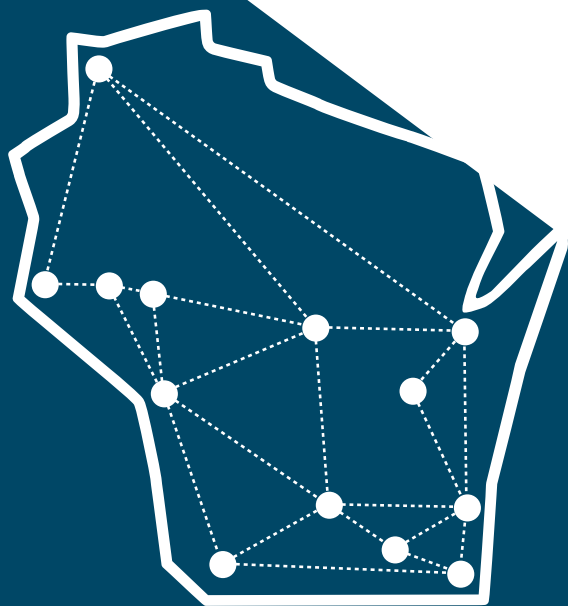




# Culturally Responsive Approaches to Mental Health

BEHAVIORAL HEALTH INITIATIVE



**FRIDAY, NOVEMBER 15, 2024**

*Memorial Student Center*

*University of Wisconsin–Stout*

*302 10th Ave E, Menomonie, WI 54751*

# CONFERENCE AGENDA

**FRIDAY, NOVEMBER 15, 2024**

*Memorial Student Center*

*University of Wisconsin–Stout*

- |                         |  |
|-------------------------|--|
| <b>8:00 - 8:45 AM</b>   | Registration & Coffee<br><i>The Great Hall</i>   |
| <b>8:50 - 9:00 AM</b>   | Conference Welcome<br><i>The Great Hall</i>  |
| <b>9:00 - 9:50 AM</b>   | Re-Defining Wellness as a Campus Community<br><i>Keynote Presentation by Dr. Marcia</i><br><i>The Great Hall</i> |
| <b>9:50 - 10:00 AM</b>  | Break  |
| <b>10:00 - 10:50 AM</b> | Where I'm Really From: Student Stories & Panel<br><i>The Great Hall</i>  |
| <b>10:50 - 11:00 AM</b> | Break & Session Transition   |
| <b>11:00 - 11:50 AM</b> | Breakout Sessions (see guide on page 8)  |
| <b>12:00 - 1:00 PM</b>  | Lunch & Best Practice Mini Sessions<br><i>The Great Hall</i>   |
| <b>1:10 - 2:00 PM</b>   | Breakout Sessions (see guide on page 12)   |
| <b>2:10 - 3:00 PM</b>   | Community of Practice Action Planning<br>& Key Learning Outcomes<br><i>The Great Hall</i>                        |
| <b>3:00 - 3:30 PM</b>   | Sharing Out & Ending   |

# ROOM GUIDE

*All large group sessions will be hosted in the Great Hall.  
If you need assistance throughout the conference, please visit the  
Registration Table located right outside.*

## **THE GREAT HALL**

Registration

Keynote + Student Panel

Lunch

Community of Practice Action Planning

## **BALLROOM**

Breakout Sessions

## **LOWER LEVEL BREAKOUT ROOMS**

Badger

Birch

Cedar Maple

Northwoods

Oakwood

White Pine

Willow Walnut



# KEYNOTE SPEAKER

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## **RE-DEFINING WELLNESS AS A CAMPUS COMMUNITY** *SUPPORTING BIPOC STUDENT MENTAL HEALTH ACROSS A UNIVERSITY SYSTEM*

*Presented by Dr. Marcia Liu*



**This keynote will focus on how universities can affirm, support, and address mental health and wellness on a campus-wide scale, by centering and engaging with students of Color.**

*Marcia Liu, Ph.D. is a licensed counseling psychologist, National Advisor to the Steve Fund, and the Mental Health Specialist for the Hunter College AANAPISI Project (HCAP). She earned her B.A. from the University of North Carolina at Chapel Hill, her M.A. from NYU, and her doctorate in Counseling Psychology from Boston College. At Hunter College, she teaches an undergraduate class called Theories and Methods for Doing Research with AAPI communities.*

*As a Mental Health Specialist, she works with students, faculty, and administrators to increase awareness and dialogue about Hunter College's Asian American students' needs, focusing on community outreach as well as classroom pedagogy. She also has a private psychotherapy practice where she provides individual therapy with people of color, queer people, and/or trauma survivors.*

*Broadly, her expertise focuses on the needs of Asian American students and students of color, first-generation college students, racial trauma and healing, mental health stigma, wellness, and institutional change. She frequently consults for institutions and groups interested in effectively addressing race, race-related stress, and mental health and wellness within their communities, and is a National Advisor to the Steve Fund.*

# STUDENT PANEL

*Moderated by Dr. Marcia Liu*



**Leo Angel Rivera-Pacheco** is a senior attending UW-Stevens Point pursuing a degree in Political Science with a minor in media studies. He's been involved in Latino Student Alliance, Sigma Tau Gamma fraternity, and Student Government Association. He also serves as the current Student Body President, a position that has given him a unique perspective seeing the functioning of the university through the eyes of a student. He is excited for the opportunity to meet all the folks in attendance and hopes to not only offer insight into some of the strategies taken by UWSP to improve our approaches to mental health but get some ideas from other UWs to bring back to campus.



**Allan Sanchez** is a 4th year student at UW-Parkside studying Psychology with a Sociology minor and two certificates, Mental Health Skills and Child and Family Advocacy. Before his senior year, he was part of three student organization executive boards and became president of Latinos Unidos. Apart from being a full-time student, he also works as a mentor at the Office of Multicultural Student Affairs and is in his third-year mentoring new students of color by helping them navigate UW-Parkside and connecting them to resources. He also works as a Registered Behavioral Technician where he gives ABA therapy to children with diagnosed ASD. Allan is currently engaged in undergrad research focused on mental health involving forced migrants and refugees.



**Li Herr** is a fifth-year student at UW-Parkside majoring in Communication with a minor in Criminal Justice and is completing a certification in Community Engagement. As a first-generation student, she is fairly involved on campus from academics to student employments, including with the Office of Multicultural Student Affairs (OMSA), Always Reaching Upward Mentoring Program, and the MOSAIC Educator Program. Li helps create an inclusive campus through educational workshops and giving aid in any way possible. Off-campus, she continues her advocacy as an intern for Leaders Igniting Transformation. As the Racine High School Programming Intern, she helps create and support events aimed at high school students to uplift students of color.



**Michael Wilson** is a second year graduate student in the UW-Stout M.S. Clinical Mental Health Counseling program and has been involved in campus through student organizations, departments, and research. Michael has been a support on campus for students through University Housing and Multicultural Student Services, connecting students to living communities to help foster a greater sense of belonging as students come to college and explore their identities. He has also conducted research through the McNair Scholars Program and was able to present multiple projects at conferences like the Midwest Psychological Association and the National Conference on Undergraduate Research. Currently, he is working as a Graduate Assistant for the McNair Scholars Program to help undergraduate students who are interested in graduate school conduct research

and apply to graduate programs across the country. He is also working as a Clinical Intern at the Counseling Services of Southern Minnesota and works with clients in outpatient and school-linked settings. Michael takes a holistic approach to clients and students alike and strives to understand how experiences shape identities and how people create meaning for themselves.

## Also Featuring:

**Chris Sander (UW-Stout) and Mai Yer Lee (UW-Stevens Point)**

# BREAKOUT SESSIONS: BLOCK 1

Hosted during the 11:00 - 11:50 AM morning session

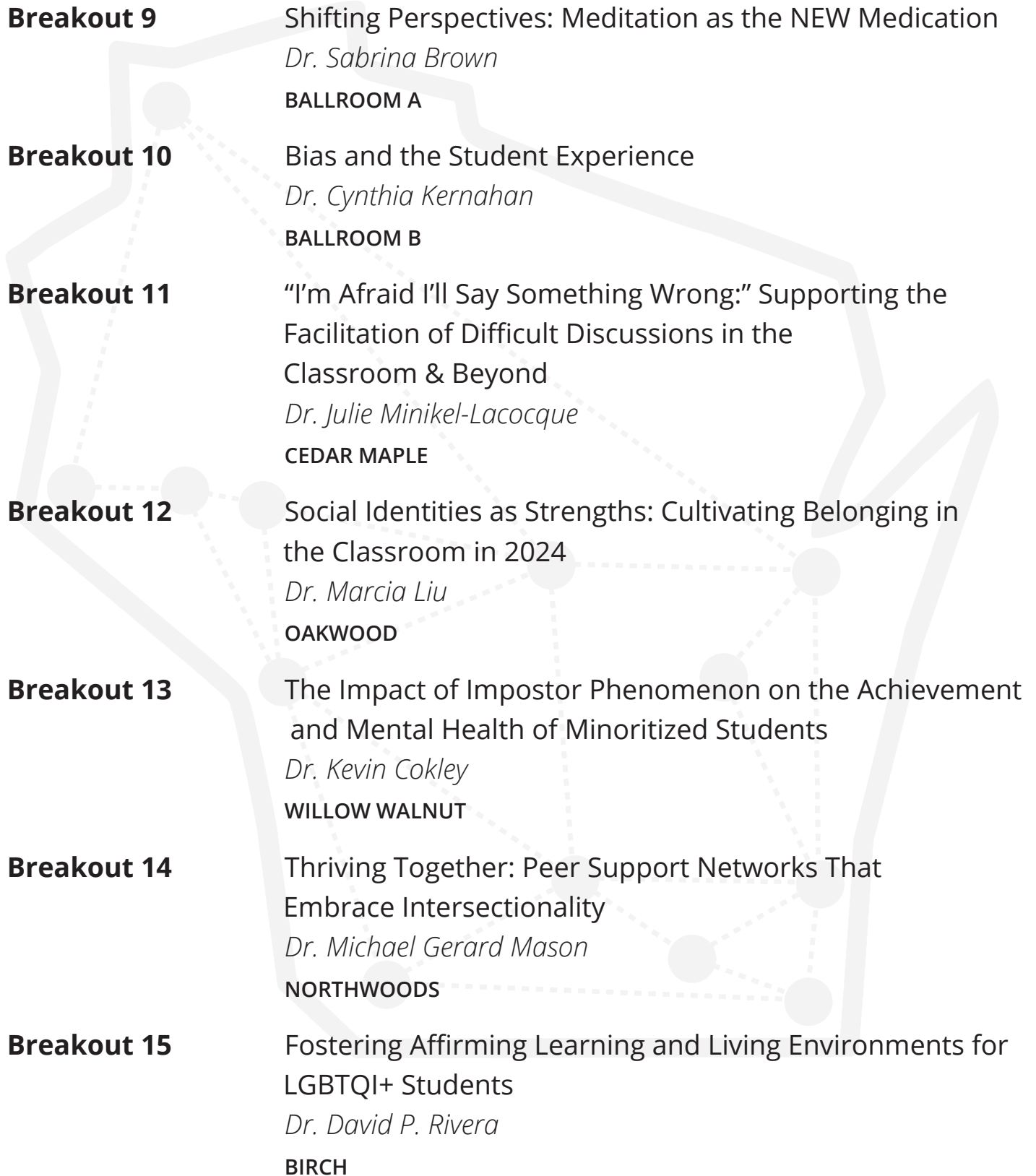
Find individual session information starting on page 8

- 
- Breakout 1** Shifting Perspectives: Creating Space in a Rough Place  
*Dr. Sabrina Brown*  
BALLROOM A
- Breakout 2** Assisting Hmong & Other Southeast Asian Students  
*Dr. Alyssa Kaying Vang*  
WILLOW WALNUT
- Breakout 3** Supporting Transgender Students in Higher Education  
*Dr. Christopher Jorgenson*  
OAKWOOD
- Breakout 4** The Impact of Impostor Phenomenon on the Achievement and Mental Health of Minoritized Students  
*Dr. Kevin Cokley*  
BALLROOM B
- Breakout 5** Thriving Together: Peer Support Networks That Embrace Intersectionality  
*Dr. Michael Gerard Mason*  
NORTHWOODS
- Breakout 6** Fostering Affirming Learning and Living Environments for LGBTQI+ Students  
*Dr. David P. Rivera*  
BIRCH
- Breakout 7** The Diversity of the Military-Related Student  
*Yolanda Medina*  
WHITE PINE
- Breakout 8** Acknowledging Student Mental Health in a Complex Campus Environment – Practical & Legal Considerations In & Out of the Classroom  
*Wade Harrison*  
CEDAR MAPLE

# BREAKOUT SESSIONS: BLOCK 2

Hosted during the 1:10 - 2:00 PM afternoon session

Find individual session information starting on page 12

- 
- Breakout 9** Shifting Perspectives: Meditation as the NEW Medication  
*Dr. Sabrina Brown*  
BALLROOM A
- Breakout 10** Bias and the Student Experience  
*Dr. Cynthia Kernahan*  
BALLROOM B
- Breakout 11** “I’m Afraid I’ll Say Something Wrong:” Supporting the Facilitation of Difficult Discussions in the Classroom & Beyond  
*Dr. Julie Minikel-Lacocque*  
CEDAR MAPLE
- Breakout 12** Social Identities as Strengths: Cultivating Belonging in the Classroom in 2024  
*Dr. Marcia Liu*  
OAKWOOD
- Breakout 13** The Impact of Impostor Phenomenon on the Achievement and Mental Health of Minoritized Students  
*Dr. Kevin Cokley*  
WILLOW WALNUT
- Breakout 14** Thriving Together: Peer Support Networks That Embrace Intersectionality  
*Dr. Michael Gerard Mason*  
NORTHWOODS
- Breakout 15** Fostering Affirming Learning and Living Environments for LGBTQI+ Students  
*Dr. David P. Rivera*  
BIRCH

# MORNING BREAKOUT SESSIONS



## #1 SHIFTING PERSPECTIVES: CREATING SPACE IN A ROUGH PLACE

*Presented by Dr. Sabrina Brown*

**LOCATED IN BALLROOM A**

Working in higher education can become a labor of love. While rewarding, the responsibility to parents, students, and colleagues can take priority over our physical and mental health. This session will give you strategies to avoid and/or work through work fatigue and create space for your best self.

*Dr. Sabrina M. Brown, originally from Asheboro, North Carolina, is a product of and an advocate for HBCUs yet has experience of various institutional types. Dr. Brown holds a Bachelor of Arts in English from Elizabeth City State University; Master of Art in Student Affairs in Higher Education from Indiana University of Pennsylvania; and Doctor of Education in Educational Leadership from the University of North Carolina at Charlotte. Dr. Brown takes pride in the diversity of the institutions she's been able to work at and the students she's been able to support. Dr. Brown strongly believes that success comes in various forms so the type of college you attend doesn't matter, what matters ... is the effort YOU put in. You define your success! You define your happiness!*



## #2 ASSISTING HMONG & OTHER SOUTHEAST ASIAN STUDENTS ACHIEVE ACADEMIC SUCCESS & WELL-BEING

*Presented by Dr. Alyssa Kaying Vang*

**LOCATED IN THE WILLOW WALNUT ROOM**

In this session, we will explore the importance of culturally responsive approaches when supporting Southeast Asian students, especially Hmong students, with their mental health. Understanding the unique intersectionalities of their identities and recognizing the various facets of their collective history will be key to effectively assist Hmong scholars in achieving student life success and well-being.

*Alyssa Kaying Vang PsyD, LP, BC-TMH is considered a pioneer and a leader in the field of Hmong mental health. She holds a Master's and a Doctoral degree in Clinical Psychology. Dr. Vang has over twenty years of clinical experience treating clients from diverse populations across the lifespan. She has worked in a variety of mental health settings including correctional facility, crisis center, school, inpatient and outpatient hospital, and community clinic. Dr. Vang is also a graduate of the American Psychological Association Leadership Institute for Women in Psychology and is active in the Psychology of Asian-Pacific American Women division.*



## #3 SUPPORTING TRANSGENDER STUDENTS IN HIGHER ED

*Presented by Dr. Christopher Jorgenson (UW-Eau Claire)*

**LOCATED IN THE OAKWOOD ROOM**

Transgender people increasingly find themselves in the crucible of public debates, their lived realities grossly distorted for political gain. This presentation offers a demythologizing, fact-based approach to the trans experience, as well as guidance to best support trans students in higher education.

*Dr. Jorgenson (he/him/his) served for ten years as inaugural director of UW-Eau Claire's Gender & Sexuality Resource Center, before assuming his new role in 2022 as executive director of diversity, inclusion, and leadership. Under his direction, UW-Eau Claire has been consistently ranked as a national and state leader in LGBTQIA+ inclusion and student experience (UW-Eau Claire just received its fourth annual Best in State ranking from Best Colleges and Campus Pride for 2023). He chairs the Bias Incident Reporting Team (BIRT), serves on myriad additional committees, and teaches in Honor's, the College of Business, and occasionally for the department of race, ethnicity, gender, and sexuality studies. Jorgenson received his Ed.D. in Student Affairs Administration and Leadership, with a focus on underrepresented student populations within predominantly white institutions (PWI) of higher education. He travels throughout the United States to both consult with and lead conversations for institutions navigating social justice policy and practice.*





## #4 THE IMPACT OF THE IMPOSTOR PHENOMENON ON THE ACHIEVEMENT & MENTAL HEALTH OF MINORITIZED STUDENTS

*Presented by Dr. Kevin Cokley*

**LOCATED IN BALLROOM B**

In this talk, Dr. Kevin Cokley will engage participants in a discussion around effectively confronting the impostor phenomenon. He will discuss the origins of the impostor phenomenon and describe the impostor cycle. Next, he will discuss the limited research on impostor feelings and academic achievement. He will address the impact of impostor feelings on the achievement and mental health of minoritized individuals. Dr. Cokley will end by providing individual and institutional strategies to combat impostor feelings.

*Kevin Cokley, Ph.D. is the University Diversity and Social Transformation Professor and Professor of Psychology at the University of Michigan where he serves as Associate Chair of Diversity Initiatives for the Department of Psychology. His research and teaching can be broadly categorized in the area of African American psychology, with a focus on racial identity and understanding the psychological and environmental factors that impact African American students' academic achievement. Dr. Cokley studies the psychosocial experiences of African American students and students of color and is currently exploring the impostor phenomenon and its relationship to mental health and academic outcomes.*



## #5 THRIVING TOGETHER: PEER SUPPORT NETWORKS THAT EMBRACE INTERSECTIONALITY

*Presented by Dr. Michael Gerard Mason*

**LOCATED IN THE NORTHWOODS ROOM**

This session focuses on helping universities facilitate the development of peer communities that recognize and embrace the complexity of students' intersecting identities. Participants will explore how intersectionality influences emotional well-being, academic success, and sense of belonging and will develop peer support strategies that respond to the diverse needs of first-generation and underrepresented students.

*For nearly 20 years, Dr. Mason has worked at the intersections of health and wellness, student affairs, multicultural counseling, and education (teaching and learning). He has held administrative, clinical, and faculty appointments at the University of Virginia since 2008. His current research interests center on a) hidden measures of well-being, b) predictive modeling of well-being and student success, c) intercultural empathy in student peer support, d) joy as a necessary learning component, and e) healthy intellectual exploration as central to higher education's efforts to address seismic shifts in student mental health and well-being.*



## #6 FOSTERING AFFIRMING LEARNING AND LIVING ENVIRONMENTS FOR LGBTQI+ STUDENTS

*Presented by Dr. David P. Rivera*

**LOCATED IN THE BIRCH ROOM**

This session examines approaches for fostering inclusive educational environments for LGBTQI+ students, addressing intersectional challenges they face and providing educators with strategies to promote equity, belonging, and success through case studies, best practices, and policy recommendations.

*Dr. David P. Rivera is an associate professor and coordinator of the graduate programs in counseling at Queens College, City University of New York (CUNY), where he is also the Founding Director of the CUNY LGBTQI Student Leadership Program. Dr. Rivera is a proud McNair Scholar Alum and earned his PhD in Counseling Psychology from Teachers College, Columbia University. His research and practice are guided by critical theories and social justice frameworks and explore cultural competency development and issues impacting the marginalization and well-being of people of color and oppressed sexual orientation and gender identity groups, with a focus on microaggressions. His work is published in books, journal articles, and book chapters in various areas of multicultural psychology, education, and social justice, and his latest co-edited books, the award-winning *Affirming LGBTQ+ Students in Higher Education* and *Critical Theories for School Psychology and Counseling: A Foundation for Equity and Inclusion in School-Based Practice*, were released in 2022. Dr. Rivera is a Fellow of the American Psychological Association, a board member of the Society for the Psychological Study of Sexual Orientation and Gender Diversity, and a National Advisor for The Steve Fund. For more information, visit <https://allmylinks.com/riveradavidp>*



## #7 THE DIVERSITY OF THE MILITARY-RELATED STUDENT

*Presented by Yolanda Medina (UW-Milwaukee)*

**LOCATED IN THE WHITE PINE ROOM**

The military-related population attending the Universities of Wisconsin is comprised of service members who served during a wide range of eras, from Vietnam to the post-9/11 conflicts and from every branch of service. But the diversity goes far beyond service. Today's military is more racially, ethnically, and gender diverse than ever before. Understanding the diversity and diverse experiences of this student population is vital to their sense of belonging, mental health, and academic success.

*Yolanda Medina is the Director of the Military and Veterans Resource Center and a Marine Corps Veteran. Yolanda co-chairs the Veterans Advisory Council to the Chancellor and sits on the Chancellor's Council for Hispanic Serving Initiatives at UW-Milwaukee (UWM). Her passion for women veterans, the Latinx community, and veteran mental health and wellness has led Yolanda to serve on the boards of the Latino Veterans Legacy of Valor Organization, the American GI Forum for Hispanic Veterans, Forward Latino, as advisor to Latinx Veteran issues, and the Southeastern Wisconsin Task Force on Veteran Suicide Prevention. Yolanda is also one of the first women in Wisconsin to be featured in the Department of Veterans Affairs "I Am Not Invisible" pictorial campaign to bring awareness and increase dialogue about women veterans throughout the United States.*



## #8 ACKNOWLEDGING STUDENT MENTAL HEALTH IN A COMPLEX CAMPUS ENVIRONMENT – PRACTICAL & LEGAL CONSIDERATIONS IN & OUT OF THE CLASSROOM

*Presented by Wade Harrison (Universities of Wisconsin Administration)*

**LOCATED IN CEDAR MAPLE ROOM**

Available data demonstrates that the impact of mental health issues among university students continues to rise. This has impacts inside and outside of the classroom. Join us for a conversation that will explore balancing legal issues such as Freedom of Expression, "hate speech," Title VI hostile environment discrimination, and disability discrimination while trying to sift and winnow through complex issues. Gain a better understanding of the legal landscape for navigating this space while also exploring best practices that help create and maintain a mindful student-centered campus community.

*Wade Harrison joined the Universities of Wisconsin Administration (UWSA) Office of General Counsel in July 2014. Wade focuses in the areas of employment law, student affairs, diversity issues, health care, contracts, litigation, and training. Prior to joining UWSA, Wade worked at a Wisconsin-based law firm and his practice involved advising and representing both private and public employers in a variety of labor and employment, education and health law matters. Wade earned his Bachelor's in Psychology from Loyola University, Chicago, graduating cum laude with minors in Women's Studies and African American Studies. Before starting his law career, Wade spent nearly a decade in both California and Chicago gaining experience in facilities operations, healthcare, and human resources.*

# BEST PRACTICE MINI SESSIONS



## **A HOLISTIC APPROACH TO CREATING SPACE FOR STUDENTS OF COLOR AT UW-LA CROSSE**

*Presented by Sadie Kuhl (UW-La Crosse)*

UW-La Crosse's Office of Multicultural Student Services (OMSS) takes a holistic approach to creating space for students of color on our campus. Learn more about how OMSS staff set up the physical space in the office, how they facilitate community building among students, and what a holistic advising approach looks like on a day-to-day basis.

*Sadie is currently the UW-La Crosse Pre-College Services Coordinator and has spent a decade working in alternative education, with a focus on outdoor and adventure programming. She came to UWL just over a year ago and currently coordinates pre-college programming. She works closely with area K-12 youth as well as a team of over 45 college student staff. Sadie and her husband have two young kids who keeps them on their toes. Sadie's favorite hobbies are mountain biking, cooking and working in the garden. As a family they enjoy the great outdoors - camping, biking, canoeing and listening to music!*



## **UW-WHITEWATER'S EXPERIENCE BEING A CAMPUS AFFILIATE OF THE NATIONAL COALITION BUILDING INSTITUTE (NCBI)**

*Presented by Dr. Julie Minikel-Lacocque (UW-Whitewater)*

The discussion will include the benefits of being an affiliate and offering NCBI's award-winning workshops, the logistics of becoming an affiliate, and the opportunity to get questions answered.

*Please see Page 13 for Dr. Minikel-Lacocque's full bio.*

## **EQUITY IN MENTAL HEALTH ON CAMPUS: A STEVE FUND PROGRAM**

*Presented by Dr. Chasidy Faith (UW-Stout) & Dr. Riley McGrath (UW-Eau Claire)*

Come learn about two tracks (12 or 18 months) you can complete to participate in the Steve Fund, a program that supports the mental health and emotional well-being of students of color.



*Chasidy Faith, PhD is a licensed psychologist and the Director of the UW Stout Student Counseling Center. Chasidy has worked in that role since 2019 and has been providing clinical services in various setting for the last 16 years.*



*Riley McGrath, PhD is a licensed psychologist and the Director of Counseling Services at the University of Wisconsin Eau Claire. Riley has worked in that role since 2017 and has been providing clinical services in various settings for the last 18 years.*

# AFTERNOON BREAKOUT SESSIONS —



## **#9 SHIFTING PERSPECTIVES: MEDITATION AS THE NEW MEDICATION**

*Presented by Dr. Sabrina Brown*

**LOCATED IN BALLROOM A**

In a world increasingly driven by fast-paced living and constant stress, many people struggle to find time to care for themselves. Meditation is a practice that we can utilize to achieve a calm and relaxed state. This session will give you tips on meditation and mental mindfulness.

*Dr. Sabrina M. Brown, originally from Asheboro, North Carolina, is a product of and an advocate for HBCUs yet has experience of various institutional types. Dr. Brown holds a Bachelor of Arts in English from Elizabeth City State University; Master of Art in Student Affairs in Higher Education from Indiana University of Pennsylvania; and Doctor of Education in Educational Leadership from the University of North Carolina at Charlotte. Dr. Brown takes pride in the diversity of the institutions she's been able to work at and the students she's been able to support. Dr. Brown strongly believes that success comes in various forms so the type of college you attend doesn't matter, what matters ... is the effort YOU put in. You define your success! You define your happiness!*



## **#10 BIAS AND THE STUDENT EXPERIENCE**

*Presented by Dr. Cynthia Kernahan (UW-River Falls)*

**LOCATED IN BALLROOM B**

Despite the important implications of racism and stereotyping for our students, many of us do not always understand how racial bias influences student persistence and success in concrete and specific ways. Translating the research, Cyndi will explain how racial bias, at both the individual and institutional levels, affects students and what we can do in response. The emphasis will be on practical, actionable, and research-informed strategies.

*Cyndi Kernahan is a professor of psychological sciences and director of the Center for Excellence in Teaching and Learning at the University of Wisconsin-River Falls. A social psychologist, Cyndi's expertise is in the psychology of prejudice and racism. Her scholarly work is focused on teaching and learning about racism and prejudice and how racial bias and prejudice influence student learning and student success. Her book *Teaching about Race and Racism in the College Classroom: Notes from a White Professor* was published in 2019 as part of the *Teaching and Learning in Higher Education* series of West Virginia University Press.*



## #11 “I’M AFRAID I’LL SAY SOMETHING WRONG:” SUPPORTING THE FACILITATION OF DIFFICULT DISCUSSIONS IN THE CLASSROOM AND BEYOND

*Presented by Dr. Julie Minikel-Lacocque (UW-Whitewater)*

**LOCATED IN THE CEDAR MAPLE ROOM**

This presentation will offer a critical examination of the notion of “civil discourse” and will provide a foundational understanding of the importance of having “difficult conversations” in educational spaces. Guidelines and tools will be offered for improving facilitation skills and participants will have the opportunity to discuss the application of these tools to specific classroom examples.

*Julie Minikel-Lacocque is a Professor in the department of Curriculum & Instruction at UW-Whitewater. She has taught courses related to race and racism in schools, bilingual and ESL education, and student teaching. As an instructor, she strives to create three interdependent spaces: a safe space, brave space, and grace space. Through cultivating these spaces, she guides her students to step out of their comfort zones and explore concepts such as identity, connection across difference, and social justice in educational spaces. Dr. Minikel-Lacocque also directs the UW-Whitewater National Coalition Building Institute (NCBI) team and facilitates workshops across campus focused on inclusivity and belonging and sees her role of workshop facilitator as a central part of her teaching. The goal of creating equitable and just educational spaces – and teaching others to do the same – is the foundation of her teaching within and beyond the classroom. Her research, approached from critical perspectives, examines the types of discrimination students face in schooling as well as ways to create equitable and transformative educational spaces.*



## #12 SOCIAL IDENTITIES AS STRENGTHS: CULTIVATING BELONGING IN THE CLASSROOM IN 2024

*Presented by Dr. Marcia Liu*

**LOCATED IN THE OAKWOOD ROOM**

Invoking creativity, humility, and care (for our students and for ourselves) as tools for affirming social identities in the classroom.

*Please see Page 4 for Dr. Liu’s full bio.*



## #13 THE IMPACT OF THE IMPOSTOR PHENOMENON ON THE ACHIEVEMENT AND MENTAL HEALTH OF MINORITIZED STUDENTS

*Presented by Dr. Kevin Cokley*

**LOCATED IN THE WILLOW WALNUT ROOM**

In this talk, Dr. Kevin Cokley will engage participants in a discussion around effectively confronting the impostor phenomenon. He will discuss the origins of the impostor phenomenon and describe the impostor cycle. Next, he will discuss the limited research on impostor feelings and academic achievement. He will address the impact of impostor feelings on the achievement and mental health of minoritized individuals. Dr. Cokley will end by providing individual and institutional strategies to combat impostor feelings.

*Kevin Cokley, Ph.D. is the University Diversity and Social Transformation Professor and Professor of Psychology at the University of Michigan where he serves as Associate Chair of Diversity Initiatives for the Department of Psychology. His research and teaching can be broadly categorized in the area of African American psychology, with a focus on racial identity and understanding the psychological and environmental factors that impact African American students’ academic achievement. Dr. Cokley studies the psychosocial experiences of African American students and students of color and is currently exploring the impostor phenomenon and its relationship to mental health and academic outcomes.*



## #14 THRIVING TOGETHER: PEER SUPPORT NETWORKS THAT EMBRACE INTERSECTIONALITY

*Presented by Dr. Michael Gerard Mason*

**LOCATED IN THE NORTHWOODS ROOM**

This session focuses on helping universities facilitate the development of peer communities that recognize and embrace the complexity of students' intersecting identities. Participants will explore how intersectionality influences emotional well-being, academic success, and sense of belonging and will develop peer support strategies that respond to the diverse needs of first-generation and underrepresented students.

*For nearly 20 years, Dr. Mason has worked at the intersections of health and wellness, student affairs, multicultural counseling, and education (teaching and learning). He has held administrative, clinical, and faculty appointments at the University of Virginia since 2008. His current research interests center on a) hidden measures of well-being, b) predictive modeling of well-being and student success, c) intercultural empathy in student peer support, d) joy as a necessary learning component, and e) healthy intellectual exploration as central to higher education's efforts to address seismic shifts in student mental health and well-being.*



## #15 FOSTERING AFFIRMING LEARNING AND LIVING ENVIRONMENTS FOR LGBTQI+ STUDENTS

*Presented by Dr. David P. Rivera*

**LOCATED IN BIRCH ROOM**

This session examines approaches for fostering inclusive educational environments for LGBTQI+ students, addressing intersectional challenges they face and providing educators with strategies to promote equity, belonging, and success through case studies, best practices, and policy recommendations.

*Dr. David P. Rivera is an associate professor and coordinator of the graduate programs in counseling at Queens College, City University of New York (CUNY), where he is also the Founding Director of the CUNY LGBTQI Student Leadership Program. Dr. Rivera is a proud McNair Scholar Alum and earned his PhD in Counseling Psychology from Teachers College, Columbia University. His research and practice are guided by critical theories and social justice frameworks and explore cultural competency development and issues impacting the marginalization and well-being of people of color and oppressed sexual orientation and gender identity groups, with a focus on microaggressions. His work is published in books, journal articles, and book chapters in various areas of multicultural psychology, education, and social justice, and his latest co-edited books, the award-winning *Affirming LGBTQ+ Students in Higher Education* and *Critical Theories for School Psychology and Counseling: A Foundation for Equity and Inclusion in School-Based Practice*, were released in 2022. Dr. Rivera is a Fellow of the American Psychological Association, a board member of the Society for the Psychological Study of Sexual Orientation and Gender Diversity, and a National Advisor for The Steve Fund. For more information, visit <https://allmylinks.com/riveradavidp>*

# THANK YOU TO THE PLANNING COMMITTEE

**Professionals from across the Universities of Wisconsin collaborated to provide insight, perspective, and time for this important conference.**

**We thank them for their support and expertise!**

<b>UW-Eau Claire</b>	Kallie Adell Friede
<b>UW-La Crosse</b>	Reg Hawkins, Sadie Kuhl
<b>UW Oshkosh</b>	Esmeralda Delgado
<b>UW-Stevens Point</b>	Catherine Storey
<b>UW-Stout</b>	Sandi Scott, Ann Huppert, Chasidy Faith, Rickie-Ann Legleitner
<b>UWs Admin</b>	John Achter, Kristen Jasperson, Lindsey Lecus
<b>UW-Whitewater</b>	Olamojiba Bamgbose, Jo Solverson, Calah Williams



**UNIVERSITIES OF  
WISCONSIN**