



BRONX COMMUNITY COLLEGE GET PSYCH'D PROGRAM

PSYCH'D WRITE

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INTERSECTIONALITY, TRIPLE THREATS, AND SOCIAL WORK

By Aduke Akewusola, Human Services Major

Social workers are committed to social justice ideals that includes fairness, equity, and equality. Their main mission is to enhance the well-being of all people, paying specific attention to the needs of people who are oppressed, vulnerable, and living in poverty. A key part of social work is the consideration of intersectionality which looks at systemic inequality from a perspective based on how race, ethnicity, gender, gender identity, sexual orientation, disability, and other forms of discrimination intersect with each other. Intersectionality shifts the social worker's perspective from a single-issue view to a holistic one.

My own journey toward a career in social work has not been a straight line; rather, it has been a path paved by resilience, lived experience, and an evolving desire to turn personal struggle into a professional lifeline for others. As a single mother currently balancing a career with my studies at Bronx Community College, my academic journey is fueled by the realization that my own triple juggling act—managing family, work, and school—is a shared reality for many in my community.

My interest in social work first ignited through my personal experiences navigating the complex systemic and financial obstacles that face single parents. I realized early on that the struggle wasn't just about hard work; it was about having access to the right resources and support systems. This interest deepened as a Get PSyCh'D Peer Educator at BCC. In this role, I served as a bridge between students and mental health services. I saw firsthand how a relatable peer could break down the walls of stigma. When I led presentations on stress management, I used my own story of vulnerability to build trust, which led to a measurable increase in students seeking professional help.

The population I am most drawn to is single parents and vulnerable families experiencing the access-stigma gap in mental health and social services. These individuals often face a "triple-threat" of time constraints, financial instability, and the psychological weight of societal judgment. To create opportunities for this group, I want to apply the principle

of integrated resource Hubs. By combining practical, immediate aid—like childcare vouchers or food assistance—with mental health support, we can address the urgent needs of a family while simultaneously lowering the barrier to emotional healing. This approach honors the agency of the individual by treating them as a whole person rather than just a case in crisis.

I believe I am particularly suited to this work because I have lived the experiences of the people I wish to serve. My strength lies in my ability to use "vulnerable dialogue" to establish immediate trust; I am not an outsider looking in, but a peer who understands the exhaustion and guilt that comes with this lifestyle. However, I also recognize my limitations. My deep empathy and personal history can lead to

moral distress when resources are scarce. To remain effective, I must prioritize reflective supervision and maintain a strict ethical framework to ensure my personal journey enhances, rather than clouds, my professional judgment.

To me, social work is more than just a helping profession; it is a disciplined, empathetic commitment to stabilizing lives. I view the profession with a mix of reverence and

a sense of duty. I understand that the field involves difficult ethical challenges, such as balancing a client's right to make their own choices with the reality of limited resources. However, I believe that through transparent leadership and systemic advocacy, these challenges can be met with integrity.

The people who have influenced me most are the fellow students and parents I have met who are fighting the same uphill battles I have faced. Their perseverance, coupled with the guidance of my supervisors at the BCC Counseling Center, has shaped my vision. I have learned that radical self-compassion and focusing on small victories are essential tools for survival. I am now ready to take these lessons into the social work profession to become an advocate for those who feel unheard.

Intersectionality shifts the social worker's perspective from a single-issue view to a holistic one.





GET PSYCH'D

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ABOUT

"Get Psych'd" is a Peer Support and Career Development Program offered to students interested in counseling, social work, mental health, psychology, or human services.

LOOKING FORWARD WITH TRANSFER SERVICES: A LOOK AT DISABILITY STUDIES AT CUNY SPS

By Edwin Roman, Academic and Transfer Resources Coordinator

Psychology is a very popular major. As I detailed in the spring 2025 issue of the *Transfer Talk* newsletter, the American Psychological Association notes that the share of college students majoring in psychology is around 6%. The National Center for Education Statistics reported that psychology is the fourth most popular college major, with more than 100,000 bachelor's degrees granted in the major each year and not necessarily because psychology majors plan to become psychologists.

The A.A. in Liberal Arts, Psychology Option can lay the groundwork for further study in psychology, as well as in other areas such as education, medicine, business, and law. I find that many students pursuing psychology are interested in careers related to the human services.

Notably, the CUNY School of Professional Studies offers an online B.A. in Disability Studies. The major explores disability and society through overlapping perspectives that includes the social sciences, humanities, science, and the law. The degree is the first undergraduate program of its kind in the United States and provides graduates with the skills to improve the lives of people with disabilities as well as an educational credential to enrich their careers. The program offers opportunities for in-depth study in one of four concentrations: Intellectual/Developmental Disabilities, Autism Spectrum Disorder, Mental/Behavioral Health, and Arts, Culture, and Design. Possible courses in the major include "Law, Policy and Disability", "Elements of Person Centered Planning", "Representations of Disability in Film and Literature" and "War, Veterans, and Disability."

Students interested in applying to this major must have at least a GPA of 2.5. The application also requires an essay. Students who need assistance may connect with me in the Office of Transfer Services via e-mail at edwin.roman@bcc.cuny.edu.

APA STYLE TIP: FONTS

Established by the American Psychological Association, APA Style (<https://apastyle.apa.org/>) is a standardized set of guidelines for formatting research papers, in-text citations, and references, primarily used in the social sciences, psychology, nursing, and education that ensures clarity and consistency in academic writing.

A variety of fonts are permitted in APA Style papers, including the default font of your word-processing program. Font options include the following:

- **sans serif fonts** such as 12-point Aptos, 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode
- **serif fonts** such as 12-point Times New Roman, 11-point Georgia, or normal (10-point) Computer Modern (the default font for LaTeX)

These fonts are recommended because they are legible and widely available and because they include special characters such as math symbols and Greek letters. Historically, sans serif fonts have been preferred for online works and serif fonts for print works; however, modern screen resolutions can typically accommodate either type of font, and people who use assistive technologies can adjust font settings to their preferences. For more on how font relates to accessibility, visit the page on the accessibility of APA Style.

Learn more at <https://apastyle.apa.org/style-grammar-guidelines/paper-format/font>

GET PSYCH'D PRESENTATIONS

Peer educators from Get PSyCh'D are available to present mini-workshops on various mental health topics to your students in your classroom or program. We are offering both online and in-person presentations, and the length of each presentation can be adapted to your needs (from 10 minutes to as long as 1 hour). If you have further questions, please email getpsychd.scheduling@gmail.com.