.

PROFILE OF STUDENTS IN CMGMH'S CONCENTRATIONS

Students who are enrolled in CMGMH's Concentrations come from diverse ethnic, racial, and linguistic backgrounds. During the 2017-2018 academic year, there were 62 students in the *African and Caribbean Mental Health* (ACMH), *Global Mental Health* (GMH), and *Latino Mental Health* (LMH) Concentrations. Below is a breakdown of enrolled students, by concentration:

- **African & Caribbean Mental Health: 11 Students**
- **Global Mental Health: 27 Students**
- **Latino Mental Health Program: 24 Students**



In the fall of 2017, the Center for Multicultural & Global Mental Health conducted a survey of students enrolled in the ACMH, GMH, and LMHP concentrations. The main objectives of the survey were to gather preliminary data about students' enrollment and interest in college-wide concentrations offered at William James College, and assess the linguistic capacity and proficiency of CMGMH concentration students.

Of the 29 students who completed the survey, seven were in the ACMH Concentration, 10 were in GMH, and 11 were in LMHP. The findings revealed that the majority of the students (68%) **were enrolled in two or more concentrations.**

Students were asked to report the different types of languages that they speak. As shown in Table 1 below, **69% of CMGMH concentration students reported speaking one or more foreign languages.** Table 2 summarizes the specific languages that they speak.

Table 1:
Number of CMGMH Students Who Speak a Foreign Language

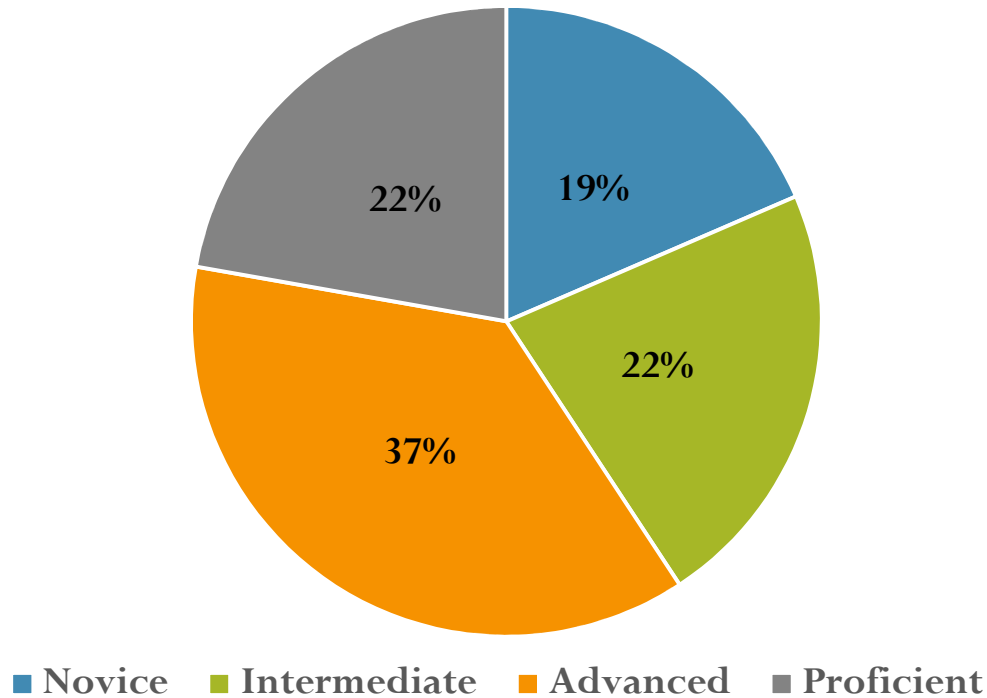
Monolingual (English Only)	Speak 2 or More Languages
8 (28%)	20 (69%)

Table 2
Languages Spoken by CMGMH Concentration Students

Language(s)	Number	Percentage
Arabic	1	3%
French, Dutch, and Spanish	1	3%
German and Spanish	1	3%
Haitian Creole	1	3%
Hebrew and Spanish	1	3%
Portuguese, Spanish, French, German, and Haitian Creole	1	3%
Spanish	7	24%
Spanish, Haitian Creole, and French	1	3%
Spanish and Portuguese	1	3%
Yoruba	1	3%

Students rated their level of fluency and language proficiency. As shown in Figure 1, **more than half (59%) reported having advanced and proficient linguistic capacities** in the languages described in Table 2.

Figure 1:
Level of Students' Language Proficiency



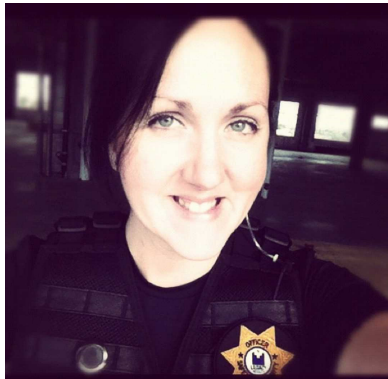
CMGMH FELLOWS & SCHOLARSHIP AWARDEES

In the spring of 2017, under the auspices of the Center for Multicultural & Global Mental Health, William James College established the ***Serving the Mental Health Needs of the Underserved Scholarships***. The primary aims of the scholarship are to: (1) recruit students committed to pursuing careers in which they will provide culturally informed mental health and/or organizational wellness services to underserved groups (e.g., immigrants, refugees, racial and ethnic minorities, LGBTQ groups, trauma exposed individuals, rural communities, etc.); (2) increase diversity at William James College; and (3) provide financial support to enable students to earn their Master's or doctoral degrees. Each award supports 2/3 of tuition costs throughout students' enrollment at William James College.

The 2017-2018 cohort of awardees was 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 six (6) award recipients have engaged in mentoring, outreach, social-cultural, and professional development initiatives at WJC. **The six fellows are profiled below.**

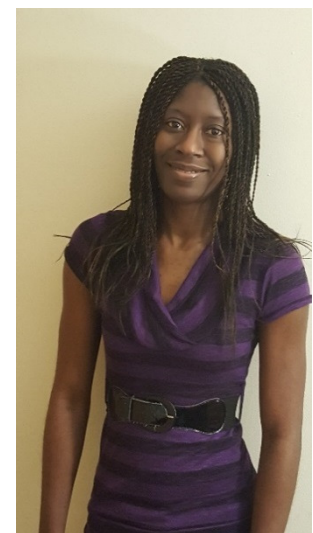
APRIL CLAYTON is originally from Troutdale, Oregon. She is a wife and a mother to six children, ages 7-20. Since 1999, April has worked within the criminal justice system in numerous capacities, ranging from juvenile corrections to



hospital security. In those positions, she had the opportunity to complete risk assessments, participate in treatment groups for offenders, implement treatment plans, and testify in criminal and civil commitment hearings. She also volunteered for several organizations such as the Pregnancy Resource Center, Clackamas County Youth Gang Taskforce, and the Oregon Department of Corrections. As a graduate student in the Clinical Psychology Program at WJC, April plans to work at

training sites where she can serve the most vulnerable members in our community. She seeks to increase her knowledge about psychology and the law, participate in social justice initiatives, and organize events on civil and human rights. Her long-term goals are to work within the legal system, be an advocate and a voice for reform, and influence policies that help reduce recidivism.

MICHELLE CODNER was born and raised in Jamaica, and moved to the United States nine years ago to pursue an employment opportunity at a residential facility. She completed her undergraduate degree in Psychology at the University of the West Indies and acquired a master's degree in counseling psychology from the American International College. She is currently pursuing a doctoral degree in Clinical Psychology at William James College. Michelle has worked with clients in a group home for many years and has experience working with individuals with Autism Spectrum Disorders, ADHD, Intellectual Disabilities, Oppositional Defiant Disorders, Conduct Disorders, Reactive Attachment Disorders, Bipolar Disorders, Depression, and Anxiety. As a graduate student at WJC, Michelle plans to contribute to the field of psychology by



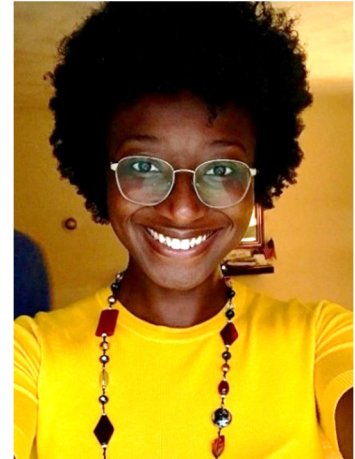
participating in volunteer activities and acquiring the skills necessary to assist clients in coping with their psychological distress. Her long-term goals include opening a private practice and a charitable foundation, teaching at a college, and traveling the world to offer pro bono services. Michelle plans to continually advocate for the clients and families with whom she works, in particular those who face issues of inequality, discrimination, racism, and prejudice. She plans to participate in campaign drives to educate marginalized individuals on their rights and societal laws, and attend trainings geared towards harm reduction and empowerment of the underserved to challenge systems where they are unfairly disadvantaged.



SOHAVY DOEUR is a graduate student in the Master's in Clinical Mental Health Counseling Program at WJC where she is completing an Emphasis in Expressive Arts Therapy. She graduated from Boston College in 2015 with a major in Applied Psychology and Human Development. She was the first in her family to graduate from college and matriculate to a master's degree program. Sothavy was inspired to pursue a career in psychology due to her experience growing up with parents who suffered from PTSD and depression from the Cambodian genocide. She has a strong desire

to learn more about mental illness in order to better serve individuals in her Cambodian community where conversations about mental illness are often suppressed. Sothavy's long-term goals are to become a licensed mental health counselor and Expressive Arts Therapist, acquire more knowledge about the effects of war-related trauma and depression on populations affected by genocide, and continue her service learning and volunteer work with the Cambodian community. Sothavy plans to obtain a doctoral degree, ideally in Counseling and Dance/Movement Therapy. One of her passions is breakdancing, also known as "breaking". She remarked, "breaking has truly helped me discover my sense of self through various movements, and has helped me find a strong community of support that has shaped my overall identity." She further noted, "A lot of my parents' values have taught me to maintain a strong sense of grit—that is, the ability to be courageous, the development of passion from what you do, and the will to keep going." Her ultimate dream is to open a counseling center that will incorporate expressive arts as an integral part of a person's development for self-growth, healing, and transformation.

BEVERLY IBEH is a first-generation Nigerian who was born in London where she lived until the age of 5 when her family moved to Nigeria. Beverly migrated to the United States at the age of 8 and recently became a U.S. citizen. She received her Bachelor of Arts degree in Psychology and a minor in African-American studies from Syracuse University, and her Master's degree in Clinical Mental Health Counseling with an emphasis in Couples and Family Therapy from William James College (WJC). Beverly is the only person in her immediate family who holds a graduate degree. Beverly is currently an Advanced Standing Student in the Clinical Psychology Program at WJC. Beverly's primary focus is on expanding her knowledge about clinical psychology, specifically cultural competence in psychological practice. One of her goals is to promote awareness of the roles of mentors in every part of one's journey—academic, professional and personal. She believes that mentoring promotes a sense of belonging and community in any environment, especially if considered a minority member.



As a Scholar in the Black Mental Health Graduate Academy and a member of ALANAA at WJC, Beverly is part of a community of professionals who are committed to advocating for diversity and learning about various cultural groups in order to dismantle historical narratives that have proven to be false. Her priority is to be an active change agent for individuals in marginalized communities. In doing so, she will continue to hold hope that these repeated actions will contribute to a larger disruption of systemic disadvantages in this society.



ROSILYN SANDERS received her Bachelor of Arts degree from Philander Smith College in Little Rock, Arkansas and her Master of Arts degree in Counseling with an emphasis in Rehabilitation and Disability from the University of Arkansas at Little Rock. Rosilyn is currently enrolled in the Organizational Leadership Psychology (OLP) Program at WJC. In addition to being a CMGMH Fellow, she plans to serve as a representative for the OLP Program and bring awareness to individuals with disabilities globally. Rosilyn has a nine-year professional background in program development for non-profit agencies representing people with disabilities and low-income families. In 2012, Rosilyn

created and spearheaded a vocational program for low-income residents to receive a certified nursing assistant license by collaborating with a local medical staffing agency. Rosilyn plans to seek practicum and internship opportunities in the field of OLP that will provide more hands-on experience to carve the career of her choice. Her long-term goals are to become one of the few, if not the first, African-American woman Organizational Leadership consulting psychologist from Arkansas; and continue to advocate for people with disabilities to help them become employable in their community.

DARRYL SWEEPER, JR. is an Advanced Standing doctoral student in the Clinical Psychology Program at William James College. He received his Master's degree in Clinical Mental Health Counseling with emphases in Expressive Arts Therapy and African and Caribbean Mental Health at WJC. Darryl has worked for non-profit mental health organizations in Reading and Lebanon, Pennsylvania; and state-funded community health centers and higher education in Boston and Fall River, Massachusetts. He has participated in international service learning programs in Thika, Kenya and Petit-Goâve, Haiti. To complement his clinical training at WJC, Darryl is currently enrolled in a certificate program to become a certified poetry therapist with the International Federation of Biblio/Poetry Therapy. His research and clinical interests include topics related to diversity, especially prejudice and stereotyping towards racial/ethnic/sexual minorities, positive youth development, global mental health, co-morbid mental illnesses in people of color, and the role of creative arts in medicine.



Darryl's long-term goals include working in a behavioral medicine, hospital or integrated health care setting; conducting research on co-morbid illnesses and expressive arts in medicine; and doing international work and research in the Caribbean and Africa to understand the many conceptualizations of mental health and address health inequities. During his time at WJC, Darryl plans to collaborate with the PATHWAYS Program to help advocate for and address the mental health needs of youth in urban communities as well as work with programs that serve homeless youth. Darryl would like to create an expressive arts group for young boys of color in urban communities focusing on empowerment and positive identity formation.

Faculty Presentations

HAITIAN MENTAL HEALTH SUMMIT IN MIAMI



On October 7, 2017, Dr. Gemima St. Louis delivered a presentation on “*Haiti Service Learning & Cultural Immersion Programs: Promoting Intercultural Awareness, Knowledge and Community-Based Collaborations*” at the Biannual Haitian Mental Health Summit. The Summit on *Building Bridges between Haiti and the Diaspora* was hosted by Rebâti Santé Mental at the Albizu University Main Campus in Miami, Florida.

NEW ENGLAND PSYCHOLOGICAL ASSOCIATION CONFERENCE

On October 21, 2017 CMGMH faculty presented at the New England Psychological Association (NEPA) Conference. The symposium, titled



"Innovations in Global Mental Health," demonstrated the ways William James College provides innovation in global mental health through curriculum development, service learning and immersion programs, and ongoing research projects. The goals of the symposium were to increase sensitivity to diversity and difference, promote learning and sharing of cross-cultural

experiences, and bridge the gap between psychological and educational theory and the lives of global citizens.

SECOND INTERNATIONAL CONFERENCE ON MENTAL HEALTH, DRUG ABUSE, SUICIDE AND DOMESTIC VIOLENCE CIEGO DE ÁVILA, CUBA

Drs. Natalie Cort, Jill Bloom, and Mari Carmen Bennasar participated in the Second International Conference on Mental Health, Drug Abuse, Suicide and Domestic Violence held in Ciego De Ávila, Cuba from January 17-19, 2018.

The conference was hosted by the University of Medical Sciences of Ciego De Ávila, the Guyana Embassy in Cuba, and the Guyana Foundation—a charitable trust focused on mental health in Guyana.

The faculty was invited to participate in the conference due to our existing partnership with the Guyana Foundation. Since 2017, the Center for Multicultural & Global Mental Health has hosted an annual Guyana Service Learning & Cultural Immersion Program where students and faculty have conducted workshops to enhance women and youth's empowerment as well as facilitated a suicide gatekeeper training with community leaders to address Guyana's high incidence of suicide.

The WJC's faculty presentation, titled ***No Health without Mental Health: A Global Mental Health Agenda to Address Inequities around the World***, offered:

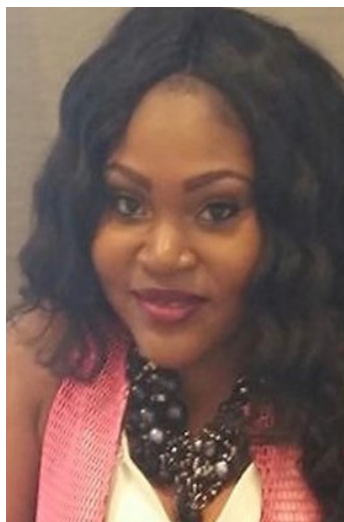
- An overview of global mental health programs at William James College and an introduction to Global Mental Health, which was delivered by Dr. Bloom;
- A “case study” highlighting the association between a challenged mental health infrastructure and suicide in Guyana, given by Dr. Cort; and
- An approach for integrated health and mental health, illustrating there is no health without mental health, provided by Dr. Bennasar.

The presentation was well-received by a multilingual audience that was incredibly warm and welcoming.



Faculty & Student Awards and Recognitions

APA's DIVISION 52 STUDENT REPRESENTATIVE



Adetutu Ajibose was elected to serve as a Student Representative of the American Psychological Association's Division 52 (International Psychology). Adetutu is a 3rd year student in the Clinical Psychology Program at WJC with concentrations in Children and Families of Adversity and Resilience, and African & Caribbean Mental Health.

Division 52 seeks to develop a psychological science and practice that is contextually informed and culturally inclusive, serves the public interest, and promotes global perspectives within and outside of APA. As the Student Representative and Student Committee Chair, Adetutu will serve a 2-year term as chair of the Student Committee and as a student member on the Board of Directors. The Student Committee encourages student division membership, and helps students become involved with the dynamic community of international psychologists. Adetutu is interested in addressing mental health disparities and serving culturally diverse individuals and communities locally and across the globe.

GRANT FROM PROCTER & GAMBLE TO SUPPORT KENYAN SCHOOLS



William James College has been awarded a grant from the Procter & Gamble (P&G) Fund of the Greater Cincinnati Foundation to implement a whole community approach to ensure access to safe water and develop leadership capacity in under-resourced Kenyan schools and communities.

Project Manager and Associate Professor Dr. Claire Fialkov, along with Dr. David Haddad and with the support of the Clinical Psychology and Counseling Departments and CMGMH, will assist Kenyan teachers and youth leaders as they confront community issues and facilitate sustainable change in the health and well-being of the communities we serve.

PROFESSIONAL LEADERSHIP & EXCELLENCE AWARD: DR. MARI CARMEN BENNASAR

On June 22th, 2017, Dr. Mari Carmen Bennasar received a Professional Leadership & Excellence Award at the *45th Annual Celebration of the Center for Multicultural Training in Psychology* at Boston Medical Center.

MENTAL ILLNESS AND COMMUNITIES OF COLOR

Mental illness has been found to be frequently stigmatized in the African-American community. William James College student and Coordinator of the Black Mental Health Graduate Academy, Samuel Kwame Dance, sat down with WGBH as a guest on their Basic Black segment to discuss the importance of creating spaces to foster open conversations on mental health in communities of color in order to dismantle mental health disparities and raise awareness.



DIVERSITY COMMITTEE FOR APA'S DIVISION 38



Darryl Sweeper Jr., a 3rd year student in the Clinical Psychology Doctoral program, was selected to serve on the American Psychological Association's Diversity Committee for Division 38 of APA. ("Society for Health Psychology" or SfHP). In this prestigious, two-year position, he will work with other committee members to: (1) foster awareness of diversity, inclusion, social justice, and health disparities issues among SfHP student members through educational initiatives; (2) develop, implement, and support programs that promote diversity and inclusion within the field of health psychology; and (3) advocate for the needs and representation of SfHP student members from diverse and/or historically underrepresented backgrounds. Darryl stated, "I am honored to have been afforded a seat on the Diversity Committee for the Society for Health Psychology. As a member of this committee I hope to focus my efforts on issues of minority health and health disparities. Additionally, I would like to be more inclusive in raising awareness about the field of health psychology. I am proud to accept this prestigious opportunity and excited to continue my journey of tackling social and health inequities."

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.

This year, 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 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.





Additionally, on July 31, 2018, the team conducted a 3-hour ***Empowering Children Workshop***. The workshop was adapted from the empirically-supported Parenting Skills Workshop Series© (Bailey, Perkins, & Wilkins, 1995) and the Kenyan Education Empowerment Project (Fialkov, 2016), to present basic parenting skills in a hands-on learning format suitable for any

level of literacy. This workshop has proved successful with a broad audience and is appropriate for parents, guardians and community members interested in improving the way they relate to children. Participants were provided with methods to effectively encourage children's self-confidence, identify children's evolving character strengths, redirect children's behavior, gain constructive limit-setting techniques, and manage frustration effectively.

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 Vallée, Petit-Goâve. The *Haiti Service Learning Program* is a joint partnership between William James College and the Association des Paysans de Vallée (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**. A group-based curriculum, developed by Kutcher and Wei (2018), was used to help enhance the mental health literacy of teachers and youth in the community of Vallée (www.teenmentalhealth.org/curriculum). In the curriculum, the term *mental health literacy* is defined as having four components: (1) understanding mental disorders and their treatments (e.g., the biological basis of mental illness, the roles of the brain in controlling thinking, perceptions, emotions and behaviors); (2) decreasing stigma; (3) optimizing and maintaining good mental health; and (4) enhancing help seeking efficacy (e.g., knowing when and where to get help, and having the skills necessary to promote self-care and obtain good mental health care).

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. Additionally, participants identified

resources that are readily available within their community and culturally-specific coping strategies that they have found to be useful in maintaining good 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, groups, communities, and organizations both locally and 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 3rd 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.

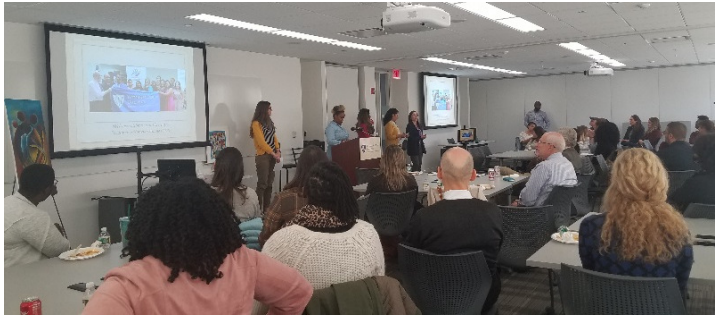


Professional Development & Social Cultural Events

The Center for Multicultural & Global Mental Health hosted and co-sponsored the following conferences, workshops, and social cultural events during the 2017-2018 academic year:

INTERNATIONAL SERVICE LEARNING PRESENTATIONS

Each year, William James College students and faculty take part in international service learning initiatives in low- and middle-income countries. These cultural immersion programs are designed to give students and faculty a unique opportunity to



work collaboratively with various schools, clinics, hospitals, and social service agencies in countries such as Ecuador, Guyana, Haiti, and Kenya. On October 18, 2018 in front of an audience of more than 50 people, the students who took part in the 2017 summer immersion programs gave presentations about their experiences and reflected on the impact of the service learning programs on their personal and professional development.

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

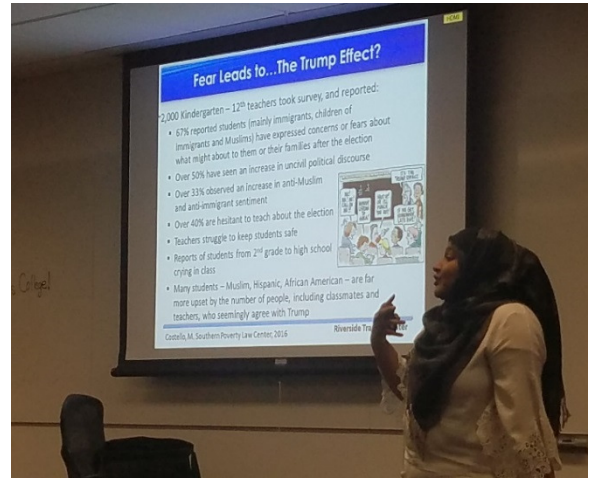


health and mental health care to Syrians and Syrian refugees. Panel presentations included the following: *Introduction to the Medical and Mental Health Work of the Syrian American Medical Society*, *The Need for an Integrated Global Response to the Syrian Crisis*, and *The Importance of Self-Care for Helping Professionals*.

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

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 can become allies to disenfranchised groups in both clinical and non-clinical settings.



IMMIGRANT STORIES: A STUDENT PANEL

On January 22, 2018, CMGMH and the Dean of Students Office co-hosted an event entitled "*Immigrant Stories: A Student Panel*." Four William James College students from Iraq (Karam Hanna), Israel (Yafit Zilberberg), Poland (Natalie Gajda), and Ukraine (Yana Kazekamp) shared their personal journeys of migration to the U.S. The students are currently enrolled in the Master of Arts in Counseling Program at WJC and are specializing in Couples and Family Therapy.



Dr. Nilda Laboy, Chair of the Counseling Department, remarked, "[The students] did an outstanding job! I am very proud of all of them for the courage they have had in confronting adversity, their resilience, and their willingness to share their stories with us. It was a reminder to never assume anything about anyone and to work each day to bring kindness to the lives of others, especially those who are new here and adapting to our country."

“RED MONSTER” — FILM SCREENING & PANEL DISCUSSION



On February 7, 2018 CMGMH hosted a Black History Month Event and film screening of **Red Monster**. The panelists discussed the social, emotional, behavioral, and psychological impacts of sexual abuse and trauma on Black males. The panelists were Martin Pierre, Ph.D., Psychologist; Keith Mascoll, SAG-AFTRA, AEA, Actor, Producer; Mariano Humphrey, B.S., Special Education Coordinator; Ulric

Johnson, Ph.D., Psychotherapist; Byron Beaman, B.A., Dean of Students; Jamele Adams, MS, Dean of Students and Poet; and Walter R. Higgs, III, M.Div., LCSW, Clinical Social Worker, Seminary-Trained Clergy.

“Red Monster” depicts the racial and psychological dimensions of sexual trauma in the life of Malik, an African American male. Malik shares his story by wading through the emotional currents of his personal experience as a victim of chronic childhood sexual abuse. One of the goals of the film is to raise awareness of the impact of sexual abuse on African American males.

The panel discussion that followed the film examined ways in which traumatic experiences leave their imprint on young Black men’s mind, body and soul. Many of these young men are living in urban environments and routinely face traumatic stressors in the form of sexual abuse. Researchers have documented



a strong and consistent relationship between experiences of sexual abuse and Post-Traumatic Stress Disorder (Van der Kolk, 2014). The behaviors of young Black men who have experienced sexual abuse are often labeled as oppositional defiant, acting-out, impulsive, problematic, truant, sociopathic, and delinquent. However, these young men’s behaviors must be understood from a trauma-informed and culturally-sensitive lens.

THE HARRIS RACIAL IDENTITY THEORY: REFLECTIONS OF A TRANSRACIAL ADOPTEE



On Monday, March 26, 2018, Ms. Susan Harris O'Connor, MSW, LCSW, ASQ/CQIA, presented her racial identity model and theory to an attentive audience of students and faculty at William James College. Told within her racial identity autobiographical narrative, Ms. O'Connor's model is directed toward transracial and international adoptees, and has important implications for clinical practice, personal development, and training for mental health providers. Ms. O'Connor is a national Solo Performance Artist of her book, *The Harris Narratives: An Introspective Study of a Transracial Adoptee*. She has 31 years of experience

working in the nonprofit social service sector. Ms. O'Connor has delivered her narrative over 40 times since its creation in 1999. It has been presented at the Harvard Medical Conference Series, Smith College Summer Lecture Series, NAACP/Boston, the Massachusetts Department of Mental Health, the Department of Youth Services, and the Department of Children and Families.

CELEBRATING STUDENT LEADERS WITH A STRONG COMMITMENT TO SOCIAL JUSTICE

On Thursday, March 29, 2018, CMGMH and the Dean of Students Office co-sponsored a *Social Justice Dinner and Dialogue*, that was hosted by the Black Mental Health Graduate Academy to celebrate students who have committed their efforts and



energies to promoting social justice through leadership activities, program development, and community service. In addition to their work in the classroom and in the field, many WJC students go above and beyond to support the greater community. The Dinner provided a unique opportunity to recognize students who have actively engaged in social justice advocacy. These students were nominated by faculty, staff, and peers. As part of the evening program, 27 students were recognized for their wonderful accomplishments in leading by example, and making positive impacts for social change for the William James community and beyond.

CULTURAL FOUNDATIONS & INTERVENTIONS IN LATINX MENTAL HEALTH: HISTORY, THEORY & RACIALLY CONSCIOUS INTERVENTIONS

On April 6, 2018, Hector Y. Adames, PsyD, and Nayeli Y. Chavez-Dueñas, PhD, presented at the conference on Cultural Foundations and Interventions in Latinx Mental Health: History, Theory & Racially Conscious Interventions. Dr. Chavez-Dueñas and Dr. Adames are Associate Professors at The Chicago School of Professional Psychology and Co-Directors of the IC-RACE Lab (Immigration Critical Race and Cultural Equity Lab).



The primary aim of the conference was to provide an intellectually stimulating forum for attendees to share knowledge that will lead to a better understanding and conceptualization of concerns and vulnerabilities of individuals of Latinx backgrounds. Dr. Adames and Dr. Chavez-Dueñas provided an overview of the diverse cultural roots of Latino/as, exploring both the racial and ethnic differences within the Latino/a community. They also provided steps for developing culturally responsive and racially conscious treatments for Latino/as. The workshop presented valuable information grounded in current research and literature related to the Latino/a community.

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, 2018.

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

The theme of the 8th Annual Hollywood Scriptures Film Series was on childhood. The contemporary study of childhood has been predominantly psychological, reflecting a sentimentalized, ahistorical perspective on child development. The films in this series 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*.



ISLAM 101: UNDERSTANDING THE BASICS BEYOND THE MYTHS AND MISCONCEPTIONS



On Monday, April 23, 2018, Ms. Waheeda Saif led a workshop on *Islam 101* at WJC. Its primary purpose was to expand the audience's understanding of the basic tenets of Islam, along with dispelling some of the common myths and misconceptions that are associated with the religion. Participants learned about the 6 Foundational Beliefs, the 5 Pillars of Islam, and the key principles and core values of Islam.

Ms. Saif is a Licensed Mental Health Counselor who has worked with adolescents and adults for over 10 years, providing therapy to survivors of abuse, sexual assault, and domestic violence. She has been with Riverside Trauma Center since 2008, providing consultation after traumatic events as well as conducting trainings on a range of issues regarding trauma and suicide. Ms. Saif obtained a Master's degree in Mental Health Counseling from Boston College.

LGBTQ YOUTH: MAGNIFYING THE SPLENDOR OF THE RAINBOW



On April 28, 2018, William James College hosted a day-long conference on *LGBTQ Youth: Magnifying the Splendor of the Rainbow*. Presenters included members of the LGBTQ youth community, providers, educators, parents, and allies that support and champion the well-being and resilience of LGBTQ youth. The Keynote Speaker, Dr. Asa Sevelius, principal of the Heath School in Brookline, is the first out transgender principal in the

Commonwealth and amongst the very few out trans school leaders nationwide. As an educator, Dr. Sevelius has a clear commitment to issues of social justice, closing opportunity gaps, high-quality early childhood education, and fair assessment and evaluation practices. School culture and professional development are particular passions of his. The conference also featured panelists from The Boston Alliance of Gay, Lesbian, Bisexual, and Transgender Youth, Boston GLASS at Justice Resource Institute, The Triangle Program at Arbour-HRI Hospital, The Meeting Point, and The Safe Schools Program for LGBTQ Youth. The day included an inspiring choral performance by Voices Rising.

“POTO MITAN”: CHANGE AGENTS THAT PROMOTE WELL-BEING IN THE HAITIAN COMMUNITY

On May 5, 2018, William James College and the Haitian Mental Health Network hosted a *Bi-Annual Conference on Haitian Mental Health*. In the Haitian community, the term “Poto Mitan” refers to individuals, agencies, and institutions that serve as pillars of the community. A “Poto Mitan” is vital to the livelihood, survival, and sustainability of the society at large. The primary aim of the conference was to identify assets that exist within the Haitian community, and recognize the many individuals and organizations that serve in the role of a “Poto Mitan” or as agents of social change in promoting the overall health and well-being of Haitians living in Haiti and in the Diaspora.



WORKSHOP ON GLOBAL & DIVERSE LEADERSHIP



On June 21, 2018, CMGMH and the Organizational Leadership Psychology Program, in partnership with the Massachusetts Psychological Association, hosted a workshop on *Global & Diverse Leadership*. Dr. Jean Lau Chin, a Professor at Adelphi University in New York and the 2018 Fulbright Scholar as Distinguished Chair to the University of Sydney, Australia presented her current research on examining the leadership styles of diverse leaders and how they are influenced by their social identities, lived experiences, and contexts. Her research findings were discussed along with their implications for higher education institutions and those interested in leadership.

WJC was honored to host Dr. Jean Lau Chin who has held leadership roles as former Dean at Adelphi University, Systemwide Dean at Alliant International University, Executive Director of South Cove Community Health Center, and Co-Director of Thom Mental Health Clinic. Currently, her scholarship is on global and diverse leadership, which includes examining women and ethnic minority issues. She has published numerous books, including *Global and Culturally Diverse Leaders* and *Leadership: Challenges for Business, Education and Society*. Dr. Chin is the first Asian American to be licensed as a psychologist in Massachusetts. Active in service to the profession, she is the Past-Chair of the American Psychological Association's (APA) Council Leadership Team and President of the International Council of Psychologists. Dr. Chin is running for APA President 2020.

WJC in Action: Practicing What We Teach

The segment entitled, *WJC in Action*, was introduced in 2017 to celebrate students, staff, faculty, and affiliates of William James College who are actively engaged in social justice, volunteering, and community service activities that address the social, emotional, psychological, and spiritual needs of marginalized groups. Throughout the year, we spotlighted individuals and agencies that are devoted to serving underserved communities. Below is a summary of some of the articles that were featured in CMGMH's Newsletter during the 2017-2018 academic year.

WJC STUDENTS VOLUNTEERED AT LOCAL HIGH SCHOOL



Six Scholars from the Black Mental Health Graduate Academy at William James College volunteered to engage students at Urban Science Academy (USA) in conversations about the profession of psychology. USA is a Boston public high school located in West Roxbury, MA. Its 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. This year, Damon Pryor, Nathalie Alexis, Darryl Sweeper Jr., Sade Callwood, Kwame Dance, and Oluwafunmilayo Aguchoa 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.



CAN-DO COMMUNITY EVENT

On Saturday, June 9, 2018, William James College (WJC) and the Citizens for Affordable Housing in Newton Development Organization (CAN-DO) hosted a family-friendly community event at Eliot Church in Newton Centre.

CAN-DO is a local non-profit developer of affordable housing for individuals and families with low and moderate incomes. Founded in 1994 by Josephine McNeil, CAN-DO has since developed 62 units of housing for various populations, including survivors of domestic violence and their children, formerly homeless families, veteran families, mixed-income condominiums, and a group home for adults with developmental disabilities. Access to affordable housing provides a foundation from which individuals and families can gain stable footing and navigate the path from poverty to economic self-sufficiency.



Kathy Laufer, the social worker at CAN-DO, and Ms. McNeil recognized the need for creating a forum to bring the residents together and forge greater connections between them. Ms. McNeil then contacted Dr. Nicholas Covino, President of William James College, for some support. In collaboration with the CAN-DO team, Dr. Gemima St. Louis (Associate Professor at WJC) and Meghan O'Dell (AmeriCorps VISTA Project Coordinator for the PATHWAYS Program) planned a community event and reached out to the WJC community.



Four WJC students generously volunteered their Saturday morning to offer a family-friendly workshop. Several families brought their children to the playground outside the church, where Cassandra and Patrick led them in a series of art activities. They painted mini pots, planted seeds that they could watch grow, and made their own play dough. As the children shouted and ran around the playground, the mothers took a few quiet moments of peaceful contemplation in the mindfulness workshop. Focusing on the fresh

smell of mint, the smooth feel and tangy taste of a blueberry, the echoing sounds of the singing bowl, and the colors in the park outside, Arialda and Beverly led a discussion with participants about how to ground themselves in the midst of life's chaotic moments. Afterwards, everyone came together for a pizza lunch and casual conversations. Participants and volunteers alike requested that WJC and CAN-DO continue to host similar community events in the future.

Fall 2018 Conferences

Asian Mental Health Matters:

INTEGRATIVE AND HOLISTIC APPROACHES TO MENTAL HEALTH CARE FOR ASIANS

Saturday, September 29, 2018, 8:30 – 5:00 p.m.
William James College

Invited & Keynote Speakers: Dr. Jean Lau Chin & Dr. Kenneth Fung



The Inaugural Conference on Asian Mental Health brings together 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 focuses on the risk and protective factors that affect the physical, social, emotional and spiritual well-being of Asian individuals and families. The Conference seeks to identify integrative and collaborative strategies as well as community-based outreach and advocacy programs to foster further research, training and innovative healthcare practices that can bridge the gap across systems.

RISE UP!

SPIRITUALITY, FAITH & SOCIAL JUSTICE

Friday, November 9, 2018, 8:30 – 5:00 p.m.
William James College



Keynote Speaker:
Dr. Rockey Robbins

During challenging and uncertain times, people often rely on their faith to make sense of life's adversities and experiences, to believe in something greater than themselves, and to remain optimistic and hopeful about the future. This Conference seeks to promote greater awareness of the need for more socially conscious and spiritually sensitive mental health providers who can pursue a social justice agenda, advocate for the holistic needs of historically marginalized people, and ensure equity and human rights for all in society.

Get Involved with CMGMH!

There are numerous opportunities for William James College (WJC) students, alumni, staff and faculty as well as WJC-affiliated individuals and agencies to engage in CMGMH-related programs and activities. Below are the levels of involvement or appointments that are offered through the Center for Multicultural & Global Mental Health:

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 volunteer and service learning opportunities for students; receive training and consultation from WJC and CMGMH; or participate in CMGHM-sponsored continuing education and professional development events

To learn more, please contact cmgmh@williamjames.edu.

A Note of Gratitude

CMGMH would like to thank the WJC community and our community-based partners for their ongoing support, vision, passion, and commitment to promoting social justice and social change in the U.S. and throughout the world. We are especially grateful to the numerous friends, colleagues and allies who gathered on June 7, 2018 at William James College to **celebrate CMGMH's 2nd anniversary**, network with one another, and enjoy an evening filled with dance and music reflecting the rich cultural diversity of our college community.

Our deepest gratitude goes to the performers, including a local spoken word poet, *Harlym 1Two5*, and William James College students Sean Carmichael (Singer/Guitarist), Sohenga Depestre (Drummer), and Sothavy Doeur (Breaker).

Thank You!



Photos from CMGMH's 2nd Annual Celebration held on June 7, 2018 at WJC