



# **CONFERENCE PROCEEDINGS**

The Ninth Annual Diversity Challenge

**Racial Identity and Cultural Factors in Treatment,  
Research, and Policy**

October 23-24, 2009

Boston College, Chestnut Hill, Massachusetts

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The project described was supported by Grant Number R13MH078714 from the National Institute of Mental Health. The content is solely the responsibility of the authors and does not necessary represent the official views of the National Institute of Mental Health or the National Institutes of Health.

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## Invited Panels

- **Complexities of Racial and Cultural Identities in Training, Research, Practice, and Consultation**  
Gina Samuels, Ph.D., University of Chicago; Melba Vasquez, Ph.D., Independent Practice
- **Do Race and Ethnic Identity Really Matter? Applications to Treatment, Training, Mentoring, and Research**  
Belle Liang, Ph.D., Boston College; Lewis Schlosser, Ph.D. Seton Hall University; Karen Suyemoto, Ph.D., University of Massachusetts-Boston
- **Assessing Racial and Cultural Factors: Implications for Everyone in the Room**  
Robert Carter, Ph.D., Columbia University; Martin LaRoche, Ph.D., Harvard Medical School
- **Racial Identity Development Theory: Past, Present, and Future**  
Thomas Parham, Ph.D., University of California, Irvine

# **INDIVIDUAL PRESENTATIONS**

## **Towards an Understanding of African American Mental Health Service Attitudes and Utilization**

Tahirah Abdullah  
Ebony S. Vinson, B.S.  
Tamara L. Brown, Ph.D.  
Andrea M. Smith, Ph.D.  
University of Kentucky

This presentation emphasizes research on the topic of African Americans' mental health service attitudes and utilization. The ultimate purpose of this presentation is to discuss the roles of systemic, individual, cultural and economic barriers to help seeking for mental health problems, and propose a research agenda to gain a better understanding of why African Americans underutilize mental health services even when they have positive mental health service attitudes. We present a novel theoretical model to explain how economic and cultural factors influence mental health help seeking in African Americans, raise critical questions regarding the relationships among racial, ethnic, cultural, and socioeconomic factors and help seeking in African Americans, and propose a comprehensive agenda to advance future research in this area.

## **An Analysis of Two Measures of African American Racial Identity**

Steven Allwood  
Rutgers University

This study is an investigation of the Cross Racial Identity Scale (CRIS; Vandiver, Cross, Worrell, & Fhagen-Smith, 2002) and the Multidimensional Inventory of Black Identity (MIBI; Sellers, Shelton, Cooke, Chavous, Rowley, & Smith, 1997) in a sample of African American adult professionals (N=137). This study found the internal reliability of both scales to be good. The structural validity of the CRIS was supported in Principal Component analyses, as were the centrality, private regard, public regard, oppressed minority, and nationalist subscales of the MIBI. The predictive validity of both scales also held in this sample, in that each of the CRIS and the MIBI overall were significantly associated with self-esteem and racial socialization preferences.

## **Acculturation versus Enculturation: the Model for African American Racial Identity**

Roland Benoit  
Clayton State University

The acculturation model is defined as, “phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups” (Redfield, Linton, & Herskovits, 1936, p.149). Conversely, the enculturation model is defined as, “the process by which individuals learn and adopt the ways and manners of their indigenous or ethnic minority culture” (Matsumoto, 2004, p.156). The purpose of this presentation is to address the significance of using the enculturation model versus the acculturation model to help understand racial identity and cultural factors for African Americans. In support of the enculturation model, the three Nigrescence Models (1971, 1991, and 2001) will be used to support the enculturation model.

## **A Comparative Cross-Sectional Examination of Bi-Racial Identity Development**

Shannon Bert  
Davene Findlay  
University of Oklahoma  
Nicola Maye  
Family Development and Intervention Services

What is lacking in extant research on biracial identity is a specific developmental focus. Past studies focusing on biracial identity development consistently utilize college-aged participants and ask them to retrospectively report on their past experiences with race. Using a cross-sectional, mixed-methods design, this study serves as an exploratory study that will inform the design of a longitudinal study to prospectively examine biracial identity development and the multiple factors hypothesized to influence identity (e.g., the racial make-up of biological parents, age, extended family support, the racial make-up of neighborhoods, parents’ open discussion of race, father involvement, racial experiences, racial appearance, and interactions with peers). Implications of this research and how it relates to biracial identity development and adjustment will be discussed.

## **What’s Old is New Again: Turning Research into Practice**

Ellie Bossi  
Carmen Gear  
Michigan State University Counseling Center

Much has been accomplished in the area of racial and cultural identity theory and research. APA-accredited doctoral programs in Counseling Psychology have focused on requiring two

courses in multi-cultural theory and practice before the doctorate is conferred. A conundrum that still exists is how to operationalize the clinical aspects of training. This presentation will offer a pragmatic model for internship training in a clinical setting that includes a minimum of five fully licensed/certified clinicians.

### **Preparing Low-Income and AHANA Students for the Predominantly White University: A Case Study of the Options Through Education Program**

Warren Chiang  
Boston College

Much has been written recently about the plight of students of color attending predominantly or traditionally white institutions. Such students are described as having challenges adjusting (Museus, 2008), experiencing isolation (Negga, 2007), having greater drop-out rates (Rodgers & Summers, 2008), problems connecting with faculty (Thomas et.al, 2007) and having difficulties with engaging the campus (Hurtado & Carter, 1997; Parker & Flowers, 2003). This presentation will: (1) provide an overview of the challenges low-income AHANA students face attending predominantly white institutions (PWI); and (2) examine the Options Through Education Program as one type of intervention used to facilitate the transition

### **Racial Identity, Motivation, and Academic Performance in African American College Students**

Gailda Pitra Davis  
American Council on Education

Research indicates that African Americans college students have fewer academic achievements and lower persistence rates than their White peers (Allen, 1992; Cook & Cordova, 2006; Fleming, 1984; NCES). Researchers have begun to explore non-cognitive factors as a way to understand the outcomes of African Americans (Grandy, 1998; Hyatt, 2003), with a particular focus on the individual constructs of racial identity and motivation (Cokely, 2003; Lockett & Harrell, 2003). This session presents findings from an investigation into the relationship between racial identity, motivation, and academic performance in African American students at a predominately White institution (Davis, 2009). Conclusions from this study and implications for enhancing racial identity and motivation while sustaining the mental well-being of African American students will be discussed.

## **A Review of Asian Acculturation Scales**

Peter M. del Rosario, Ph.D.  
Victoria Ketteridge  
Marist College

Approximately two-thirds of the current Asian American population was not born in the U.S. Several instruments measuring the Asian acculturation have been developed. Assessing acculturation is an important part of understanding the mental health issues and distress experienced by Asian groups, and is necessary for delivering culturally competent clinical services. The purpose of this research is to review five instruments. The Suinn-Lew Asian Self-Identity Acculturation Scale (SL-ASIA), the Asian American Multidimensional Acculturation Scale (AAMAS), the Asian Values Scale (AVS), the East Asian Acculturation Measure (EAAM), and the Multigroup Ethnic Identity Measure (MEIM) are each critically reviewed regarding their development, psychometrics, and clinical utility. Suggestions are proposed for their revision, the development of new scales, and research directions.

## **Double Jeopardy: Understanding the Intersectional Stigma of Same-Sex Domestic Violence**

Jennifer Gaskins  
Nicolee Overstreet  
University of Connecticut

Although domestic violence stigma can create barriers to help-seeking, not all victims of domestic violence experience this stigmatization in the same way. Oftentimes the stigma of domestic violence intersects with additional stigmatizing identities given their visibility (e.g., race) or conceal-ability (e.g., sexual orientation). Thus, the purpose of this presentation is twofold. First, we will provide a framework for understanding how domestic violence stigma can inhibit victims' help-seeking processes. Second, given the research indicating that same-sex domestic violence (SSDV) occurs at the same rate as heterosexual domestic violence (Potoczniak, Murot, Potoczniak, & Crosbie-Burnett, 2003), we will explore the complex intersection of domestic violence and sexual orientation stigma within the framework provided.

## **Racial and Professional Identity Development of Student Family Therapists in Training**

Gabrielle Guedet  
Tatiana Glebova  
Theresa Thickens  
Alliant International University  
Nicole Cable  
California State University

Multiculturalism became an integral part of marriage and family therapy (MFT) training and professional competency. With more diversity among students and clients there is a need of actions which fight racism at the individual or systemic level, and support racial and cultural equity at the multiple levels of MFT training and practice. Race is considered as one of social identities which shape student experiences in MFT training. This phenomenological study explores student understanding of race, experiences of racism, resistance to racism in multiple settings of training, and intersection of the development of professional and racial identities in an accredited MFT Master's level program. Theoretical preconception for this study is the Racial/Cultural Identity Development model.

## **Factors Associated with mental Health Service Use in Latino and Asian Immigrant Elders**

Giyeon Kim  
Yuri Jant  
David Chiriboga  
Lawrence Schonfeld  
University of South Florida  
Grace Ma  
Temple University

The purpose of this study was to examine factors associated with the mental health service use of Latino and Asian immigrant elders. Data were drawn from the National Latino and Asian American Survey. Hierarchical logistic regression analyses were conducted for Latino (N=290) and Asian (N=211) immigrant elders. For both groups of immigrant elders, poor self-rated mental health was significantly associated with mental health service use, after controlling for all other variables. Poor self-rated mental health mediated the association between mood disorders and mental health service use only in Latino immigrant elders. Results highlight an important role of self-rated mental health as a potential barrier in the use of mental health services, and suggest intervention strategies to enhance service use.

## **Perceived Racial Discrimination on Black Adolescents' Ideal and Actual Educational Goals: Examining Moderators and Mediators**

Antoinette Landor  
Leslie Gordon Simon  
Ny Mia Tran  
The University of Georgia

A triangulation mixed-methods design was used to evaluate differences in personal and interpersonal development, diversity attitudes, and multicultural skills for 38 students enrolled in a multicultural psychology course from the beginning to the end of the semester. Quantitative results indicate that students made improvements in their awareness and knowledge of diversity, social justice, and multicultural issues, while qualitative findings indicate that students develop an understanding of course material, diversity- and self-knowledge, and cultural competence. The consistency of quantitative and qualitative data provides a conceptual framework that describes how students develop cultural competence as they move through the stages of racial identity development before, during, and after service. Implications for course development and assessment are discussed.

## **Gender Differences in Predictors of Mental Health Among Older Adults in Korea**

Jungui Lee  
Othelia Lee  
Boston College

As global aging is occurring at a rate never seen before, and South Korea is aging faster than other industrialized nations, close attention needs to be paid to respond to the challenges and opportunities of growing older. The present study is undertaken to examine the predictors of mental health in the nationally representative sample of South Korean older adults. While notable gender disparities were documented in the previous research on Korean older adults, limited research further identified specific factors influencing mental health by examining gender separately. This study further examines the well-being of older women who are often left out in the discussion of global aging due to their limited contribution in the labor market.

## **The I AM Model of Afrikan/African/Black Male Identity Development**

Lionel Mandy  
California State University, Long Beach

Black psychology and Afrikan/African psychology have developed theories on Black and Afrikan male identity development over the last 40 years. Some of these theories are centered in Afrikan theory, experience and reality, while others utilize the tenets of mainstream psychology.

This presentation examines mainstream psychology, Black psychology, and Afrikan-centered psychology to discern its major themes. It then utilizes those themes, and themes of identity development found in Ralph Ellison's novel *Invisible Man* to create a new model: the I AM Model of Afrikan male identity development. This new model is applied to current Black and Afrikan-centered models of identity development. Clinical applications of the I AM Model to the reinvigorating of African American men are discussed.

### **Measurement of Bicultural Identity in American Indians: Psychometrics and Relevance**

Justin D. McDonald  
University of North Dakota

In investigating the applicability of the Orthogonal Theory of Biculturalism, the studies highlighted herein established psychometric properties of a brief scale that could accurately determine the bicultural competence of American Indian clients and research participants. Applications of the Northern Plains Biculturalism Inventory Revised (NPBI-R) are presented and future directions discussed.

### **“I Don’t Think About Race”: Constructions of White Identity in Race Research**

Lauren Mizock  
Debra Harkins  
Renee Morant  
Suffolk University

Helms (1993) described raceless-ness as a common perception of racial identity among whites in the U.S., often combined with claims that whites also lack culture. The problem resulting from these constructions of racial and cultural identity is the tendency to perceive the white category of race as normative and ideal (Arminio, 2001). Whites' dominant power status in the U.S. is tangled within this invisible web of cultural and racial identity. We will explore how racial and cultural identities among white participants are constructed in the research setting and the impact of constructions of white invisibility.

## **Female Ethnic Identity Theory: An Intervention for African American Adolescent Females**

Nataka Moore  
Adler School of Professional Psychology  
Amea Dassani

For the African American adolescent female, developing a positive ethnic identity in a bicultural context is difficult. The adolescent African American female can develop a positive identity in the relationship with her mother. The mother daughter relationship is thought to be a source of reliance in abating internalized racism and improving ethnic identity of the adolescent (Collins, 2000). *Therefore, the aims of the poster will be to introduce a model developed out of incorporating various theoretical paradigms such as the following: Feminist Therapy, Narrative Therapy, Family Systems, and the Ethnic Identity Model.* The proposal seeks to provide an intervention program to enhance African American female Adolescent's sense of ethnic and gender identity.

## **Processes and Struggles with Racial Microaggressions: Experiences from the White American Perspective.**

Kevin L. Nadal, Ph.D.  
Marie-Anne Issa, M.A.  
Katie Griffin  
Michael Tobio  
Vivian M. Vargas  
Lindsay Corman, M.A.  
John Jay College of Criminal Justice

The purpose of this study is to expand the research on racial microaggressions by including the perspective of White Americans, who are often the unintentional or unconscious enactors of racial microaggressions. Fifteen participants, who self-identify as White, were recruited from a university and the surrounding community to take part in focus groups. Analysis of the data was completed using Consensual Qualitative Research (CQR). Six analysts and one auditor consensually agreed upon several domains, themes, and examples of racial microaggressions. Examples of domains include: Participation in or Observations of Racial Microaggressions, Defense Mechanisms, and Racial Biases and Prejudices. Implications for mental health and well being of Whites and people of color are discussed, and recommendations for preventing microaggressions are provided.

## **Why Aren't We Teaching This? Why Critical Race Theory is Critical to the Study of Race in Anthropology.**

Teresa Ramos  
Brian Montes  
University of Illinois Urbana-Champaign

The following presentation takes up Critical Race Theory (CRT) as a guiding framework for research methods, production, and pedagogy within the discipline of anthropology. CRT scholars analyze the US legal system and how everything from the US constitution to Supreme Court rulings reproduce white hegemony. Using CRT as an ethnographic and theoretical tool, we ask not only for the study of race, as manifested and articulated biologically and socio-culturally, but demonstrate how racism is maintained through anthropological theories of race. More specifically, we question the theoretical and pedagogical tools used by anthropologists in teaching and talking about race. Finally, through CRT we articulate alternative theories and pedagogical tools that counter the reproduction of white hegemony in anthropology.

## **Culture Inclusion and Curriculum Enhancement through New Media Storytelling**

Teshia Roby  
California State Polytechnic University

Storytelling is a time honored global custom that allows people to share personal and cultural perspectives in ways that are unique and individual, yet have the potential of being transsituational and transcultural. Culture inclusion through new media storytelling is the process of using new media technologies to provide human element and cultural perspective for a lesson or topic within a course. The technique requires the storyteller to reveal a connectedness to a topic, use personal artifacts to help reveal the story, and provide the most important component of the story: the storyteller's own speaking voice. This session will showcase examples of culture inclusive short stories and introduce a concept for a cross discipline repository for college and K12 curricula called the Opus Collective.

## **Awareness of Cultural Privilege: Assessment of Multicultural Competence in European American Therapists**

Kelly Russo  
Fielding Graduate University

Presentation of research examining ability of awareness of cultural privilege in European American counselors to predict strength of therapeutic alliance with culturally different clients. Although prevalence of mental health issues is similar across ethnicities, most non-European Americans do not seek mental health services. Of those individuals from nondominant ethnicities who do seek psychotherapy, many do not experience positive treatment outcomes. Research has

demonstrated that when there is a strong therapeutic alliance, treatment outcomes improve. Leaders in the field of multicultural psychology have argued that internal awareness of cultural privilege in European American counselors is necessary to forge productive therapeutic alliances with culturally different clients. Findings from this research serve to offer empirical data regarding these assertions.

### **Attitudes Toward Persons with Psychiatric Illnesses: Individualistic vs. Collectivistic Cultural Contexts**

Seungah Ryu  
Othelia Lee  
Boston College

This individual presentation will include an overview of background literature on attitudes toward persons with psychiatric illnesses and crosscultural views on mental health. The researchers will present research methods, data analysis, and findings. Implication for practice and policy are discussed.

### **Multiple Identities: The Intersection of Womanist and Ethnicity in Latinas**

Erin Schwartz  
Edward Delgado-Romero  
University of Georgia

Expanding the current research is pivotal in advancing the use of instruments and constructs. This pilot study analyzes the intersection of womanist and ethnic identities in the Latina population. Undergraduate and graduate students from a large Southeastern university were recruited to complete the WIAS and MEIM instruments. The purpose of this study was to determine if the WIAS was an adequate instrument to be used with other minority populations. Preliminary analyses revealed that both instruments produced acceptable reliabilities and significant correlations amongst the variables.

### **Coping With Experiences and the Impact of Microaggressions: Clinical Implications and Use of the Empowerment Models of Counseling**

Priti Shah  
Christopher Newport University

The current poster presents an overview of themes emerging from a grounded theory study examining the experiences of racial/ethnic discrimination, impact, and coping styles of women of

color (visible racial/ethnic minority women). Two methods of qualitative inquiry (individual and group interview meetings) were conducted in order to understand and validate their experiences. As the study also served as an intervention in social advocacy, participants experience in the research was also evaluated and will be presented. Results overwhelmingly highlighted experiences of microaggressions (though other forms of covert and some overt forms of racism and discrimination were experienced), in addition to the role of social coping, and mediators of institutional factors and racial ethnic identity. Lastly, the presentation will focus upon the clinical implications regarding the ambiguous nature of microaggressions and applicability of narrative and other empowerment models.

### **The “C.A.S.T.”: A Group Psychoeducational Approach to Racial and Cultural Identity Development**

Rhameka Shelley  
Robert King  
Forest Institute

This presentation will discuss the need for adolescent outreach programs that address racial and cultural identity development, and introduce the audience to “The C.A.S.T.”, a psychoeducational group intervention program for African American adolescents. The presenters will discuss the development and implementation of this psychoeducational group as a part of an outreach program dedicated to assisting African American high school students in their transition from adolescence into adulthood. Specifically, the goals of the psychoeducational group focus on racial and cultural identity development, stage-identity self awareness, stage-specific challenges, and racial-cultural coping skill acquisition.

### **Let’s Talk About Pedagogy, Research, and Practices Centered on Racial Identity Theory**

Lori Simons  
Lawrence Fehr  
Widener University

A triangulation mixed-methods design was used to evaluate differences in personal and interpersonal development, diversity attitudes, and multicultural skills for 38 students enrolled in a multicultural psychology course from the beginning to the end of the semester. Quantitative results indicate that students made improvements in their awareness and knowledge of diversity, social justice, and multicultural issues, while qualitative findings indicate that students develop an understanding of course material, diversity- and self-knowledge, and cultural competence. The consistency of quantitative and qualitative data provides a conceptual framework that describes how students develop cultural competence as they move through the stages of racial identity development before, during, and after service. Implications for course development and assessment are discussed

## **Acculturative Stress Among College Students: The Impact on Psychological and Physical Health**

Petra Symister  
The City University of New York

This study examines acculturative stress and ethnic identity and its impact on the health of college students. One hundred forty students completed surveys to measure stress, ethnic identity, depression, physical symptoms and health behaviors. Acculturative stress was positively associated with depression ( $r=.414$ ,  $p<.001$ ), frequency of physical symptoms ( $r=.225$ ,  $p<.01$ ) and the likelihood of skipping meals or purging after eating ( $r=.244$ ,  $p<.01$ ), and negatively associated with participation in regular exercise ( $r=-.184$ ,  $p<.05$ ). Ethnic identity was not associated with depression, perceived stress or symptom frequency. Additional analyses found that acculturative stress mediated the relationship between perceived stress and physical symptoms. These findings suggest that programs that focus on reducing acculturative stress may serve to improve psychological and physical health among students.

## **Students Evaluations of the Latino Mental Health Concentration (LMHC)**

Hector Torres  
Nayeli Chavez  
The Chicago School of Professional Psychology

Hispanics the largest and fastest growing ethnic minority group in the US (US Census, 2007) continue to face many challenges that affect their access to services and overall quality of life (NCLR, 2005). In response to those challenges, The Chicago School of Psychology developed a concentration in Latino Mental Health which aims to train individuals to provide effective mental health services to the Latino/a population. During the presentation results and conclusions reached through the analyses of qualitative data collected in a 90-minute focus group with students currently enrolled in the concentration will be presented.

## **Research and Clinical Perspectives on South Asian Americans' Experiences of Racism**

Usha Tummala-Narra  
Boston College

The issue of race has held an ambivalent position for South Asians in the United States, despite a significant history of racial and ethnic discrimination directed against various South Asian communities (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, Nepalese) (Bhatia, 2007). The study of racial discrimination is particularly relevant to mental health researchers and practitioners in that increased knowledge about the experience of racism can help to develop therapeutic strategies addressing racism related stress, and institutional strategies to increase

utilization of adequate mental health services. This presentation addresses the ways in which South Asian Americans experience racism both by presenting findings from research with Asian Indians, and clinical practice with South Asians.

**Self-knowledge, Identity, and Cultural Pride: Chicana/o Students' Experiences in a Chicana/o Counseling Course**

Manuel Zamarripa  
Ileana Lane  
Texas A&M University

This presentation will present the results of a qualitative study focusing on the experiences of Chicana/o master's students' reactions to and the possible effects of completing a graduate course that focuses on Chicana/o counseling and mental health. Specifically, the study is looking to determine how or if the completion of this course effects the students' sense of self-knowledge, identity, and cultural pride. It is the hope of the researcher that the results of this study will add to the current literature on ethnic identity development, but more specifically continue to further the dialogue on the educational implications for such courses in promoting cultural understanding and pride within one's own ethnic group.

## **WORKSHOPS**

### **Talk About It! The Psychological Impact of Native Retention in Higher Education**

Alan Lechusza Aquallo  
Palomar College  
Benjamin Neale  
Alliant International University

The enrollment and retention rates for Native males in higher education are currently at a critical point. We propose strategies addressing the historical trauma and internalized racism for Native males through the theoretical concepts we identify as the entering / exiting Native student. This multimedia, experiential-based workshop will progress the discourse building upon historic trauma and current educational system within Indian Country.

### **An Examination of Racial Identity, Culture and Diversity in Counselor Preparation.**

Batsirai Bvunzawabaya  
Tylon Crook  
Chippewa M. Thomas  
Auburn University

The question of whether or not educators are multiculturally competent has been the topic of great discussion for years. This presentation seeks to explore potential answers to this question while addressing other factors considered when discussing integration practices, such as racial identity. This presentation describes currently utilized integration practices; perceived effectiveness; what integration practices look like; and how racial identity influences an educator's ability to carry out these practices. Therefore, the goal of this presentation is to expand the discourse regarding the impact of racial identity on pedagogy that foster multicultural competence. After this session the participants will be able to implement specific pedagogical strategies that are relevant to developing multicultural counseling competence and pedagogy competence in graduate students.

## **Strategies for Assessing Racial/Ethnic Identity and Addressing Differences in Cross-Racial Therapy**

Doris Chang  
Catherine Bitney  
Kalli Feldman  
New School for Social Research

The presentation draws upon findings from a phenomenological study of ethnic minority clients' experiences with a non-Hispanic White therapist to examine the relationship between racial/ethnic identity and subjective experiences of race in cross-racial therapy. Findings suggest a strong link between racial/ethnic identity development stage and level of satisfaction working with a White therapist, and more specifically, the perception of racial/ethnic mismatching as a barrier or facilitator to therapy. Participants preferred that therapists bring up the topic of racial and ethnic differences early on in the therapeutic relationship and provided recommendations for doing so effectively. Strategies for assessing racial/ethnic identity and broaching differences in therapy will be presented via case examples and role plays.

## **Cultural Challenges in Implementing an Evidence-Based Parenting Program**

Susan Cohen Esquilin  
Montclair State University  
Tamika Jarrett Howell  
Institute for Community Living

This workshop will focus on issues that have arisen in our attempt to implement the Essex County Incredible Years Parenting Program in community agencies with African-American and Latino parents. The three year project was supported by a NJ Children's Trust Fund grant. The workshop will address some of the challenges involved in taking this research-based model into the larger community. Specifically, we will present several of the parenting techniques that the program attempts to impart (i.e. utilization of "time out", "ignoring", and reward systems). We will then, based on theories such as Post-Traumatic Slave Syndrome (DeGruy Leary, 2005), explore the resistance to learning these techniques and what appear to be culturally related values that may be the basis of this resistance.

## **Research Methods for Learning How to Learn: Adapting EBPs for Immigrant Families**

Diana Formoso  
Mercedes ter Maat  
Diana Wile  
Sabrina Tassy-Lewis  
Center for Psychological Studies

Culturally-adapted interventions have demonstrated the potential to strengthen family relationships and promote child well-being for low-income, ethnic minority groups. Ideally, cultural adaptations to evidence-based practices (EBPs) are guided by research, but we found very little literature to guide our work with Latino, Haitian, and English-speaking Caribbean families in South Florida. In such situations, it can be adaptive to adopt a “learning how to learn” perspective (Trickett & Formoso, 2007), where interventionists educate themselves on the context, culture, strengths and needs of a community to guide intervention efforts. This workshop describes how the Connections project used a learning how to learn model and qualitative and quantitative research methods to adapt EBPs and enhance the cultural competence of a family-focused intervention.

## **Clinical Applications of Racial Identity Theory in a Group Setting: The Case Study of *The Color of Fear***

Juan Garcia  
University of Nevada, Las Vegas

Theorists and researchers have recognized how race and racial socialization plays an important role in mental health (Carter, 2007; Franklin-Jackson & Carter, 2007), yet there remains a paucity of conceptual models to inform counselors how to assess and treat racial identity development in clinical and group counseling settings, in particular. This workshop will draw upon conceptual frameworks from Helms’ People of Color and White Racial Identity Models (Helms and Cook, 1999) and Taskman’s (1965) developmental model of group stage development to help counselors identify, assess, and treat racial identity development in a group setting, while using the racially diverse group of men from *The Color of Fear* (Mun Wah, 1994) as a case study.

## **Teaching Racial Identity Theory: Passing the Torch**

Erica Holmes

Krystal Edmonds-Biglow

California School of Professional Psychology, Alliant International University

Timpson, W.M., Yang, R., Borrayo, E. Canetto, SS. (2005) stated that a pedagogy of any human diversity training, may require the unlearning of oppressive, maladaptive beliefs, attitudes and values. Exploring one's own racial identity may illicit the negative feelings including unmanageable guilt, sadness and often times helplessness (Beverly Daniel Tatum in Geismar, K. & Nicoleau, G. 1993). The word racism may evoke a sense of shame that can be unpalatable for some individuals in early stages of racial identity development (Adams, M., Bell, L. A., Griffin, P. 1997). The shame or guilt results in a lack of exploration of one's role in inter-racial interaction. The realization that one has perpetuated racism is distressful and can result in denial about one's actions or the avoidance of the subject area all together. This avoidance might lead to the perpetuation of further racist and/or microaggressive acts and stifle the development of a health ethnic identity. Therefore, it is important for psychological training to assist students in their journey.

## **Framework for Cultural and Linguistic Competence that Supports Engagement, Services and Organizations**

Nancy Macias-Smith

Ivy Jones Turner

The National Center for Mental Health Promotion and Youth Violence Prevention Education Development Center

Cultural and linguistic competency remains for some, a confusing task. At its core, Cultural and Linguistic Competency (CLC) is simply the premise of respect for individuals and the inclusion of multiple perspectives. The framework for CLC developed by the National Center for Mental Health Promotion and Youth Violence Prevention, housed at Education Development Center, provides guidance to successfully demonstrate CLC at both the individual and organizational level in a social environment. This CLC framework provides the strategies to assess and support the positive development of children and families through the implementation of services, activities, and interventions through a model of community collaboration. The initial conceptualization was directed to school systems, we discovered the application is appropriate to any community organization.

## **The Bakari Project**

Thomas Parham  
University of California, Irvine

The challenges confronting African American and other youth of color in this day and time are significant. And yet, while society targets interventions to address the academic, familial, criminal justice, economic, and social elements of their lives, conspicuous by its absence are many programs designed to address more fundamental aspects of their character development as adults. The BAKARI Project is such a program, and this workshop will introduce participants to an intervention that is changing the lives of young African American youth and how it might be adapted with other youth irrespective of racial or ethnic background.

## **Promoting Social Justice or Injustice in Supervision: Critical Perspectives on Racial Identity**

Anmol Santiani  
Kelli Johnson  
Danice Brown  
Sha’kema Blackmon  
University of Illinois-Chicago Counseling Center

This workshop will focus on integrating principles of racial identity and cultural theories in clinical supervision. Presenters will conduct “live” supervision incorporating issues of race and culture and invite participants to reflect upon racial identity supervisor-supervisee interactions. Participants and presenters will discuss implications for training supervisors.

## **The Kulula Project: Assessing the Impact of Afrocentric Mentoring on Black Racial Identity**

Billie Schwartz  
Maria Jose Rendon  
Guerda Nicolas  
University of Miami

Mentoring programs constitute ideal scenarios to expose Black children to positive messages about what it means to be Black, both through mentoring relationships with Black role models, and a curriculum that incorporates elements of African culture. This workshop discusses the development, implementation and evaluation of the Kulula Project, a tutoring and mentoring program for Black students in Miami through an Afrocentric group mentoring approach. We will discuss how the curriculum addresses the development of Black youth through topics such as appreciation of self and self-esteem, development of interpersonal and leadership skills,

increasing civic and community engagement, and increasing college preparedness skills. Finally, we will evaluate the impact of the program by examining the racial identity development of mentors and mentees.

### **Healing Circles: Intersection of Race and Gender in Group Work**

Wendi Williams  
Ellen Short  
Long Island University

Crafting safe spaces in which authentic processing about the intersection and impact of race and gender on the lives of African descent women specifically, and women of color overall can occur, is critical to their optimal mental health (Jones and Shorter-Gooden, 2003; Williams, 2005). Gender and non-white racial identities are often marginalized in western culture and consequently yield environments, even those meant to promote health, which are unhealthy physically and psychologically for women of color. This workshop will provide a theoretical foundation and an experiential exercise for race and gender group work with women of color. A particular focus on group relations, racial identity, intersectionality theories, and Black feminist thought is employed to conceptualize group work with women of color.

### **Creating Culturally-Responsive Learning Environments for Students of Color**

Gwendolyn Willis-Darpoh  
American Institutes for Research

The student composition of today's 21st century classrooms is more culturally and ethnically diverse than ever before in the history of the United States. As a matter of fact, in some schools more than 130 different languages are spoken. Despite the significant shift in student demographics, the make-up of the teaching force has remained relatively stagnant – single, white, female and Protestant. According to Ladson-Billings (2001), today's new teachers face a new classroom diversity that is qualitatively different from what she faced when she began her teaching career in the late 1960s. Therefore, it is imperative that today's teachers understand the cultures of their students in order to create culturally responsive learning environments where both students and teachers can thrive.

# **STRUCTURED DISCUSSIONS**

## **Gang Affiliation, Identity Development and Ethnic Identity Formation in African American Adolescent Males**

Jeshana Avent-Johnson

Erica Holmes

California School of Professional Psychology at Alliant International University

While African American males between the ages of 10 and 24 represent 26 percent of the US population (US Census, 2004) they represent over 37 percent of the overall gang population (Egley, 2008). Presenters will look at African American gang members, their identity development, and discuss why gang life is one of the few alternatives for African American adolescent males, in a quest for their identity. This presentation will demonstrate the usefulness of utilizing Cross' Ethnic identity and Erikson's psychosocial models as the framework for conceptualizing this population. Unresolved ethnic identity is a major contribution to the need that appears to be evident among gang members. The social infrastructures once responsible for ushering African American into manhood are overwhelmed, fragmented or non-existent (White & Cones, 1999).

## **Experiences of Race-Related Stress in Elderly African American Women**

Kisha Bazelaïs

Boston College

Elderly African American women have been exposed to these various forms of racism throughout their lifetimes (Essed, 1991; St. Jean & Feagin, 1998), however little is known about their specific experience and their mental health outcomes because they have not been the focus of research on racism and mental health. This structured discussion will focus on highlighting the influence of race-related stress on the mental health outcomes of elderly African American women, and will propose model to examine the effects of racial (i.e., racial identity) and gender factors that influence levels of psychological distress among African American women in their later years. Implications for mental health services for elderly African American women will also be discussed.

## **Racial and Cultural Identity Considerations in Clinical Research and Treatment Engagement**

F. Antoinette Burriss  
Michelle E. Roley  
Alfiee M. Breland-Noble  
Duke University Medical Center

Providing the foundation for this presentation is the AAKOMA (African American Knowledge Optimized for Mindfully-Healthy Adolescents) Project; a clinical treatment development trial for depressed African American youth and their families. Given the low participation by African American youth in clinical research and treatment, it follows that improvements in the engagement and treatment of this population constitute an important public health contribution. In the presentation, the study team will provide a summation of their high yield recruitment strategies employed within a Community Based Participatory Research (CBPR) framework. The team will also present empirical data to offer insight into individual barriers as reported by study families. The presentation will conclude with future implications of the findings.

## **Not Just a Matter of Black and White: Bi-Racial Identity Development for Dual-Ethnic Minorities**

Troy Davis  
Erica Holmes  
California School of Professional Psychology, Alliant International University

Much of the literature on bi-racial identity development focuses on those born of African American and Caucasian unions. However, with the growing trend of ethnic immigrants migrating to the United States and often residing in neighborhoods where other ethnic-minority populations reside, interethnic-minority unions and their offspring are continuing to increase (U>S> Bureau of the Census, 1992, cited in Ramirez, 1996). Dual-minority populations, in particular, those that have historically been oppressed such as African American and Latino American populations, have cultural experiences that differentiate them from the majority/minority biracial experiences and models thus, creating unique developmental processes within these individuals (Erikson, 1968; Erikson, J.M., 1997; Phinney, 1989). Therefore, their unique problems deserve more research and attention than has been historically documented (Gillem, Cohn, and Throne, 2001). The discussants will examine the psychological complexities and emotional effects of intra and intergroup racism on ethnic group identification and identity development.

## **Understanding Racial Identity and Race-based Stress in Immigrants: Towards an Inclusive Model**

Stephanie Donnelly  
Seth Christman  
Maria Jose Rendon  
University of Miami

Traditionally, racial identity models have focused on White, Black, and People of Color racial identity (e.g., Helms, 1990, Cross, 1991) capturing the complexities of identity development within the social construction of race in the U.S. Less is known, however, about the unique racial and ethnic identity experiences of immigrants who enter the social environment of the U.S. from another country. As there are currently no conceptual models for understanding the racial identity experiences of immigrants the purpose of this discussion is to explore the unique ways in which immigrants to the U.S. conceptualize race and develop a racial identity. The outcomes from this discussion will enable the authors to develop a preliminary framework of racial identity development specific to immigrants in the U.S.

## **A Culture of Immigration: Toward Transnationally Competent Work With Spatially Separated Mothers**

Rachel Hoogasian  
Ahjane Billingsley  
Boston College

Transnationalism in immigration has been an emerging interest in numerous fields of study. Psychology has been behind in the critical evaluation of long held assumptions around immigration, disconnection and assimilation. The interdisciplinary research base on the topic of transnational motherhood is a space where Psychology can gain incite into a broader understanding of the depression and anxiety that transnational migrants face. Further research in this area will promote more therapeutic interventions for not only these women but also other immigrants. Integrating transnational identities into older immigrant models of understanding and intervention will include multidisciplinary strivings. Addressing the needs of transnational immigrants will incorporate ecological approaches that reach beyond the typical boundaries of Western talk therapy into more political, economic, and occupational advocacy.

## **Using a School-Based Intervention to Promote the Racial Identity Development of Black Adolescent Girls**

Maryam Jernigan  
Boston College

The present study examined the socialization experiences of a sample of Black girls (N=14) enrolled in the 9th grade in a predominantly White high school setting.

“Regular” attendees (RA) were those who attended nearly all of the sessions, whereas “Non-regular” attendees (NRA) did not. Quantitative findings indicated that both RA and NRA participants reported an increase in positive perceptions of teachers. RAs also increased their level of school engagement and belief that their school experiences would have an impact on their future success, whereas NRAs did not. RAs’ levels of Immersion racial identity (Black oriented) increased, whereas NRAs’ Conformity (White oriented) increased. Qualitative findings suggested that participants who attended the intervention regularly developed a more sophisticated understanding of the ways that racial dynamics impacted their perceptions of school experiences.

## **Racial Identity of Black Students at PWIs and HBCUs**

Omari Keeles  
Laura Kohn-Wood  
University of Miami  
Fatima Sherif  
Protestant Guild for Human Services  
Niicole Woodard  
George Mason University

The racial identity of Black college students has been a topic of interest for many researchers. Various studies published on Black identity development of Black college students at Predominately White Institutions (PWIs) and Historically Black Colleges and Universities (HBCUs) has limited its examination, focusing specifically on racial identity among Black college students attending PWIs and Black college students attending HBCUs. The comparison of racial identity among Black college students attending both HBCUs and PWIs and its impact on intellectual development has rarely been explored. Past research presents conflicting conclusions and is outdated. The aim of the small group discussion is to examine the current breadth of literature, present contemporary research, and foster new ideas that contribute more qualitative data to the subject matter.

## **Integrating Social Justice in Working with At-Risk Youth: Treatment Implications**

Anatasia Kim  
Cynthia Martinez  
Mahtab Moaveni  
Wright Institute

A school-based group therapy integrating a social justice framework and psychoeducational/skills building orientation was provided to culturally disenfranchised students at risk for behavioral, emotional and academic problems. Results indicate significant environmental stressors for the participants including high community violence exposure as well as family stressors. In addition, preliminary pre – post group analyses indicate general potential for treatment efficacy. In particular, a number of areas indicated significant improvements at post interview including educational aspirations, peer attachment, self-esteem, and anger management. These results provide suggestions for not only the possible treatment efficacy of this model but as well offer important considerations in integrating social justice in our work with marginalized communities.

## **Integration of the Therapeutic Self: Explorations of Multiple Identities in Cross-Cultural Psychotherapy**

Kim Nghiem  
Shamaila Khan  
Uma Chandrika Millner  
Cambridge Health Alliance/Harvard Medical School

Clinical dyads where bicultural therapists provide psychotherapy services to clients with Dissociative Identity Disorder will be presented. Multiple identities of the therapeutic self that emerge through therapy and supervision with respect to race, culture, gender and trauma will be explored. Discussion will be structured around the integration of multiple identities within contemporary psychotherapy models.

## **“I Don’t Have Anyone... Do I?”**

Kelly Thomas  
Karen Farrell  
Midwestern University  
John Carlsen  
Chicago Department of Public Health

This presentation focuses on the experiences of young students of color, illustrated specifically by my own experience, being taught and trained into the profession of psychology by a

predominately White faculty, in predominately White Universities and Colleges. It will also present ideas of how to minimize stressors for students of color, especially when they lack supervisors and mentors from their own cultural backgrounds to help them maneuver through their training. The desire is to increase cultural awareness and sensitivity of students and faculty, both African American and Caucasian. This presentation hopes to promote a healthy dialogue about ways Caucasian supervisors and faculty can play a role in enhancing both racial and professional identity development processes for students of color.

### **Realizing the American Dream: African American Identity in the Obama Age**

Brendesha Tynes  
Jessica Cobbs  
Porshe Garner  
University of Illinois

This study used qualitative interviews to examine the impact of President Obama's election on two domains of identity: race and career. A thematic analysis of 49 interviews of African American adults ages 19-57 was conducted. Preliminary analysis revealed that pre-encounter as well as internalization biculturalist themes were represented in responses. The majority of those interviewed reported that Obama's presidency caused them to be increasingly hopeful about future career and educational pursuits. Participants also reported that they now had a responsibility to improve their conditions in their communities and saw the Obamas as models to be emulated. Moreover, many recognized "hard work" as requisite for their success and described the "American Dream" as now attainable where it had previously been only rhetoric.

### **Racial Identity and Racism: Voices from Chinatown**

Carol Wan  
Jennifer Taub  
Boston Chinatown Neighborhood Center

This facilitated discussion will first present a brief model of racial identity development, and experiences with low income, Chinese American youth. The following questions will be discussed: 1) Are previously developed racial identity development models applicable to Asian American youth? What can we learn from those models to help us in serving this population? 2) How are Asian American youth impacted by experiences of both overt and covert racism, particularly in the school setting? 3) How can we work with youth to help bolster positive racial identity and resilience, 4) How can we address systems (e.g. schools, community settings) so that such youth do not fall through the cracks, and so that covert racism is understood and addressed?

# SYMPOSIA

## **African-American Adolescents' Racial and Ethnic Identities' Function in School and Social Contexts**

Lawanda Cummings  
Adina Wright  
Brandeis Green  
Kelly Lewis  
Georgia State University

Research suggests that African-American youth's ethnic and racial identity often buffers them against prejudice and discrimination that they experience in school settings and larger society (Eccles, Wong, & Peck, 2006; Nicholas, Helms, Jernigan, Sass, Skrzypek & DeSilva, 2008; Ogbu, 1992). This symposium will consist of four interrelated research papers investigating how racial and ethnic identity function within school and social contexts for African-American students. Each paper will describe contexts in which racial and ethnic identity emerges as a protective and/or risk factor for African-American adolescents. This symposium will contribute to the conference theme by focusing on how these constructs influence African-American adolescents' ability to navigate their social and academic worlds. Future directions in research and intervention design will be discussed.

## **Race Self Complexity Within Human Personality and Lives**

Afiya Mangum  
Cynthia Winston  
Howard University  
Rodney Terry  
US Census Bureau  
David Wall Rice  
Morehouse College

Narrative theories of personality describe the storied nature of human thought represented in autobiographical memories and narrative identity (McAdams, 2001; Singer, 1995). Yet these theories do not explicitly incorporate the meaning of race within lives and American culture. The Race Self Complexity Theoretical Framework provides such an integration to guide a mixed methods program of research designed to explore human personality and how persons process the meaning of race narratively. This collection of symposium papers use narrative and survey data from the Personality and Lives Study to explore the thematic, affective, and motivational meaning of race within human personality, lives and American society.

## **Family-Centered Approaches for Understanding and Addressing Youth Mental Health Disparities and Well-Being**

Michelle Porche  
Wellesley College  
Margaret Keiley  
Auburn University  
Renee Spencer  
Antoinette Basualdo-Delomonico  
Boston University  
Lisa Fortuna  
Nazmun Alam  
Melodie Wenz-Gross  
Peter Metz  
University of Massachusetts Medical School

This symposium includes four presentations which describe: 1) patterns of mental health and community services use by diverse youth and their families; 2) phenomenological exploration of processes that encourage or act as barriers to service use; and 3) the development of community and clinical interventions designed to promote mental health and well-being for youth and families from diverse cultural backgrounds. Family factors, including an understanding of shared identity, as well as family resilience and adjustment in the context of stress and trauma, are a focus. Analyses using quantitative and qualitative methodologies underscore that success of community services and program interventions depend on increased understanding by providers of the various intersectionalities of racial/ethnic, cultural, and class-based identities of youth and families.

## POSTERS

### **Addressing Racial Identity in Counseling with African American Clients: Benefits, Barriers, and Recommendations**

Ellen Bronder  
Suzette Speight  
University of Akron

The purpose of this review is to examine the theoretical models of racial identity as they relate to addressing it in African-American clients in a counseling setting. Racial identity theory will be directly applied to the therapeutic process as a means of client development as well as a means of working within a social justice framework. The review will be illustrated with case examples and applications to the field. The necessary development of multicultural competence in addressing racial identity in session will be examined. The consequences of neglecting to address racial identity in counseling and the larger consequences for society will be addressed such as the impact undeveloped racial identity may have on racism, discrimination, and microaggressions.

### **Culture and Stigma: Chinese American and European American Attitudes Towards Mental Illness**

Charlene Chen  
Lawrence Yang  
Columbia University

Stigma accompanying mental illness is tied to 'face' and social standing in Chinese societies. Within Chinese culture, stigma and its ensuing 'loss of face' may extend beyond devalued individuals to family members. The present study examined whether socially restrictive and distancing attitudes towards persons with mental illness and their families differed between Chinese- and European-Americans. 589 European-Americans and 56 Chinese-Americans recruited via nationwide random digit dialing and oversampling, responded to questions following presentation of a vignette describing a subject with either schizophrenia or major depression. Results indicated that Chinese-Americans held more socially restrictive attitudes than European-Americans towards persons with mental illness getting married and bearing children. Furthermore, Chinese-Americans showed more intimate social distance towards their siblings.

## **Internalized Psychiatric Stigma and Stigma Coping Strategies among Chinese-American Families**

Szuyeh Chen  
Teachers College, Columbia University

Internalized psychiatric stigma indirectly causes Chinese immigrant families who have mentally ill members to suffer from great psychological distress. We utilize an integrated qualitative and quantitative approach to identify internalized stigma and stigma coping strategies among 28 Chinese immigrant family members of patients with schizophrenia in New York City. Our analyses reveal that measures of internalized stigma and actual stigma coping responses endorsed by relatives differ greatly, with measures of coping response revealing a great deal more stigma. This study utilizes multiple methods to spur further innovation for stigma assessment and psychosocial interventions in this population.

## **Everyday Racism, Racial Socialization, Stress and Binge Eating Among Black American Females**

Margaret Connolly  
Boston College

Few studies exist that explore etiological factors related to eating disorders among Black American women specifically. Through quantitative methods, the proposed study aims to integrate race and culture into the current understanding of eating disorders. More specifically, this study aims to describe the relationship between perceived racism, racial socialization, perceived stress, and binge eating among Black American female undergraduates. This study proposes that increased perceived racism may increase perceived stress resulting in increased binge eating. On the other hand, increased racial socialization may decrease perceived stress resulting in decreased binge eating. In sum, the current study will examine the extent to which perceived stress mediates two relationships: perceived racism and binge eating and racial socialization and binge eating.

## **Gurukulam of Tampa Bay: A Look at the Impact of a Weekend Enrichment Program on South Asian Immigrant Family Engagement in Education**

Paromita De  
Brown University

Gurukulam of Tampa Bay is an academic enrichment program for South Asian youth held at the University of South Florida. This K-12 venture supports over 200 students. The program's success is entirely based on family engagement. This study examines the challenges faced by South Asian immigrant families and how their involvement in the program allows them to

overcome those challenges, such as issues relaying cultural values to and supporting the education of their youth. The findings in the study on the connection between cultural values and immigrant unity to educational purposes have implications for future education policy work focusing on immigrant families.

### **School Disengagement and Academic Self Concept among African American Adolescents**

Christina Dodd  
Ben Snyder  
The University of Georgia

The study investigates academic self-concept and school disengagement among African American adolescents. Participants who self-reported lower grades than the actual academic records indicated lower academic self-concept. The research examined school disengagement to determine if there was a relationship between low academic self-concept and school disengagement. Attendance and tardy records, as well as behavioral incidences and attitudes about school and teacher determined the participants' level of school engagement. According to Chavous and colleagues (2008), school disengagement is connected to perceived barriers related to discrimination and racial group identification and may be a coping response to negative school experiences. Further research examining the motivations for the discrepancies needs to be completed to identify interventions to increase academic self-concept and decrease school disengagement.

### **Racial and Cultural Identity Development as a Resilient Strategy for Juvenile Offenders**

Rachael Donalds  
Brown University

Programs directed at rehabilitating youths need a holistic understanding of racial and cultural identity in the context of the Juvenile Justice System to impede recidivism. Shared experiences while incarcerated may result in the residents creating a new cultural identity as a protective factor against the Juvenile Justice System. Because the residents may categorize intervention programs to be part of the "system", it may be beneficial if the interventionist is perceived by the residents as a cultural peer with whom they are able to identify.

## **Mental health services for the Latino and Asian HIV/AIDS population in San Diego.**

Paula Helu Fernandez  
Stephanie Chiquillo  
Jessica Hubble  
Nadia Perez  
Soh-Leong Lim  
San Diego State University

This presentation focuses on HIV/AIDS in the Latino and Asian communities in San Diego. These populations are vulnerable to social injustice due to discrimination and cultural based judgment.

Fieldwork with human rights activists, LGBT leaders, and those who have contracted the disease revealed that Asians and Latinos follow dominant discourses surrounding sex making the disease an issue of great shame. Based on fieldwork in the community, we strove to better understand the mental health needs of these groups.

The presenters describe their process in learning about the population while highlighting statistics regarding HIV/AIDS in the Latino and Asian communities, the narratives of interviews from their fieldwork, and the importance of culturally sensitive training as mental health professionals will be explicated.

## **“How May I be of Service?” Accent and Dialect Discrimination in the Customer-Service Dynamic**

Angela Finley  
The University of Texas at Austin

Discriminatory attitudes based on racial or ethnic stereotypes negatively impact persons of color in almost every social setting: from courtrooms, to housing, to employment, to customer service experiences, and more. Over the past several decades, measures have been put into place with the intention of reducing and ideally eliminating discriminatory practices. A review of a number of legal proceedings involving accent discrimination in employment settings offers evidence that discriminatory practices based on accent have occurred, despite measures such as Title VII of the Civil Rights Act of 1964. Further, given that certain dialects and accents are commonly associated with specific racial and ethnic groups, stereotyping and subsequent discrimination in customer service settings may also occur.

## **Racial Factors and Critical Social Analysis Among in African American Youth**

Brandeis Green  
Georgia State University

The aim of this study was to investigate the contributions of racial identity and racial socialization beyond peer and parental influence, to the development of critical social analysis in African American youth. Young people perceive injustice and inequality in varying ways. The recognition of societal inequalities, or the development of critical social analysis may be a contributing factor to activism for youth. Factors such as sense of agency, parental and peer influence and intellectual curiosity have previously been explored as contributors to activism for African American youth (Watts, 1999). Study results indicated support for the link between racial identity, racial socialization and a specific factor of critical social analysis. Implications of the findings as well as future directions are discussed.

## **Identifying Risks for Stigma Emotions Experienced by Chinese-Americans with Schizophrenia**

Valerie Jackson  
Christine Hau Yu Tang  
Lawrence Yang  
Columbia University  
Grace Lai  
New York University

Stigma-related emotions are particularly significant among Chinese immigrants with severe mental illness due to the severe loss of face accompanying diagnosis. This study examines which symptoms indicate higher risk of experiencing stigma emotions in Chinese-Americans with schizophrenia (n=26). Current symptoms (from PANSS) appear more closely related to patient stigma emotions than lifetime symptoms (from SCID). The PANSS Negative Psychopathology Scale scores were most significantly associated with stigma emotions, especially increased stereotyped thinking and lack of spontaneity. Recognizing which symptoms are related to experiencing such debilitating emotions will aid clinicians and family members when trying to relate to the patient, as well as develop culturally-specific treatments for Chinese Americans with schizophrenia.

## **The Role of Ethnic Pride, Self Esteem and Educational Aspirations in Working with Culturally Disenfranchised Youths: Conceptual and Treatment Implications**

Anatasia Kim  
Cynthia Martinez  
Mahtab Moaveni  
The Wright Institute  
Jonathan Boyajian  
San Jose State University

A school-based group therapy integrating a social justice framework and psychoeducational/skills building orientation was provided to culturally disenfranchised students at risk for behavioral, emotional and academic problems. Results indicate significant environmental stressors for the participants including high community violence exposure as well as family stressors. In addition, preliminary pre – post group analyses indicate general potential for treatment efficacy. In particular, a number of areas indicated significant improvements at post interview including educational aspirations, peer attachment, self-esteem, and anger management. These results provide suggestions for not only the possible treatment efficacy of this model but as well offer important considerations in integrating social justice in our work with marginalized communities.

## **Different Reasons for Avoiding Therapy for Children amongst Parents of Various Ethnicities**

Jeninne McNeill  
Hofstra University

This study inquired about the motives behind why parents of various ethnicities do not seek therapy for their children for specific behaviors. The method for this study was structured interviews via the internet. Each participant was asked to rank reasons for avoiding therapy for his/her child, if the child displayed behaviors such as stealing, attempting suicide, etc. Six distinct possibilities were given as reasons why the parent would not seek therapy for their child. The parent was then asked to rank a set of reasons that specifically pertained to their top two choices. Lastly, demographics were collected. There were 497 participants of various ethnicities. Data was analyzed via ANOVAs and Chi Squares. There are numerous significant findings amongst the results.

## **Stressors on Undocumented Immigrant Families and Forced Separation of Families**

Eunice Palacios-Ramirez  
Oswaldo Ramirez  
Soh-Leong Lim, Ph.D.  
San Diego State University

As a Oaxacan-Native-Mexican who crossed the border illegally at age 8, as a newly arrived Mexican international student in the U.S. and as a first generation Mexican-American of undocumented immigrant parents, we have experienced immigration in different ways. As mental health professionals in training, we are concerned about the unique stressors that undocumented families have and how these affect their mental health. From our field interviews with immigrant families as well as with advocates and professionals who work with these families, we are passionate that the voices of this underrepresented minority population be heard. We suggest a strengths-based approach in therapy and we advocate for more culturally competent mental health workers and a heightened social awareness of the migratory problem.

## **Self-Stigma, Loss of Face, and Help-Seeking Attitudes in Asian Americans**

Hima Reddy  
Columbia University  
Meifen Wei  
Iowa State University

The present study examined self-stigma, public-stigma, and loss of face as they correlate to attitude toward seeking psychological help and willingness to seek help. A total of 106 Asian American students participated in this study through an online survey. Results from a path model indicated significant indirect effects from self-stigma and loss of face through help-seeking attitudes to intentions to seek help for interpersonal and drug/alcohol concerns, after controlling for general shame. As such, the results imply that, as researchers and clinicians encourage Asian Americans to seek psychological help, it is important to consider and pay attention to concerns related to loss of face and the tendency for Asian Americans to self-stigmatize themselves regarding help-seeking.

## **Exploring the Emotional Correlates of White Racial Identity Status Attitudes**

Matthew Siegel  
Robert Carter  
Teachers College, Columbia University

The study investigated theoretical propositions about relationships between White racial identity status attitudes and various emotional states. It was hypothesized that immature White racial

identity status attitudes would predict negative emotions such as fear and guilt, whereas mature White racial identity status attitudes would predict positive emotions such as confidence and attentiveness. A pretest-posttest control group design was implemented. The sample consisted of 200 White undergraduate and graduate students from several universities in a Northeastern U.S. metro area. An original stimulus was used to elicit emotions related to a fictional race related event. Statistical results provided evidence in support of hypothesized relationships between White racial identity status attitudes and emotional states. Implications for clinical practice and research are presented.

### **Acculturation and Cognitive Ability Assessment: Issues of Validity**

Steven P. Verney  
Jennifer Bennett  
Lynette Silva  
Yajaira Peña-Esparza  
University of New Mexico

Cultural factors may differentially affect performance across groups resulting in less valid scores. The purpose of this study is to examine the associations between cultural factors and cognitive performance. Students completed an acculturation measure, the Scale of Ethnic Experience, along with a cognitive test, either the Shipley Institute of Living Scale (SILS; n=363) or seven subtests of the WAIS-III (n=42). Cultural factors accounted for 8.2% of the SILS scores and 24.2% of the WAIS-III Full Scale scores beyond that accounted for by socioeconomic status. Cultural factors were not significant for the white students in either study. Thus, cultural factors may adversely impact cognitive performance rendering these cognitive tests less valid for assessment of ethnically diverse students.