



WILLIAM JAMES
COLLEGE

Center for
Multicultural & Global
Mental Health

CMGMH CONNECTION

MARCH / APRIL 2019

Celebrating the African Diaspora



The Black Mental Health Graduate Academy at William James College hosted a well-attended **Black History Month** event where traditional regalia was welcome and encouraged. Students and faculty joined in this celebration where great food, thoughtful conversations, and lively musical performances were enjoyed by all.

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Women's History Month & International Women's Day

In 1987, Congress designated the month of March as **Women's History Month**. Between 1988 and 1994, Congress passed several resolutions authorizing the President to proclaim March of each year as Women's History Month. Since 1995, every President has issued a series of annual proclamations designating the month of March as "Women's History Month" (The Library of Congress, 2018).

The precursor to Women's History Month was "Women's History Week," which was created in 1978

by the National Women's History Project. Feminist activists took issue with how history books had largely ignored the many contributions of American women. In 1980, President Carter issued the first Presidential Proclamation declaring the Week of March 8th as National Women's History Week (Zorthian, 2016).



In 1975, in recognition of the powerful impacts that women have had globally, the United Nations began marking **International Women's Day** (IWD), which first emerged from the activities of labor movements at the turn of the 20th century in North America and across Europe (United Nations, 2018). IWD is celebrated in countries around the world as a day when women are recognized for their achievements without regard to divisions, whether national, ethnic, linguistic, cultural, economic or political. The [IWD's 2019 campaign theme of #BalanceforBetter](#) is a call-to-action for driving gender balance across the world.

Celebrating Women's History Month!

- ♦ [31 Inspiring Women Who Changed the World But Were Left Out of History Books: These Luminaries Were the First of Their Kind](#)
- ♦ [Watch List: Five Shows to Celebrate Women's History Month](#)
- ♦ [5 Phenomenal Women of Color Who Changed Psychology Forever and Will Inspire You To Do The Same](#)
- ♦ [Hometown Heroes: 50 Phenomenal Women of the Year Who Are Making a Difference](#)

Womanhood and Gender in Tagore's Songs

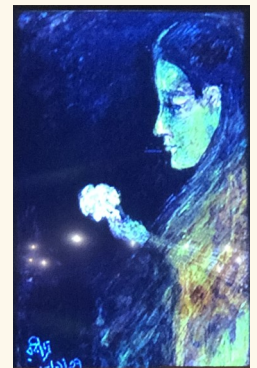
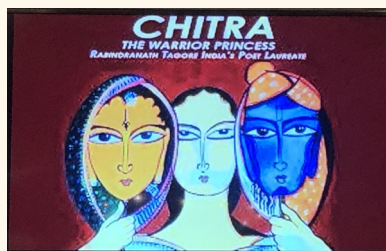
On Saturday, March 9, 2019, a group of WJC faculty (Jill Bloom, Natalie Cort, Gemima St. Louis and Catherine Vuky) and two colleagues (Gina Dessources and Sukanya Ray) attended an exhilarating live performance entitled, "*Womanhood and Gender in Tagore's Songs*". The event was hosted by the Munroe Center for the Arts in celebration of Women's History Month and International Women's Day.



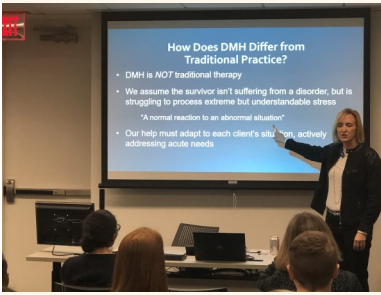
Womanhood and Gender in Tagore's Songs is an examination of what it was to be a woman in the late 19th and early 20th century India — and what it is still to some extent today. [Rabindranath Tagore](#) was a late 19th, early 20th century Nobel Laureate composer whose prolific thoughts permeated in multiple forms of art including song, dance, painting, drama, poetry, prose, articles and music. The lyrics of his songs push the boundaries of the traditional roles of women and the expectation that a society has on women. The program included many topics such as colorism, social immobility, and gender fluidity as they relate to womanhood, what it means to be a woman and society's expectations from the moment she is born.

With performances by [Maitreyee Chakraborty](#) (vocal), Dipanwita Bhattacharyya (dance), Monami Roy (harmonium), Ayon Basumallik (keyboard), Dhruva Acharya (percussion), the program is timely and addresses a host of social issues that we face in our everyday lives.

The Art of Rabindranath Tagore



Welcoming 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.

Dr. Nitza's Biography:

Dr. Amy Nitza is currently the Director of the Institute for Disaster Mental Health at SUNY New Paltz. She was previously an Associate Professor and Chair of the Department of Professional Studies at Indiana University-Purdue University. Dr. Nitza had a 2008-2009 Fulbright at the University of Botswana and a sabbatical in 2014 at the National Referral Hospital in Bhutan. She is an alum of the Harvard Program in Refugee Trauma. She is the author of two books, two handbooks, and a number of peer-reviewed journal articles. Dr. Nitza is the Past President and a Fellow of the Association for Specialists in Group Work. Her current field work is at the University of Notre Dame in Haiti where she is involved in training teachers to work with traumatized students.



From left to right: Drs. Gemima St. Louis, Jill Bloom, Amy Nitza and Stan Berman

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 the following: (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?



Each immersion group formed an inner circle or "fishbowl" to reflect on what they had learned, grown from, and struggled with during the immersion experience. While group members in the fishbowl talked among themselves, the other immersion groups listened carefully and took notes to help them remember reflections and questions they wanted to pose, without interrupting. Once the first immersion groups finished their conversation, a reflecting team comprised of other immersion group members replaced them in the inner circle and offered their reflections on what they had heard. The Appreciative Inquiry approach is meant to generate questions of genuine curiosity, facilitate reflective comments, open up dialogue, and promote new areas of understandings.

Mental Health Disparities among Asian Americans

By Ziyi Xiu & Thanh Phan

Asian Americans are one of the fastest-growing minority groups in the U.S. Between 2000 and 2010, the population increased from 10 million to approximately 15 million (Humes, Jones & Ramirez, 2011), with the majority (70%) of Asian Americans above the age of 25 being foreign-born (Mistry et al., 2016).

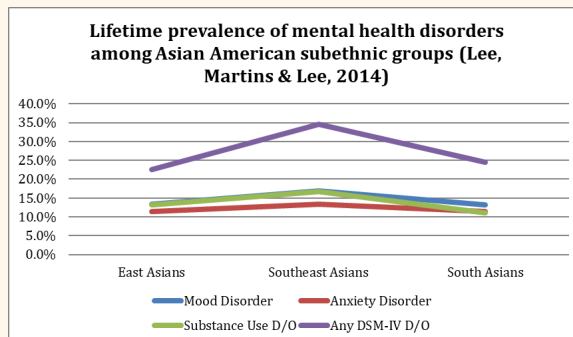


Figure 1: Lifetime Prevalence of Mental Health Disorders among Asian Americans

Asian Americans are not immune to mental health concerns, yet they are less likely than other racial groups to utilize mental health resources (Ruzek, Nguyen, & Herzog, 2011). As shown in Figure 2, Asian Americans reported a lifetime prevalence of a wide range of mental disorders, with only 9.4% to 41% of them having utilized mental health services.

Kwok (2013) has argued that Asian Americans underutilize mental health care due to cultural interpretations of mental health and perceived stigma. Moreover, the Asian culture of “saving face” may prevent many people from seeking help. Some individuals may believe that a mental health disorder is a punishment for a past sin, leading to an acceptance of their fate rather than pursuing treatment. Others may think that mental health disorders represent a lack of willpower, which can lead to shame around the disclosure of the mental illness and further delays in seeking treatment. At the same time, the collectivistic cultural orientation of Asian American communities also brings more extended and intense degree of family involvement, which can serve as a protective factor and an asset in psychiatric treatment.

Despite the reluctance to seek mental health services, some Asian Americans may benefit from clinical interventions to address the impacts and consequences of internalized racial stereotypes. Raising mental health awareness in this community and among providers is critical. Clinicians can work with Asian American clients on integrating their Asian cultural heritage and American values to achieve a more cohesive self-image, freed from societal stereotypes that have been imposed upon them.

According to Yoo, Miller and Yip (2015), Asian individuals have often been characterized as “model minorities”. While the model minority myth reinforces the social perception of Asians as high achievers, it can also contribute to increased psychosocial stressors, low self-esteem, and mental disorders (see Figure 1). For instance, compared to their counterparts, Asian American youth are at a greater risk for depression, anxiety, and low self-esteem, and are at the highest risk for suicide among ethnic minority groups in the U.S. (Lo, 2010).

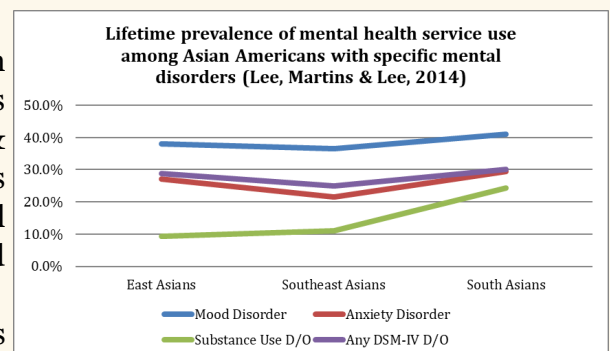


Figure 2: Lifetime Prevalence of Mental Health Service Use among Asian Americans



Ziyi Xiu (left) and Thanh Phan
Clinical Psychology Students at WJC

South Cove Community Health Center: *Meeting the Needs of Asian Communities in Massachusetts* By Catherine Vuky, Ph.D.

From 2000 to 2010, Asians were the fastest-growing group in Massachusetts, with a total increase of 46.9%. In 2010, the Asian population in Boston was 55,235, making up 8.9% of the overall population. In Quincy, the Asian population was 22,174 in 2010, representing about 24% of the overall population.



華人醫務中心

South Cove Community Health Center (SCCHC), founded in 1972 in Boston's Chinatown, is a premier health organization serving approximately 34,000 patients at five sites in three locations (Boston, Quincy and Malden). South Cove's mission is to improve the health and well-being of medically underserved individuals in Massachusetts, with a special focus on the Asian population. This is accomplished by providing high quality, community-based health care that is accessible and linguistically- and culturally-competent for these groups.

Among the patients served by South Cove, 96% are Asian (predominantly Chinese). Ninety-eight percent of South Cove staff are Asian, and most of the health center's providers speak at least one Asian language. SCCHC offers comprehensive clinical and non-clinical services to all individuals in need of care, regardless of their ability to pay. Services provided include pediatrics, adult medicine, optometry, dentistry, obstetrics/gynecology, behavioral health, and 340B on-site pharmacies in Boston Chinatown and Quincy.

South Cove has had numerous accomplishments over the years and two will be highlighted in this article: Our Women's Health program and the integration of primary care and behavioral health. We find that our patients are generally not aware of preventative and screening measures and often seek treatment too late.

Continued onto next page

South Cove Community Health Center: *Meeting the Needs of Asian Communities in Massachusetts*

The Women's Health clinic conducts OB/GYN visits, mammography, bone density screening, family planning, ultra-sound imaging, and phlebotomy. The integrated services allow women to receive all of their care at one site and possibly on the same day, improving efficiency of care provision and increasing access to health screenings. We screen for bone density because a low-calcium diet places Asian women at high risk for osteoporosis and bone fractures. We also screen for breast cancer since cancer is the leading cause of death among Asian Americans. Since starting mammography screenings approximately 10 years ago, we have grown from screening 5 women per year to 5,000 annually.

Due to significant racial health disparities in access to behavioral health services and the cultural stigma surrounding mental illness in the Asian community, South Cove has implemented an integrated behavioral health model into its primary care. All patients are screened for depression during their annual physical exam visit using a validated and translated Patient Health Questionnaire (PHQ-9) and referred to the Behavioral Health team if there is a score of 10 and above, or if they indicate that they are experiencing thoughts of suicide. In 2018, primary care services were able to screen 8,400 patients, which reflects a 6% increase in patient participation. It has been observed that patients have a higher show rate if the Behavioral Health Department makes the initial face-to-face contact with them while their primary care providers are present. This suggests that a team-based, integrated model of care can bridge inter-departmental and patient-to-care gaps.



Catherine Vuky, Ph.D.
Teaching Faculty
William James College

Dr. Catherine Vuky is Teaching Faculty in the Clinical Psychology Program at William James College (WJC). She is the Coordinator of the Planning Committee for the **Asian Mental Health Program** at WJC. Additionally, Dr. Vuky is the Clinical Supervisor at South Cove Community Health Center (SCCHC) where she has worked for over 15 years. Dr. Vuky provides clinical and administrative oversight to the Department of Behavioral Health at SCCHC and works directly with the Co-Medical Director. Dr. Vuky also serves on the Community Advisory Board to the Boston Refugee Youth Enrichment summer program through Harvard University and Boston Children's Hospital.

Save the Date!

Latinx Mental Health Conference & Lucero Run/Walk

Culturally Responsive Assessment Practices for Latinx: Meeting the Needs of a Growing and Diverse Population

Saturday, March 30, 2019

9:00 a.m. - 3:30 p.m.

William James College

The need for culturally responsive mental health services for Latinx in the United States has never been greater. Developing culturally relevant mental health services, including diagnostic and assessment procedures, for this population is essential. Furthermore, there is a growing need for specialized assessments of refugees and asylum seekers. The presenters will discuss available procedures and instruments that have been used with Latinx, and address unique considerations in both general and trauma-specific assessments for refugees and asylum seekers.

Program Coordinator: Mari Carmen Bennasar, PsyD

Presenters: Lara Guzman-Hosta, PsyD; Gilbert Kliman, MD;

Nilda Laboy, PsyD; & Veronica Zapater-Rabero, PsyD

Fees: \$120 for CE credits; \$60 for no CE credits

Lunch will be provided.

For more information or to register, [click here](#).

Dr. Cynthia Lucero Memorial 5K Run/Walk

The 5K Lucero Run/Walk was created in memory of Dr. Cynthia Lucero, a much-loved, community-oriented William James College (WJC) graduate 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 concentration carries her name and extends her legacy. Proceeds from the race help to fund the Cynthia Lucero Scholarship program that supports WJC students dedicated to serving the Latino community. **All are welcome!**

WHEN: Sunday, April 7, 2019, 8:30 a.m. – 11:30 a.m.

WHERE: William James College, 1 Wells Avenue, Newton, MA

REGISTRATION INFO: [5K Lucero Run/Walk](#)



Meet the New Lucero Scholar: Karina Fundora!

Karina Fundora is a first-year student in the Clinical Psychology (PsyD) Program at William James College. She was born and raised in Miami, Florida to two Cuban immigrant parents. She recently 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.



Through her involvement in community service activities, research and coursework, she became interested in working with underserved populations, specifically Latino children. Karina stated, “It was apparent to me [that there was a tremendous] need for culturally competent clinicians who could not only speak the language, but understand the cultural and social contexts in which these children and families live.”

When asked why she chose to complete her graduate studies at William James College, Karina explained,

“I was immediately intrigued by the Latino Mental Health Program (LMHP) as well as the concentration in Children and Families of Adversity and Resilience (CFAR). After speaking with Dr. Mari Carmen Bennasar [LMHP Director], she encouraged me to apply for the Lucero scholarship. When I had the honor of being awarded this scholarship, little did I know that I would gain so much more from being a Lucero scholar. Since I joined the PsyD Program, I have had the privilege to work directly with Dr. Bennasar. I and am forever grateful for her mentorship, compassion, and charm that reminds me so much of home. I have also had the opportunity to work with her on a research project in collaboration with psychologists in Guayaquil, Ecuador. In the summer of 2019, I will be traveling to Ecuador through one of the summer immersion programs offered at William James College. I am extremely humbled and grateful to be a Lucero scholar and for the all the opportunities that it has given me.”

The William James College community welcomes Karina Fundora, our newest Lucero Scholar!

William James College in Action

Learn how William James College students and faculty are making a difference by bringing awareness to such important topics as diversity and mental health disparities, and celebrating our unsung psychologist heroines during Black History Month!



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.”



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

Clinical PsyD Student, Meghan Gowan, and WJC faculty Drs. Claire Fialkov and David Haddad have published a wonderful article titled, ***Strengths-based Learning in a Kenyan Primary School Community: An Application of the IPOD Model***, in the latest issue of [International Journal of Appreciative Inquiry](#).

The paper 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.

Meet the Authors!

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. Meghan currently provides psychotherapy in a college counseling center.



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.



Join Us for an Inspiring Conversation!

YOU are the Brand!

*Branding Strategies for Clinicians of Color:
Defining, Promoting & Igniting Your Brand*

**Panel Discussion with Men of Color
in Psychology & Mental Health Counseling**

**Thursday, March 28, 2019
6:00 - 8:30 p.m.**



**William James College
One Wells Avenue, Newton, MA
Room 334/335/336**



RSVP: cmgmh@williamjames.edu

ACADEMY SCHOLARS PANEL:

KWAME DANCE, MA | ERROL HUDSON | DAMON PRYOR, LMHC | DARRYL SWEEPER, MA

MODERATOR: CHARMAIN F. JACKMAN, PhD

**Founder/CEO, InnoPsych
Co-Founder,
Boston Women of Color in Psychology Network
Clinical & Forensic Psychologist
APA Council of Representatives, Massachusetts**

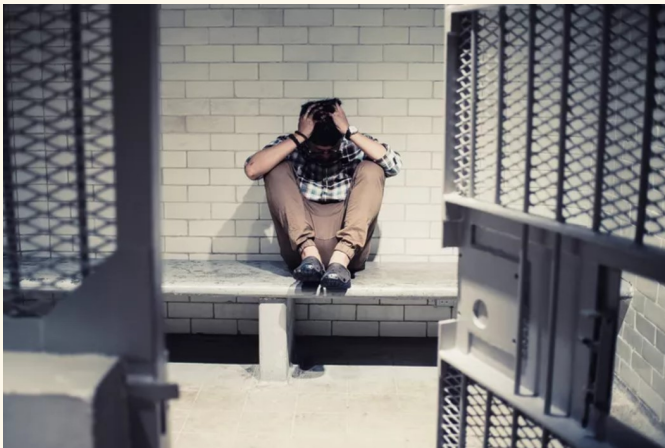
**WEBSITE: WWW.DRCHARMAINJACKMAN.COM; WWW.INNOPSYCH.COM
TWITTER: @DocJACKMAN**



Mental Health in the News

Why White School Districts Have So Much More Money

Researchers found that high-poverty districts serving mostly students of color receive about \$1,600 less per student than the national average. That's while school districts that are predominately white and poor receive about \$130 less.



Understanding the School-to-Prison Pipeline

The school-to-prison pipeline is a process through which students are pushed out of schools and into prisons. The process of criminalizing youth that is carried out by disciplinary policies and practices within schools that put students into contact with law enforcement. This article highlights a serious issue in the U.S. that increases rates of mass incarceration (especially among people of color).

5 Phenomenal Women Of Color Who Changed Psychology Forever And Will Inspire You To Do The Same

Diversity doesn't just mean including people who look different. It means bringing people with a variety of ideas and experiences together to enrich the processes by which we solve problems and make change.



AMERICAN
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ASSOCIATION
PUBLISHING



**BLACK
MENTAL HEALTH**



Edited by
Ezra E. H. Griffith, M.D.
Billy E. Jones, M.D., M.S.
Altha J. Stewart, M.D.

Black Mental Health: Patients, Providers, and Systems

Black Mental Health: Patients, Providers, and Systems examines the role of African Americans within American psychiatric health care from distinct but interconnected perspectives.

Holidays & Observances

March & April

March:

5th: Mardi Gras
6th: Ash Wednesday
8th: International Women's Day
10th: Daylight Savings
17th: St. Patrick's Day
20th: Spring Equinox



April:

1st: April Fools' Day
5th: National Walk to Work Day
19th: Good Friday & Passover
21st: Easter
22nd: Earth Day
25th: Take your daughter to work day
26th: Arbor Day

Save the Date!



save the date

March 28, 2019: *You Are the Brand: Men of Color in Psychology and Mental Health Counseling*

March 30, 2019: Culturally Responsive Assessment Practices for Latinx

April 7, 2019: Lucero Walk/Run

April 17, 20, 21, 2019: MFA Film Series- "Moral Dilemmas"

June 13, 2019: Annual Cultural Diversity Celebration

June 19, 2019: Juneteenth Celebration

June 22, 2019: ACT Workshop with Dr. Kenneth Fung



For more information, please contact cmgmh@williamjames.edu

Community Events, Workshops & Conferences

16th Annual Identity Dialogue

When:
Saturday, April 13, 2019
9:00am - 12:30pm

Where:
Menino Pavilion
850 Harrison Avenue
Conference Room 2A

Saturday, April 13, 2019

Network of
Multicultural
Training Professionals
presents the

Dr. T. Leon Nicks 16th Annual

Identity Dialogue

"What is the relationship between your professional training and your experience of your own family?"

Continental breakfast will be served.

Please come and meet with the Network and current CMTP Interns for a wonderful, stimulating, and meaningful exchange.

35th Annual Meeting of the International Society for Traumatic Stress Studies (ISTSS)

*Trauma, Recovery, and Resilience:
Charting a Course Forward*

[Abstract Submissions Open!](#)

Submissions Accepted:
February 5 - March 21, 2019



The 35th Annual Meeting of the ISTSS will be held November 14-16, 2019, at the Boston Marriott Copley Place, in Boston, Massachusetts.

[Click here for more information](#)

Community Events, Workshops & Conferences

- March 21, 2019: [**Sexual Harassment Prevention Training**](#), 1:00 to 3:00 p.m., Arlington Youth Counseling Center, 670R Massachusetts Ave., Arlington, MA
- March 21-23, 2019: [**The Asian Conference on Psychology & the Behavioral Sciences**](#), Tokyo, Japan
- March 28-31, 2019: [**Anxiety and Depression Conference**](#), Chicago, IL
- April 5, 2019: [**Haitian Mental Health Network's Spring Celebration & Networking Event**](#), 6:00 to 9:00 p.m., Black Box Theatre, Codman Square Health Center, 14 Epping Street, Dorchester, MA. To RSVP, email HMHnetwork@gmail.com.
- April 6, 2019: [**Second Annual Educator Conference – New IDEAS for Developing an Equity Mindset**](#), 8:00 a.m. to 3:30 p.m., Bentley University Conference Center, Waltham, MA
- April 13-14, 2019: [**Global Health and Innovation Conference**](#), New Haven, CT
- April 24, 2019: [**Cultural Humility**](#), 9:30 a.m. - 4:30 p.m., Arlington Youth Counseling Center, 670R Massachusetts Ave., Arlington, MA
- April 25-27: [**Annual Meeting of the Society for the Study of Psychiatry**](#), Toronto, Canada
- May 3-4 , 2019: [**7th Annual LGBT Health Workforce Conference**](#), New York City
- May 18, 2019: [**Asian American Mental Health Forum**](#), Malden, MA
- May 23-25, 2019: [**Society for the Teaching of Psychology - Global Education Summit**](#), Costa Rica
- May 26-June 2, 2019: [**National Taiwan University's College of Public Health Wellness Tour**](#), Taipei, Taiwan
- June 13-15, 2019: [**Annual Mental Health Conference Dueling Diagnoses**](#), Washington, DC
- June 21-23, 2019: [**The Society for the Psychological Study of Social Issues**](#), San Diego, CA
- June 25-27, 2019: [**19th Annual IAFMHS Conference Cultural Diversity at the Intersection of Mental Health and the Law**](#), Montréal, Canada
- July 23 and July 25, 2019: [**Difficult Conversations: Talking About Race and Racism with Students, Colleagues, and Parents/Guardians**](#). 8:30 a.m. - 3:30 p.m., Lincoln Sudbury Regional High School. Sponsored by EDCO Collaborative. For more information, contact kthomsen@edcollab.org or jbagni@edcollab.org
- October 25-26, 2019: [**19th Annual Diversity Challenge**](#) – *Race, Culture, & WHMP: Survival, Resistance, and Healing in the Current Social Climate*. Institute for the Study and Promotion of Race and Culture, Boston College. Submission Deadline for Call for Proposals: April 19, 2019.
- November 9, 2019: [**New England Psychological Association Annual Meeting**](#), Southern New Hampshire University. Submission Deadline for Call for Abstracts: Feb. 1, 2019 through July 1, 2019