

INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE

Things to Know 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 attempts to solicit, design, and disseminate effective interventions with a proactive, practical focus. Each year the Institute will address 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
- 2007 ISPRC Events
- A Message from the Directors
- Current Projects
- Current Sources of Funding
- ISPRC Staff: Awards and Presentations
- Looking Ahead

2007 Events Hosted by ISPRC

ISPRC Summer Program (June 26-29, 2007). The focus of the 2007 ISPRC Summer Program was promoting the effective integration of race and culture in teaching for educators at all levels of education. The two and one-half day workshop focused on areas, such as class preparation, classroom management, evaluation and assessment, communication with family and caregivers, and developing a learner emphasis classroom. Individual sessions focused on preparing educators to teach racially and culturally diverse students, building connections with families, and raising teachers' awareness of their own racial and cultural biases. Participants received training from experts in the field in each of the previously mentioned areas. For more information regarding the proceedings of the program, including a list of the speakers, contact ISPRC@bc.edu or go to http://www.bc.edu/bc_org/avp/soe/isprc/SP2007/index.htm.

Diversity Challenge 2007 (October 19-20, 2007). *Race and Culture Intersections in Scientific Research and Mental Health Service Delivery for Children, Adolescents, and Families*. Adolescents are the most culturally and racially diverse segment of society. The Center for Mental Health Services estimates that 20% of children have a diagnosable mental disorder, and approximately two-thirds of these children do not receive any mental health care (CMHS, 2005). Recently, the mental health needs of children and adolescents have become the focus of clinical researchers, but there are major gaps in the representation of ethnic minorities in this research. For this year's conference, we envision having an interdisciplinary forum in which a variety of perspectives are explored regarding the systematic integration of racial and cultural factors into the treatment process for children, adolescents, and families.

Look forward to Diversity Challenge 2008 in October 2008. *The Intersections of Culture, Race, Trauma, and Mental Health across the Life Span*.



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A Message from the Directors

Thanks to the support, commitment, and efforts of our staff and collaborators, ISPRC had another exciting academic year in 2006-2007. In this issue of the Newsletter, we are sharing with all of you the various research projects, conferences and programs, grant opportunities, presentations, publications, and other exciting events and activities taking place at the Institute in 2007-2008.

In 2006-2007 we developed a number of new programs and projects including a mentoring program for high school students of Color (Project Success) at Boston College

and a 4 week service trip to Haiti to work with elementary and high school students focusing on academic achievement ("Youn Ede Lot"). These new programs enrich and complemented the many programs that we are implementing through the Institute. We want to express our gratitude and thanks to our grant supporters, NIMH, APA CEMRRAT, the Lynch School of Education, and Hospice Saint Joseph Foundation for their generous financial support of our programs. We are looking forward to yet another exciting and enlightening academic year in 2007-2008.

—*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 Initiatives

"Youn Ede Lot" (Helping Each Other) Program in Haiti July 9—August 6, 2007. Hospice Saint Joseph is a Christian community in Port au Prince, Haiti. The mission of the Hospice Saint Joseph community is "to work side by side with our Haitian sisters and brothers for better opportunities for Haitians." As part of the service trip, students from Boston College offered their skills and talents as student educators to Haitian elementary and high school students. The six students selected for the program worked closely with Dr. Helms, Dr. Nicolas, and other Boston College faculty to develop lesson plans and educational materials to help educate the students. The BC students also served as mentors for the Haitian scholars who are expected to continue tutoring their younger peers during the school year.

Project Success is a mentoring and tutoring program for ethnic and linguistic minority high school students in the greater Boston area. Students come to the Boston College campus once a week to participate in the program. Students are paired with a Boston College student who serves as a mentor and tutor for the academic year. The purpose of this program is to assist the high school students in preparing for the Massachusetts Comprehensive Assessment System (MCAS) test. The program provides structured sessions around issues such as test taking skills, coping with test anxiety, study skills as well as other broad issues related to understanding diversity in school and with peers. In addition, students are able to raise specific questions related to their schoolwork.

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



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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 the *Journal of Counseling Psychology (JCP)*, the *Journal of Counseling and Development (JCD)*, and *Psychological Assessment (PA)* over 3 decades and codes their use of better reliability practices as articulated by Helms and her colleagues (2006).

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. In the initial stages of this research project, the Native American/American Indian images elicited varying reactions from members of three different research teams. These findings were presented at the 2007 American Psychological Association conference and will be used to inform future research in this area.

ISPRC Sponsors Adolescent Advisory Board. The Adolescent Advisory Board was created by the 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.

Predominantly Minority Institution Research Project. 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, ways of coping) on the standardized test (e.g. SAT, ACT) performance of students of Color (age 18 to 21 years) attending historically Black colleges and universities (HBCUs) 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 on CAKS tests. 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.

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 and first time supervisors in training continue to experience negative supervisory experiences when racial and cultural issues are the focus of supervision (Ladany, Brittan-Powell, & Pannu, 1997).



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Current Projects: Research Initiatives (continued)

Based on Helms' Racial Social Interaction Model, this project examines reflections on supervisory dyads that are based primarily on regressive interactions. Interactions that occur in the context of regressive ego statuses are characterized by unharmonious exchanges with regard to the way race and culture are integrated in the supervisory and clinical relationships. These interactions do not typically integrate race and cultural themes into the supervisory dyad or into the clinical practice in a meaningful manner.

This project uses a sample of trainee vignettes to explore the racial and cultural regressive supervision relationships and their impact on the clinical treatment of clients being serviced by trainees. The paper based on this project provides specific recommendations for trainees with regard to managing regressive supervision relationships. It is hoped that supervisors will learn from the explication of regressive relationships and subsequent supervisor recommendations.

Grant Activities: Grants Received

NIMH Conference Grant *Addressing Cultural Factors and Mental Health Disparities in Research and Practice.* This grant was awarded to fund three of the Diversity Challenge conferences hosted by the 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 practitioners can collaborate with each other to effectively incorporate culture in their research and practice. Speakers for the conference will be nationally and internationally known researchers and clinicians presenting in their areas of expertise via interactive formats. The thematic 2-day conferences will take place during the Diversity Challenge conference at Boston College in October of 2007, 2008, and 2009. Each thematic conference will consist of a varied for-

mat consisting of plenary sessions; concurrent, in-depth workshops; and, information posters and exhibit sessions. Proceedings from the conference such as summaries of research reviews, speaker presentations, conference agendas, and links to PowerPoint presentations of invited speakers will be disseminated through published monographs and posted on the ISPRC web site.

Working within Systems: Mentoring the Next Generation of Ethnic Minority Academics.

American Psychological Association
The goals of this project are to (a) increase the number of Black, Asian, Indigenous, and Latino/Latina graduate students in doctoral programs in counseling psychology, (b) increase the number of Black, Asian, Indigenous, and Latino/Latina professional students in the academy, (c) increase the number of Black, Asian, Indigenous, and Latino/Latina professors at the associate level, and (d) to provide a learning

Encourage collaboration
between scholars in related
substantive disciplines
in the United States and
other countries



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Grant Activities: Grants Received (continued)

environment in which students can retain and share their culture, and faculty can infuse their curricula, methodologies, theories, and so forth with content specific to the concerns of U.S. racial/ethnic groups of color.

Race, Culture, and Teaching

American Psychological Association

The focus of this training program is implementing strategies for addressing effective integration and teaching of race and culture in teaching pedagogies through enhancing racial and cultural knowledge of educators. In doing so, the conference builds upon the recommendations of the recent 2006 Coalition for Psychology in Schools and Education, APA Report on Teachers' Needs, the mission of the Office of Ethnic

Minorities of APA, and the objectives of the Institute for the Study and Promotion of Race and Culture (ISPRC) at Boston College. The training objectives have been created to ensure that effective culturally congruent methodologies are being developed and integrated into teaching aimed at: (1) enhancing the racial and cultural knowledge base of educators; (2) providing the skills necessary to effectively integrate racial and cultural factors into teaching practice; and (3) develop strategies by which educators can collaborate with each other to effectively incorporate race and culture in their teaching.

Grant Activities: Grants Currently Submitted and Under Review

Community Health Enhancement AIDS Support Program for Ethnic Minorities.

Submitted to National Institute of Mental Health

Because of cultural beliefs about illness and customs that discourage use of Western treatment modalities, and educational (e.g., high rates of illiteracy) and socioeconomic (e.g., high unemployment rates) barriers, Haitians living with HIV/AIDS have been difficult to engage in traditional treatment programs. The Haitian Multi-Service Center (HMSC) has developed a culturally responsive, community-based service-delivery model to promote good health and independent living. The model has never been evaluated effectively. Therefore, little is known about which components of the service-delivery model are effective for treating clients with HIV/AIDS. The HMSC provides services to 104 clients of African (96%), Hispanic (2%), and Caucasian (2%) descent. Most of the clients are Haitians (78%). ISPRC and the HMSC will collaborate to evaluate its community-based service model in collaboration with the Haitian Health Outreach Project (HHOP), the Haitian American Public Health Initiative (HAPHI), the Center for Community Health Education & Research (CCHER), the Multi-

Cultural AIDS Coalition, the Collaboration of Providers Serving Haitians, the Black HIV/AIDS Coalition, Boston Medical Center, Caritas Carney Hospital, Harvard Street Neighborhood Health Center, Mattapan Health Center, and the agencies in the Catholic Charities network.

This university-community collaboration focuses on research questions of greatest relevance to the community at risk and targets interventions identified by community members. In this project, Haitian clients will serve as the core sample in two studies aimed at evaluating HMSC's standard practices plus supplemental services (e.g., mental health services, educational services). Clients will be assessed at six-month intervals to determine whether type of service delivery





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Grant Activities: Grants Currently Submitted and Under Review

differs in effectiveness with respect to *clients'* perceptions and case managers' perceptions of client psychosocial functioning (e.g., quality of life, health status, and adherence to services) (**Aim 1 and 2**); whether there are discrepancies between clients' self reports of their adherence to service, case managers' reports of clients' adherence to service, and objective reports obtained from clients' records will also be investigated (**Aim 3**).

Treatment Development and Evaluation for Ethnic Minority Adolescents

Submitted to National Institute of Mental Health

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. The participants will be assessed using the CESD, a structured diagnostic interview, and the CESD 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 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).

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

Meet the ISPRC Staff

Returning Staff Members

Dr. Janet Helms (Director)

Dr. Guerda Nicolas (Director)

Kathleen Flaherty (Administrative Assistant)

Kisha Bazelais (Research Assistant)

Carlton Green (Research Assistant)

Maryam Jernigan (Research Assistant)

Theresa Sass (Research Assistant)

New Staff Members

Susan Smith (Administrative Assistant)

Cynthia Chen (Research Assistant)

Christian Cho (Research Assistant)

Angela DeSilva (Research Assistant)

Marcia Liu (Research Assistant)





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ISPRC Staff: Presentations and Publications

The primary goal of the presentations and publications this year was to expand the methodologies used to study racial and cultural constructs in mental health and education.

Dr. Janet E. Helms:

Helms, J. E. (December, 2006), Invited Talk, "Initiatives in Educational Transformation." George Mason University, Arlington, VA.

Helms, J.E. (June, 2006). Racial and cultural factors in testing: Implications for policy. Presentation at the ISPRC summer program on Race and Culture.

Helms, J.E. (April, 2007). Invited Panelist, Continued Discussion of "Questions of Race." Harvard School of Architecture, Cambridge, MA.

Helms, J.E. (March, 2007). Invited Talk, "Questions of Race," Architecture – Race – Academy: The Black Architect's Journey, MIT, Cambridge, MA.

Dr. Guerda Nicolas:

Nicolas, G (2006). Cultural Factors in the Treatment of Caribbean Populations. Invited presentation at Cornell Medical Center, New York.

Nicolas, G. (2006). Psychological Consequences of Trauma among Ethnic Minority. Boston University Medical Center, Youth Forum.

Nicolas, G. (2006, August). Addressing Immigrant's Mental Health. Symposium presentation at the Annual American Psychological Association Convention in New Orleans.

Nicolas, G., DeSilva, A.M., Grey, K.S., & Gonzalez-Eastep, D. (2006). Using a multicultural lens to understand illnesses among Haitians living in America. *Journal of Professional Psychology: Research and Practice*, 37 (6) 702-707.

Dr. Kevin Henze:

Perry, J. C., Satiani, A., Henze, K. T., Mascher, J., & Helms, J. E. (2007). Why is there *still* no study of cultural equivalence in standardized cognitive ability tests? Submitted for publication.

ISPRC:

Henze, K.G., Green, C.E., Chen, C.E., Gualdrón-Murhib, L.G., & Helms, J.E. (2007, August). Trends in good-reliability practices in counseling psychology research. Poster presented at the Annual American Psychological Association Convention in San Francisco.

Jernigan, M., Henze, K., Green, C., & Gualdrón, L. (2007, August). Students' views of race related behaviors in supervision: The racial identity social interaction model. Symposium presentation at the Annual American Psychological Association Convention in San Francisco.

Gualdrón-Murhib, L., Sass, T., Helms, J., Chen, C., Bazelais, K., Bryant, A., & Hamilton, C. (2007, August). Exploring the American Indian mascot issue: Research team experiences. Poster presented at the Annual American Psychological Association Conference in San Francisco.



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ISPRC Staff: Awards and Announcements

Dr. Janet E. Helms:

Elected President of Division 17.

Awarded the **2008 APA Distinguished Contributions to Research in Public Policy Award**. This award is given to a psychologist who has made a distinguished empirical and/or theoretical contribution to research in public policy, either through a single extraordinary achievement or a lifetime of work.

Awarded the **2006 Outstanding Contribution Award** in *The Counseling Psychologist*. This award was granted by the American Psychological Association Society of Counseling Psychology, Sage Publications, and *The Counseling Psychologist*. Award given for the following article.

Helms, J., Henze, K., Sass, T., & Mifsud, V. (2006). Treating Cronbach's alpha reliability coefficients as data in counseling research. *The Counseling Psychologist, Special Issue: Quantitative Issues and Analyses*.

Dr. Guerda Nicolas:

Appointed to the APA Strategic Planning Committee

Awarded the National **Institute of Mental Health Child Depression Consortium Award** for research on mental health issues with ethnic minority adolescents.

Erin Forquer:

Accepted to Teachers College, Columbia University for doctoral program in Counseling Psychology (2007)

Dr. Kevin Henze:

Interdisciplinary Psychosocial Rehabilitation Post-Doctoral Fellow at the Edith Nourse Rogers Memorial Veterans Hospital in Bedford, MA.

Maryam Jernigan:

Awarded the **Ford Foundation Diversity Dissertation Fellowship for 2007**. This award is granted to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.

Leyla Perez-Gualdron:

Psychology Intern at Cambridge Hospital in Cambridge, MA.

DBA HUENTITY

Racial Identity Scales

PRIAS

Racial identity measure for
People of Color.

WRIAS

Racial identity measure for
European American

BRIAS

Racial Identity measure for
Black People

**To Order, send an email to:
helmsja@bc.edu**

ISPRC: A Look Ahead to 2008

Summer Program August 2008

The ISPRC Summer Program provides comprehensive training in the areas of race, culture, and the integration of these concepts into professional practice. The Summer Program helps to increase the knowledge base of researchers practitioners, educators, and other service providers in the areas of race and culture, as well as racial identity development and assessment. This year's summer program will focus on *Using Race and Culture in Practice*

Diversity Challenge October 2008

Each year ISPRC addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference. In October 2008, the conference will focus on *the Intersections of Culture, Race, Trauma, and Mental Health across the Life Span*.

Call for proposals available online at <http://www.bc.edu/isprc> by February 15, 2008

Institute for the Study & Promotion of Race & Culture
Boston College

Lynch School of Education
Campion Hall Room 318
140 Commonwealth Avenue
Chestnut Hill, MA 02467-3818

Find us on the web at:

http://www.bc.edu/bc_org/avp/soe/isprc/default.html.