

INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE

About ISPRC

The Institute for the Study and Promotion of Race and Culture (ISPRC) was founded in 2000 at Boston College, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at large.

ISPRC solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge Conference and Summer Training Program.



Special points of interest:

- About ISPRC
- 2008 ISPRC Events
- A Message from the Directors
- Current Projects
- Current Sources of Funding
- ISPRC Staff: Awards and Presentations
- Looking Ahead

2008 Events Hosted by ISPRC

ISPRC Summer Program (August 12, 2008). *Integration of Race and Culture in Teaching and Workplace Environments*. The 2008 ISPRC Summer Program will provide comprehensive training in the areas of race and culture, and the integration of these concepts into school, workplace, and therapy settings. The program consists of both didactic and interactive exercises that are intended to assist participants in integrating racial and cultural constructs into their environments. Participants receive training from experts in the field in the following domains: assessment, interventions, supervision/consultation, and creating a culturally welcoming environment. For more information please contact isprc@bc.edu or visit our website:

<http://www.bc.edu/schools/lsoe/isprc>

Diversity Challenge 2008 (October 3-4, 2008). *Race, Culture, and Trauma*. Traumatic and extremely stressful life events contribute to disruptive emotional changes in individuals' mental states and their overall quality of life (Foa, 1997). Mental health professionals and social service agencies have begun to focus attention on racist events and cultural discrimination as types of traumatic events that can be as psychologically debilitating as natural disasters or physical abuse. Psychologists, social workers, and mental health researchers have called for improved conceptualizations of the traumatic effects of incidents of discrimination based on race or ethnicity and mental health interventions with racial or cultural trauma as a focus. The focus of this year's Diversity Challenge is addressing the intersections among race, culture, and trauma in a variety of domains and by means of a variety of interventions and research inquiries.



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A Message from the Directors

We are happy to say that 2007-2008 marked another successful year for us at ISPRC. We continue to appreciate the support, commitment, and efforts of our staff and collaborators who made it possible. In addition to managing the many ongoing research projects and service activities, we continue to pursue new ways to accomplish our mission of promoting the benefits of addressing race and culture in a wide variety of domains.

Let us share with you in this Newsletter, information about the various research projects and conferences

that took place through the auspices of the Institute during the year. Also we are happy to announce that the first book, *Race and Culture in the Lives of Youths, Adolescents, and Families*, developed by Institute staff is under way, and we anticipate its publication in 2009. In this issue of the Newsletter, we share the many other accomplishments of the staff, welcome new members, and say farewell to members of our family who are moving on to new ventures.

We are looking forward to yet another exciting, enriching, and productive year at the Institute in 2008-2009!!!

—Dr. Janet E. Helms and Dr. Guerda Nicolas

“Promoting social justice at home and around the world in teaching, research, and practice.”

Current Projects: Service Initiative

One Family Scholars. One Family Scholars (OFS) is a mentoring and career development program for low-income mothers in the Boston area. Enrolled scholars are paired with female mentors in the community working in their field of studies. Scholars also receive a grant to help pay for tuition at local universities, and are supported through career development guidance with OFS staff members. ISPRC team members are currently working to evaluate the mental health needs of this diverse group of scholars, interviewing individual scholars, mentors and staff members to gather data. A formal evaluation will be presented this summer to help determine what types of mental health initiatives would be helpful for the scholars that are not currently available through OFS.

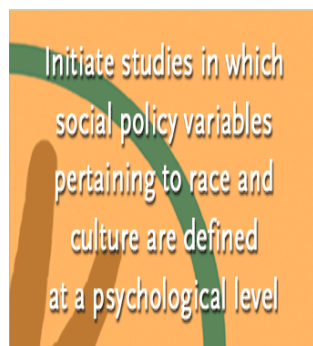


Photo to Right: Boston College students pose with Haitian students and scholars from the Summer 2007 service trip to Haiti where BC students offered their skills to Haitian elementary and high school students.





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Current Projects: Research Initiatives

Trends in Good Reliability Practices in Counseling Psychology Research. This study examined the importance and use of reliability analyses in the field of counseling psychology over the past 20 plus years. In this timeframe, extant reviews of reporting practices (e.g., Meier & Davis, 1990), guidelines for psychometric best practices (Wilkinson & TFSI, 1999; Joint Committee on Testing Practices, 2004) and reliability primers (Helms, Henze, Sass, & Misfud, 2006; Thompson, 2003) have entered the fold of counseling psychology literature. Authors of these reviews, guidelines, and primers have attempted to redress the unfortunate mischaracterizations and misuses of reliability, particularly Cronbach alpha reliability, as related to researchers' reporting practices and scale development considerations. The purpose of the present research is to assess counseling psychology's state of affairs as related to good reliability practices in research. The current study samples articles published in a premier APA assessment journal, *Psychological Assessment*, over 3 decades and codes their use of better reliability practices as articulated by Helms and her colleagues (2006).

Race and Supervision. Though a number of theories exist regarding the infusion of racial and cultural issues in supervision (Chen, 2005; Fong & Lease, 1997), many student supervisees continue to experience negative supervisory experiences when racial and cultural issues are the focus of supervision (Ladany, Brittan-Powell, & Pannu, 1997). This project uses the narrative vignettes of trainees to explore how conversations about race are initiated, received, and processed in clinical supervision. Based on initial findings, Helms' Racial Social Interaction Model provides a framework for understanding the reported integration of race and culture into the supervision dyad, and subsequent implications for clinical practice provided by trainees. The Race and Supervision manuscript provides specific recommendations for trainees with regard to managing supervision relationships. It is hoped that supervisors will learn from the explication of racial

social interaction relationships and their impact on the training experience for students. Recommendations for how supervisors can appropriately engage conversations about race and culture in supervision are also suggested.

ISPRC Sponsors Adolescent Advisory Board.

The Adolescent Advisory Board was created by ISPRC to promote understanding of the needs of today's adolescents. Board members are teenagers from high schools in the Boston-metro area who are leaders within their peer groups. They are asked to help researchers at Boston College to better understand issues that are important to adolescents. Board members also teach researchers the most appropriate ways to speak to adolescent research participants in order to ensure that data are truly representative of their experiences.

Career Counseling with Indigenous Australians: Recommendations for Better Services.

This paper highlights the current state of career counseling service utilization by indigenous Australians in their homeland, and addresses possible barriers to trust and career counseling effectiveness among potential indigenous clients whose options for service are limited to those provided by White counselors. Using Helms' (1995, 2008) White Racial Identity Development Model as a framework, we examine the potential role and impact of White Australian counselors' racial identity development in cross-racial counseling interactions. In addition, we make recommendations as to how White career counselors can work with indigenous clients more effectively, using culturally sensitive, self-aware, and multiculturally competent orientations.

Asian American Experiences of Racism.

Asian Americans, which are comprised of several ethnicities, are usually grouped together despite vast differences in culture and historical experiences in America. Although these individuals may

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Current Projects: Research Initiatives (continued)

share the same racial categorization, their ethnic differences result in unique perceptions and qualities. At present, Chinese Americans and Pilipino Americans comprise the two largest ethnic groups of Asian Americans (U.S. Census Bureau, 2000). To better understand the differing experiences of racism among these two groups, the purpose of this study was to compare the experiences of both daily life experiences and generalized experiences of racism between groups of Chinese American and Pilipino American college students. Analyses depict differences in experience based on group membership. These findings will be presented at the 2008 Diversity Challenge and will be used to inform future research on experiences of race-related trauma.

Multicultural Competency in Counseling: Implementing a Training Program within a Social Justice Orientation - An Evaluation of Supervisor and Supervisor Experiences with Race and Culture in the Principles and Techniques Lab.

As the counseling client population continues to grow progressively more diverse, multicultural competency training has become an increasingly imperative element of graduate counseling programs. Research indicates that understanding how perceptions of race impact clients helps counselors to implement interventions combating race-related structures of social oppression, and therefore bring about social change. Multicultural training necessitates developing keen self-awareness, knowledge and skills for working effectively with clients of varying racial and cultural identities, as well as an understanding of one's own social place of power and how it may differ from a client's, and the impact of this difference. Considering the salience of race and culture within both the counseling field and the Boston College (BC) Lynch School of Education training goals, the research team evaluated counseling psychology graduate students' experi-

ences with integrating conversations about race and culture into their training. More specifically, first-year students in the Masters in Counseling Psychology program at BC were asked to assess the inclusion of race and culture within their introductory principles-and-techniques experiential lab. We also sought to understand the training experience of the doctoral students serving as supervisors for the masters students; presumably these labs shape the ways in which these current doctoral students, and future psychologists, will subsequently teach about social justice. As such, it is imperative to understand the training experiences provided to the doctoral students serving as lab leaders/supervisors, as well as to the masters students.

Native American Images Study. The use of Native American (or American Indian) images and symbols in American culture is often blatantly racist and offensive. One example of this is the use of Native American imagery by professional sports teams. A qualitative pilot study was designed to investigate individual and group reactions to a selected variety of images. The varying reactions to the images were analyzed to highlight the differences between the research teams. The preliminary findings were presented at the 2007 American Psychological Association conference. Currently, the team is working on writing a manuscript to publish the findings.



Boston College Students with Haitian Students



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Current Grant Activities: Currently Under Review

Race, Culture, and Contraceptive Choices among Black and Latina Women.

Submitted to The National Campaign to Prevent Teen and Unplanned Pregnancy

Research on contraceptive use among ethnic minority young adults has yielded consistent results that these adolescents are three times more likely to become pregnant than White young adults (Raine, et al., 2002) and to be at risk for contracting sexually transmitted diseases (Abma, et al., 2004; Finer & Henshaw, 2006). Furthermore, this year marked a 2% increase in sexual activities and a 2% increase in condom use among young adults (CDC, 2008). In addition, the research findings continue to show that young people are engaging in sexual activity as early as before age 13, with more than one partner, and more frequently (CDC, 2008). These numbers are even more startling for ethnic minority young adults. According to the Center for Disease Control, the rates of pregnancy for Black and Hispanic teens are higher than the national average. For example, while the pregnancy rate per thousand for White teens is 57, it is 151 for Black teens and 132 for Hispanic teens (CDC, 2008). Given these statistics, it is not surprising that the teenage birth rate has also increased over the year for the first time in 15 years. What is noteworthy from the studies on Black and Latina young women is that 46% of Latina and 77% of Black young women who gave birth before the age of 20 reported that the pregnancy was unwanted (Singh, Darroch, & Frost, 2001). The current research focusing on Black and Latina young women have led many researchers to conclude that racial categorization is a risk factor for using less effective barrier contraceptive methods and increased pregnancy among these adolescents. Given that racial categorization is a social construct (Helms, et al., 2006), it does not allow us to understand the racial and cultural factors that influence sexual activities among Black and Latina young women. The focus of the proposed project is to enhance the awareness and knowledge base about

the intersection of race, culture, and contraceptive use for Black and Latina young women.

This project is based on several aims:

Aim 1: To understand the use and contraceptive choices of Black and Latina young women. *Aim 2:* To understand the role of cultural beliefs and practices (i.e. cultural beliefs about pregnancy, family roles, spirituality, etc.) in the contraceptive choices for Black and Latina young women. *Aim 3:* To understand the association between racial identity and contraceptive choices for Black and Latina young women.

Understanding the racial and cultural factors that are associated with choices, usage, and effectiveness of contraceptives among Black and Latina young women is an essential first step to developing interventions aimed at reducing sexual activities, lowering the rate of unintended pregnancies, and occurrence of sexually transmitted diseases among these two cultural groups.



Participants from the 2007 Diversity Challenge Conference listen to keynote speaker

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Grant Activities: Grants Currently Under Review (continued)

“Initiate studies in which social policy variables pertaining to race and culture are defined at a psychological level.”

Achievement Gap for Ethnic Minority Students in Post Secondary Education. This study is designed to examine how the Helms Individual-Difference model can be used to explain the influence of racial and cultural factors (e.g. racial identity, stereotype threat, perceived racism, test preparedness, stress levels, and testing values) on the standardized test performance of students of Color attending historically Black colleges and universities and other predominantly minority institutions of higher education. A central hypothesis of this study is that racial disparities in test performance may be reduced by focusing on racial factors within the minority groups that contribute to test takers' relatively lower performance. The results of the proposed study will increase test users' knowledge about how heterogeneity within minority racial groups, with respect to racial and cultural individual-difference variables, influences test takers' performance. This knowledge should permit development of testing assessment models that will make it possible to design interventions and educational policies that are tailored to salient factors at the individual level to improve the standardized test performance of students of Color. We are collaborating on this project with researchers at Fisk University, University of North Carolina-Pembroke, College of New Rochelle, Bowie State University, and University of Miami.

Letters of Intent submitted to the following organizations for funding: (1) Lumina Foundation and (2) Ford Foundation.

Treatment Development and Evaluation for Ethnic Minority Adolescents. This R34 application is to support a research program aimed at improving the mental health of Black adolescents in the U.S., thereby contributing to the goal of reducing mental health disparities in this country. This project will be accomplished through three main objectives: Aim 1 (Pre-intervention) of the study involves cultivating a culturally sensitive understanding of the expression of beliefs about depression and use of mental health services and evaluating an evidence-based group CBT intervention for Black adolescents. Aim 2 (Intervention development process) will involve the incorporation of the data from Aim 1 of the study to adapt the intervention in culturally appropriate ways in preparation for the third phase of the project. Aim 3 (Feasibility study of the intervention) is a Phase 1 demonstration clinical trial project that will allow for an evaluation of the feasibility, tolerability, acceptability, and effectiveness of the modified intervention in improving depression symptoms for Black adolescents. During the intervention, the participants' participation in the group treatment and improvements will be documented throughout the group sessions. Participants will be assessed using the CESD and a structured diagnostic interview during the evaluation, at the end of the intervention, and at 3 and 6 month follow-ups. Collectively, this will provide us with the necessary data to determine whether the intervention merits testing in a larger sample as a clinical trial. This study is poised to contribute to the identification of “treatments that work for whom

Conduct workshops with pragmatic and cultural icons



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Grant Activities: Grants Currently Funded

and under what circumstances" in improving mental health services and in reducing disparities, a recommendation of the recent NIMH report on Translating Behavioral Science into Action (National Advisory Mental Health Council, 2000).

Received from National Institute of Mental Health (NIMH).

NIMH Conference Grant. *Addressing Cultural Factors and Mental Health Disparities in Research and Practice* is in the second year of funding. This grant was awarded to fund three of the Diversity Challenge conferences hosted by ISPRC. The primary goals and objectives of these three annual conferences are to: (1) enhance the cultural knowledge base of mental health researchers; (2) enhance the cultural knowledge base of mental health providers; (3) provide the skills necessary to effectively integrate cultural factors into mental health research and practice; and (4)

Develop strategies by which researchers and parishioners can collaborate with each other to effectively incorporate culture in their research and practice. Speakers for the conference are nationally and internationally known researchers and clinicians presenting in their areas of expertise via interactive formats. The thematic two-day conferences take place during the Diversity Challenge conference at Boston College in October of 2007, 2008, 2009, & 2010. Each thematic conference consists of a varied format consisting of plenary sessions, concurrent workshops, and information posters. Proceedings from the conference such as summaries of research reviews, speaker presentations, conference agendas, and links to PowerPoint presentations of invited speakers will be distributed through published monographs and posted on the ISPRC website.

Consultation Services

Office of African-American, Hispanic, Asian, and Native American (AHANA) Student Programs.

Nationwide, the population of students in U.S. public schools and colleges is becoming increasingly ethnically and linguistically diverse. According to the U.S. Department of Education National Center for Education Statistics (2001), between 1972 and 1999, the proportion of ethnic minority students enrolled in public schools increased from 22% to 38%, and for Latino students alone, the proportion increased from 6% to 15%. Similar trends have been observed in different regions of the country: In the western and southern regions of the U.S., ethnic and linguistic minorities respectively comprised 47% and 45% of the student population. Many of the students who are representing these trends will be entering college environments for the first time. Thus, it is becoming increasingly important for educators, counselors, and

support staff to develop the skill sets necessary to create a welcoming academic environment for individuals of diverse backgrounds and experiences.

The purpose of this one-day program was to improve instructors, counselors', and staff's skills in working with students from racially and culturally diverse backgrounds. The workshop introduced participants to conceptual models for studying and understanding the role of race and culture in their interactions with students, as well as provided specific strategies for improving the quality of the students' academic experiences. The workshop consisted of both didactic and experiential exercises that are intended to assist participants in integrating racial and cultural constructs in their interactions with students and with each other. Topics covered

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Consultation Services (continued)

during the program included: (1) Classroom Management; (2) Communicating with Ethnic and Linguistic Minority Students; (3) Evaluation/Assessment of Students; and (4) Promoting Self-Awareness.

"Managing Race and Culture in the Schools," METCO Directors' Association Conference, Norwood, MA.

Dr. Helms and Ms. Jernigan conducted a workshop for METCO directors and support staff on using White and People of Color theories to make secondary school environments more welcoming to students of color attending predominantly White schools.

"Be the Change Series," Stonehill College, Easton, MA. This workshop for students and student personnel workers focused on using Helms' White Racial Identity Theory to evaluate the campus climate.

Anaka-Hennepin School District in Minnesota.

The Anaka-Hennepin school district, which is the largest district in Minnesota, has a predominantly White, mono-lingual teaching corps but a K-12 student body that is much more racially and linguistically diverse. The superintendent's office has mandated racial identity training for teachers and support staff as a means of improving the students' school engagement. The focus of this consultation was assisting the training staff to develop racial identity workshops.

Winter/Spring 2007-2008 ISPRC Staff

Dr. Janet E. Helms (Director)

Dr. Guerda Nicolas (Director)

Kathleen Flaherty (Administrative Assistant)

Susan Ginivisian Smith (Administrative Assistant)

Kisha Bazelais (Research Assistant)

Cynthia Chen (Research Assistant)

Christian Cho (Research Assistant)

Angela DeSilva (Research Assistant)

Carlton Green (Research Assistant)

Maryam Jernigan (Research Assistant)

Marcia Liu (Research Assistant)

Theresa Sass (Research Assistant)



Conference Attendee Speaks to Panel Presenter at the October 2007 Diversity Challenge Conference



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ISPRC Staff: Presentations and Publications

- Bazelais, K.N., Page, K.V., Weintraub, S., & Fraone, J. (2008). Exploring diversity: Race and culture in the inclusive workplace. *Executive Briefing Series*, Boston College Center for Work & Family.
- Chen, C.E., Wieneke, K.M., Catraio, C., Green, C.E., Borges, A.M., West, J.E., & Harrington, K. (March, 2008). Student perspectives on training future social justice agents. *International Counseling Psychology Conference, Poster Presentation*, Chicago, IL
- DeSilva, A; (2007, October). *Application of the Ecological Model: Conducting research with ethnically diverse youths*. Paper presented at Diversity Challenge Conference, Boston, MA.
- DeSilva, A. (2008, March). *International counseling psychology initiatives: Challenges and successes*. Paper presented at the International Counseling Psychology Conference, Chicago, IL.
- Harris, A. (upcoming, 2008). Exploration of race-related trauma through the reception of music. Poster to be presented at the 2008 Diversity Challenge conference, Chestnut Hill, MA.
- Helms, J. E. (January, 2008). The meaning of race in standardized assessment. Paper presented at the NCSPP Mid-Winter Conference, Austin, TX.
- Helms, J. E. (February, 2008). Racial identity development in society. Presented at University of South Carolina.
- Helms, J.E. (2007). Some better practices for measuring racial and ethnic identity constructs. *Journal of Counseling Psychology: Special Issue: Racial and ethnic identity theory, measurement, and research in counseling psychology: Present status and future directions*, 54, 235-246.
- Helms, J.E., (2007) Fairness is Not Validity or Cultural Bias in Racial-Group Assessment: A Quantitative Perspective, *American Psychologist*, 61, 845-859.
- Kenny, M.E., Gualdron, L., Scanlon, D., Sparks, E., Blustein, D.L. & Jernigan, M. (2007). Urban adolescents' constructions of supports and barriers to educational and career attainment. *Journal of Counseling Psychology*, 54(3), 336-343.
- Jernigan, M. (2008). *How to Balance Education, Training, and Leadership: The Plight of the Student Activist*. National Black Counseling Psychology Conference. Washington DC.
- Jernigan, M. (2008). *Retaining and Advancing Counseling Psychology Students of Color*. International Counseling Psychology Conference. Working Group. Chicago, IL.
- Jernigan, M. (2008). *Race-based Discourse among Urban High School Youths*. International Counseling Psychology Conference. Poster Presentation. Chicago, IL.
- Jernigan, M. (2007). *Managing Race and Culture in Schools*. Metropolitan Council for Educational Opportunity (METCO) Directors' Conference. Norwood, MA.



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ISPRC Staff: Presentations and Publications (continued)

- Jernigan, M. (2007). *Race and culture in supervision: What professionals should know*. American Psychological Association Annual Conference. Committee on Early Career Psychologists Symposium Presentation. San Francisco, CA.
- Jernigan, M. (2007). *Having conversations with children and adolescents about race*. Metropolitan Council for Educational Opportunity (METCO). Brookline, MA.
- Jernigan, M. (2008). *Race in supervision and consultation*. Workshop to be presented at the ISPRC Summer Conference. Chestnut Hill, MA.
- Jernigan, M. (2008). Going back to move forward: How Sankofa helps girls of Color resist racism and sexism in schools. 2008 Award for Distinguished Graduate Student in Professional Psychology Address to be given at the 2008 American Psychological Association conference. Boston, MA.
- Nicolas, G. (2008, March). International counseling psychology initiatives: Challenges and successes. Symposium presentation at 2008 International Counseling Psychology Conference. Chicago, IL.
- Nicolas, G. (2008, March). Retaining and advancing counseling psychology students of Color. Workshop conducted at the 2008 International Counseling Psychology Conference. Chicago, IL.
- Nicolas, G. (2008, January). Conducting culturally sensitive research: A step by step methodology. University of Miami, Miami, FL.
- Nicolas, G., & DeSilva, A. (in press). Application of the ecological model: Spirituality research with ethnically diverse youths. In R. Lerner, E. Phelps, & R. Roesner (Eds.) *Positive development, spirituality, and generosity in youth: A view of the issues*. West Conshohocken, PA: Templeton Foundation Press.
- Nicolas, G., Helms, J. E., Jernigan, M., Sass, T., DeSilva, A., & Skrzypek, A. (in press). A conceptual framework for understanding the strengths of Black youths. *Journal of Black Psychology*.
- Scanlon, D., Saxon, K., Cowell, M., Kenny, M., Gualdron, L. & Jernigan, M. (in press). Urban adolescents' post-school aspirations and awareness. *Remedial and Special Education*.

University School of Medicine/Boston Medical Center

ISPRC Staff: Announcements

Maryam Jernigan

Psychology/Psychiatry Fellow & Teaching Fellow, Center for Multicultural Training in Psychology, Boston University School of Medicine/Boston Medical Center



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ISPRC Staff: Announcements (continued)

Dr. Guerda Nicolas

Dear Colleagues,

It is with a heavy heart that I write this note informing all of you of my decision to leave Boston College and begin a position as an Associate Professor in the counseling department at the University of Miami starting this fall (2008). At the University of Miami, I plan on creating an institute that focuses on culture, youths, adolescents and families which are my areas of expertise. My experiences at Boston College have been enriched through my involvement with the Institute and working side by side with Janet over the last four years. I continue to be dedicated to the work that we are doing at the Institute, and I am looking forward to staying on as a consultant to the Institute in the coming years. Thus, I am not saying good bye to ISPRC; we are simply extending our work on race and culture beyond Massachusetts to Florida! Janet and I will continue to work closely together in planning and implementing Diversity Challenge as well as the many projects that we have started or plan on implementing in the future.

It has been such a pleasure for me to work with all of the wonderful staff, students, as well as Janet at the Institute, and I leave knowing that they will continue to be a significant aspect of my professional and personal life. These sentiments extend to the wonderful relationships that I have formed with many of you, the friends and supporters of the Institute. I want to express my sincere thanks and appreciation for your support of the work that we do at the Institute, and I look forward to working with many of you in the creation of similar programs in Florida. We all look forward to celebrating with all of you at the next events of ISPRC. If you need to contact me, you can email me at nicolagu14@gmail.com.

—*Guerda Nicolas*

ISPRC Staff: Awards

Dr. Janet E. Helms

Awarded the 2007 Association of Black Psychologists' Distinguished Psychologist Award.

Awarded the 2008 American Psychological Association's Award for Distinguished Contributions to Research in Public Policy.

Dr. Guerda Nicolas

Awarded the Jefferson Cup for Outstanding Service by the American Psychological Association (2007).

Awarded the Samuel M. Turner MENTOR Award by Division 12 of the American Psychological Association (2008).

Maryam Jernigan

APA/APAGS Distinguished Graduate Student in Professional Psychology (2008).