

Asian Mental Health Matters

On Saturday, September 29th, CMGMH will host an inaugural Conference on Asian Mental Health at William James College. The theme of the Conference is *Integrative and Holistic Approaches to Mental Health Care for Asians*. Its primary aim is to convene mental health clinicians, researchers, and college and school professionals to address the needs and challenges of providing culturally-competent care for diverse Asian communities. Using an integrated and holistic approach, the Conference focuses on the risk and protective factors that affect the physical, social, emotional and spiritual well-being of Asian individuals and families; and offers prevention/intervention strategies for optimal health and empowerment of Asian communities.

The Invited and Keynote Speakers are world-renowned psychologist and 2018 Fulbright Scholar, **Dr. Jean Lau Chin**, and University of Toronto's Associate Professor and Psychiatrist, **Dr. Kenneth Fung**.

To **register for the conference**, [click here](#).



Dr. Jean Lau Chin,
Candidate for APA
President 2020



**Dr. Kenneth Fung, Clinical
Director, Asian Initiative in
Mental Health Program,
Toronto Western Hospital**

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Chinese Art Exhibit

Heart Sutra – The Creative & Healing Power of Chinese Calligraphy

Chinese calligraphy is one of the oldest and most revered art forms in the world. It is a unique method of self-empowerment and holistic healing. It is mindful, has meditative benefits, and can be used to promote mental health and well-being.

During the Conference on Asian Mental Health, CMGMH will host an Opening Reception for the art exhibit, which will feature 30-35 traditional Chinese calligraphy and contemporary brush paintings from **Quanzhou (Jack) Zhao, Lily Chin, members of the Chinese Calligraphy Association**, and an ancient Chinese artist. The exhibit will be on display at William James College from September 27 through October 31, 2018.



Conference on Asian Mental Health: *Cultural Celebration*



Mouli Pal and **Suvadip Sengupta** will bring their artistic talents to the Inaugural Conference on Asian Mental Health on Saturday, September 29th.

Mouli is an exponent of Odissi, which is a graceful Indian classical dance style originating from the ancient temples of eastern India.

Mouli will perform ***Agony to Ecstasy...Radha's Journey*** — an expressive story telling dance piece in Odissi style depicting the emotional journey of the love lorn Radha who has been eagerly awaiting to be with Krishna, but finds him in the company of other maidens. The disheartened Radha experiences a range of complex emotions such as jealousy, abandonment and superiority complex. The dancer will use facial expressions and hand gestures to depict Radha's transformation from anguish to bliss.

Meet the New CMGMH Fellows & Scholarship Awardees!

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

The **five (5) awardees — Regina Banks, Presecia Olivia Cooper, Emily Crain, Christopher Rosales, and Jessica Sharp** — were selected based on a combination of academic achievements, volunteer and community service to underserved groups, demonstrable commitment to social justice and advocacy, leadership skills, and financial needs. As CMGMH Fellows, the awardees will actively engage in mentoring, community service, social-cultural, and professional development initiatives at WJC. **In this issue of the Newsletter, we profile the five new CMGMH Fellows.**

Regina Banks *School Psychology, PsyD*



Favorite Quote: *“As long as we are not ourselves, we will try to be what other people are.”*
— Malidoma Patrice Somé

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

The daughter of a former minister with the African Methodist Episcopal Zion Church, Regina is a member of the same denomination where she is currently involved in its mission to meet the mental health needs of African Americans and decrease the stigma linked to service utilization under the Western Episcopal District and California Conference's Mental Health Awareness Initiative.

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New CMGMH Fellows & Scholarship Awardees (cont.)

As a recently appointed member of the initiative's Implementation Team, Regina works to support churches in their capacity to provide mental health screenings and referrals to church members and individuals in the community.



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

Regina also served as a **Fellow under the Substance Abuse and Mental Health Services Administration's (SAMHSA) Minority Fellowship Program**. This program was focused on supporting the professional development of rising social work students in their capacity to serve the mental health needs of children and youth from ethnically diverse backgrounds.

During her graduate studies at WJC, Regina intends to continue her involvement in community service, which she describes as *"my personal obligation as a person who benefited from the investment of others."* This includes becoming an active member of the Boston branch NAACP and joining student organizations at WJC.

When asked about the importance of receiving a *Serving the Underserved Scholarship*, Regina reflected,

"Having been awarded this scholarship will defray the cost of an education I never thought I would be able to attain. As a person from an economically disadvantaged background, this scholarship will allow me to focus solely on my studies, without the burden of also working full-time. This is invaluable to me as a wife and mother of two babies. More importantly, I am honored to receive this award and will endeavor to fulfill its mission in becoming an agent of change and social justice in the mental health field."

Regina's research interests are in school psychology, particularly on the experiences of microaggression among African American students enrolled in predominantly white schools. Her primary goals are to increase her knowledge of evidence-based school psychology assessment, intervention, and consultation; and to enhance her capacity to provide culturally competent services to persons of color. Following her graduation from WJC, Regina hopes to serve as a school psychologist with the Boston Public Schools. Later, she plans to join Allay Psychological Services, which is a private practice owned by her sister who is a licensed clinical psychologist. In that capacity, Regina will provide services to students who historically have been underserved by the public school system.

Presceia Olivia Cooper

Organizational Psychology, MA



Favorite Quote: *“I get up every morning determined to both change the world and have one hell of a good time. Sometimes this makes planning my day difficult.”*
— E. B. White

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

Presceia earned a Bachelor of Arts degree from Boston College in 2008. She has served in a **leadership role for the NAACP Boston College Chapter** and, in recent years, has led diversity, equity and inclusion (DEI) efforts at local organizations to ensure that there were systems and structures in place that allowed women and people of color to thrive. Supporting and leading DEI programs has been the cornerstone of her career and an area in which she wants to continue to grow and have an impact. Currently, Presceia works at Panorama Education in Boston.

When asked to reflect on the importance of being selected for a *Serving the Underserved Scholarship*, Presceia remarked,

*“It means the world to me to have received the *Serving the Underserved Scholarship* as a Master of Organizational Psychology student. I am driven by a desire and responsibility to leverage my skills to dismantle systems of oppressions that limit women and people of color in the workplace. By receiving this scholarship, I am being granted a tremendous opportunity to further my education and deepen my practice so that I can be more effective as a change agent and leader of talent management.”*

During her tenure at WJC, Presceia plans to fully immerse herself in her graduate school experience, take advantage of everything the College has to offer, and apply what she is learning to her day-to-day work. With regards to her long-term professional goals, Presceia wants to be a talent management and a diversity leader. She stated, *“I’ve always loved working with people and finding ways to unlock potential in others. My graduate degree will allow me to be more impactful in this work, and provide me the foundational knowledge to lead change management efforts at an organizational and systems level. This will strengthen my leadership skills as well as my ability to properly diagnose challenges and design appropriate interventions.”*

Emily Crain

Clinical Psychology, PsyD



Favorite Saying: *“Nada te turbe, nada te espante, todo se pasa”*.
(Let nothing trouble you, let nothing frighten you, all will pass.)

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

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

Emily currently volunteers for **Inner City Weightlifting**, an organization whose mission is to “reduce youth violence by connecting high impact youth with new networks and opportunities, including meaningful career tracks in and beyond personal training”. During her graduate studies at WJC, Emily plans to continue her involvement in social justice initiatives and participate in the **Social Justice Student Coalition**.

With regards to her long-term professional goals, Emily is invested in exploring the intersection of psychology and law, and supporting policy initiatives that create systemic changes around mental health care and at-risk populations. Emily is particularly interested in continuing to work with incarcerated individuals and other marginalized communities. Her Puerto Rican and Irish heritage has elicited a strong interest in Latino Mental Health. Emily hopes to build strong connections with colleagues in the field and continue her education and training in a post-doctoral specialization.

Christopher Rosales School Psychology, MA/CAGS

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



Personal Statement: “Do not let other people dictate who you can become. Life circumstances can influence the person you become. Be you, as I am becoming me.”

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

When asked about an accomplishment of which he is most proud, Chris stated,

“I have always been praised for my ability to handle ‘troubled’ students and manage problems in the classroom. One accomplishment that I am most proud of is being able to move into a director’s position within a relatively short period of time in a program for underserved youth. While I only had a high school diploma, I was able to demonstrate that I had the leadership skills to run my own program. I began working as a group leader and was promoted to assistant director. In my third year, I became the director of the school that housed a Learning Adaptive Behavior (LAB) Program. The LAB Program, which used a social-emotional curriculum, was for students with a chronic history of school suspensions. It was this position that ultimately led me to seek a career in mental health with a focus on traumatized youth.”

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

Jessica Sharp

Leadership Psychology, PsyD

Jessica Sharp is the Director of Volunteer Services at Meals on Wheels Greenville, which delivers meals to homebound individuals in Greenville County. She oversees the volunteer management strategy and volunteer services team. She has prior work experience at Greenville Health System and the YMCA of Greenville in South Carolina. Jessica is the Founder and Chief Educator of **Sharp Brain Consulting**, which works with public service agencies to provide education about the brain and its effects on organizational outcomes.



Favorite Quote: *“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”* — The Lorax

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

Jessica is the Chair of the Greenville Chamber’s Pulse, a program for young professionals, the United Way’s YP20 Steering Council, and JL Mann High School’s School Improvement Council. She is an active member of the Junior League of Greenville. Jessica has previously held leadership roles with LeadHER Greenville, the Urban League’s Upstate Network, and Better Business Bureau of the Upstate. She is a graduate of Leadership Greenville and is a **Diversity Fellow with the Riley Institute**.

Jessica has been named a Rising Star through the Association of Junior Leagues International, one of Greenville’s Best and Brightest under 35, and a Talented Tenth Top 10 Young Professionals. She has been recognized in the NextGen section of the Upstate Business Black Box magazine. Jessica volunteers with the YMCA of Greenville and A Child’s Haven. Jessica regularly speaks about various topics related to diversity, inclusion and the brain; and is an active blogger for GenTwenty, a website for millennial women.

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

Guyana Cultural Immersion Program

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

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 for 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 stigma of mental illness and reluctance to intervene; 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*** designed to provide basic parenting skills and methods to effectively encourage children's self-confidence and identify children's evolving character strengths.

Haiti Cultural Immersion Program

On July 21-30, 2018, six WJC students (**Nina Campanile, Fatuma Dzilala, Alexis Leca, Carol Rannie, Patrick Sviokla, and Christina Wilbar**) and two faculty members (**Drs. Jill Bloom and Gemima St. Louis**) took part in a 10-day immersion experience in Vallue, Petit-Goâve. The *Haiti Service Learning & Cultural Immersion Program* is a joint partnership between William James College and the Association des Paysans de Vallue, a non-governmental organization that engages students 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) and implemented in culturally-diverse settings, was used to enhance the mental health literacy of teachers and youth in the community of Vallue. In this context, the term *mental health literacy* is defined as having four components: (1) understanding mental disorders and their treatments; (2) decreasing stigma; (3) optimizing and maintaining good mental health; and (4) enhancing help-seeking efficacy.

Four group workshops were conducted with 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 interventions.

The team also **organized a summer camp program and facilitated various 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.



Kenya 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.

Ecuador 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 and collaboration 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.** They worked in four different departments within INC: Center for Integral Rehabilitation, Center for Addictions, Outpatient Hospital, and Residencies. 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 psychoeducational 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.



In addition to learning and training opportunities related to psychological practice and systems, WJC students were able to learn about the local culture and improve their Spanish skills by attending advanced Spanish classes, residing with local families, and touring beautiful Guayaquil and its surrounding cities. We are very grateful to our partners in Ecuador for their professionalism and warmth!

WJC in Action: Practicing What We Teach

“**WJC in Action**” is a series that celebrates students, staff, faculty, and affiliates of William James College who are actively engaged in social justice, volunteering, and community service activities aimed at addressing the psychosocial, emotional, and spiritual needs of marginalized and underserved populations. It is intended to acknowledge the contributions of individuals, groups and communities that are *meeting the need and making a difference* locally and across the globe.

WJC Students Provided Sober Living Consultation to Local Agency

Opioid addiction and other substance use disorders require a comprehensive, systemic approach to recovery. Health, home, purpose, and community are the four pillars of recovery recommended by the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA). In order to foster these best practices in sober living, William James College (WJC) clinical psychology students **Jessenia Arias, Galya Atanasova, Susanna Barry, and Matthew DeMichiei** offered some program planning services to a new sober living facility opening in Massachusetts. Their volunteer-based consultation dovetailed with doctoral coursework in *Systems Theory and Practice*.



The WJC team conducted a needs assessment of the new facility, which is operating with a minimal budget, yet is in great need of clinical and wellness program recommendations. The team’s assessment and recommendations were informed by the Massachusetts Alliance for Sober Housing (MASH), the state certifying body for Alcohol and Drug Free houses. MASH guidelines provide requirements, goals, specifications, and restrictions for sober living facilities. The MASH certification also provides access to referrals from state-affiliated agencies, training opportunities, and a wide variety of resources. The WJC team worked within the scope of these requirements and restrictions to craft their recommendations. In particular, the team provided the organization with referrals for sobriety and wellness resources in the local community and a set of evidence-based interventions which could be utilized individually or in peer-run groups.



The WJC team developed programmatic recommendations in alignment with SAMHSA’s four major dimensions of recovery. According to SAMHSA, recommended practices in sober living include self-directed and peer therapeutic activities, incorporating different modalities into the recovery process. These may include **yoga, tai chi, recovery book clubs, music and art therapy, and career resources**. The overall goals of recommended programmatic activities are to **improve social skills, reduce isolation, increase motivation, lower stress, boost self-esteem, and strengthen the mind-body connection**.

The WJC team also created a welcome packet, which detailed their recommendations and provided guidance on the implementation of evidence-based practices for recovery. The team took advantage of their multilingual and multicultural backgrounds to develop a series of mindfulness recordings for proprietary use by the sober living facility. The recordings, available in English, French, and Spanish, are intended to be used as a “just-in-time” intervention to help participants to ride out cravings and develop self-regulation skills.

Conference on Spirituality & Social Justice

Rise Up! *Spirituality, Faith & Social Justice*

November 9, 2018
8:30 a.m. — 5:00 p.m.
William James College

Spirituality “is the heart of empathy and care, the pulse of compassion, the vital flow of practice wisdom and the driving force of action for service” (Canda and Furman, 1999, p. xv). 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.

To register for the conference, [click here.](#)

Cost: \$65 (No CE Credits) — \$130 (6 CE Credits)

Keynote Speaker:

Rockey Robbins, Ph.D.

Associate Professor, University of Oklahoma



Rockey Robbins has been a professor in the Professional Counseling Program at the University of Oklahoma for 17 years. He has written over 50 journal articles and book chapters, all related to Native Americans and Psychology. Two of his favorites are: “*A Folk Healer and the Little People*,” and “*Letter to My Son on the Anniversary of His Sundance Piercing*.” He teaches Multi-Cultural Counseling, Personality Assessment and Behavior Disorders courses. He was the first person to receive a citation from the Oklahoma Psychological Association for Social Justice Work. He travels extensively across the United States and Europe speaking on

Native American issues and giving psycho-educational workshops for Native American tribes.

Holidays & Observances

September & October

- September 3: **Labor Day**
- September 5: [International Day of Charity](#)
- September 9– 15: [National Suicide Prevention](#)
- September 10-11: **Rosh Hashanah**
- September 11: [Patriot Day](#) (National Day of Service and Remembrance)
- September 12: **Muharram begins at sundown**
- September 15-October 15: [Hispanic Heritage Month](#)
- September 17: [Constitution Day](#).
- September 17–21: [National Keep Kids Creative Week](#)
- September 19: **Yom Kippur**
- September 21: [International Day of Peace](#)
- September 30: **Ashura begins at sundown**
- October 1– 5: [National Diversity Week](#)
- October 7-13: [Mental Illness Awareness Week](#)
- October 1– 31: [LGBT History Month](#)
- October 8: [Indigenous People's Day](#)
- October 10: [World Mental Health Day](#)
- October 11: [International Day of the Girl Child](#)
- October 11: [National Coming Out Day](#)
- October 17: [International Day for the Eradication of Poverty](#)
- October 24: [United Nations Day](#)
- October 24: [Unity Day](#)
- October 31: **Halloween**

Save the Date!

- September 27: **CMGMH Welcome Celebration**, 6:30 p.m. - 8:30 p.m.
- September 29: **Conference on Asian Mental Health**, 8:30 a.m. - 5:00 p.m.
- October 10: **Cultural Immersion Programs Presentation**, 11:30 a.m. - 1 p.m.
- November 9: **Conference on Spirituality, Faith & Social Justice**, 8:30 a.m. - 5:00 p.m.

For more information, please contact cmgmh@williamjames.edu

Mental Health in the News

- **“Exercise for mental health: How much is too much?”** Many studies suggest that exercising can help people deal with mental health issues and boost well-being. A new observational study — the largest of its kind to date — confirms this, but it also extends a caution: too much exercise may negatively affect mental health.
- **“The tragedy of mental illness stigma.”** *Psychology Today* describes difficulties among stigmatized groups in the mental health field and encourages society to break the silence and talk about these issues within families to decrease long term psychological difficulties created by the stigma.
- **“What you need to know about the loneliness epidemic.”** Poor social skills have commonly been linked to loneliness and related mental health problems. Although communication may be easier and faster, rates of loneliness have doubled in the United States over the past 50 years.
- **“Gut feeling: The microbiome and mental health.”** Long understudied, the gut is beginning to be understood as a key player in the division between disease and health, leaving scientists to go back to the drawing board to refocus on mental health and autoimmune diseases.

Community Events, Workshops & Conferences

- September 13-16, 2018: **Cape Cod Symposium on Addictive Disorders (Call for Volunteers)**
- September 21, 2018: **Diversity-Informed Tenets for work with Infants, Children and Families**
- September 27-28, 2018: **3rd Annual Black Mental Health Symposium.**
- October 5-7, 2018: **7th International Conference of Community Psychology, Chile 2018**
- October 13, 2018: **CelebrAsians Benefit Fashion Show 2018**
- October 10-13, 2018: **5th World Congress of the World Association of Cultural Psychiatry**
- October 18-21, 2018: **The National Latina/o Psychological Association Conference**
- October 19-20, 2018: **Diversity Challenge 2018: “Making Race and Culture Work in the STEM Era: Bringing All People to the Forefront.”**
- October 25-26, 2018: **Mothers Against Violence 2018 National Conference: Empowering Women to Action**
- November 3, 2018: **Nurturing Resilience in Children & Families: A shift from Deficits to Strengths**
- November 12-16, 2018: **Caribbean Regional Conference of Psychology**
- November 18-28, 2018: **APA International Learning Partner Program to Cuba**
- January 5-15, 2019: **APA International Learning Partner Program in Tanzania**