



CONFERENCE PROCEEDINGS

The Tenth Annual Diversity Challenge

Race and Culture in Teaching, Training, and Supervision

October 15-16, 2010

Boston College, Chestnut Hill, Massachusetts

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INVITED PANELS

- **From the Therapy Room to the Campus Cultural Center: Race Matters**
Usha Tummala-Narra, Ph.D., Boston College; LaQueta Wright, Ph.D. – Dallas County Community College District at Richland College
- **No More Secrets: Racial-cultural Training that Meets the Needs of Sexual Minorities and Adolescents**
Nancy Boyd-Franklin, Ph.D. – Rutgers University; Y. Barry Chung, Ph.D. – Northeastern University
- **No Child (or Teacher) Left Behind: Undoing Racism and Xenophobia in Education**
Paula S. Martin, Ph.D. – Needham Public Schools; Lisa Patel Stevens, Ph.D. – Boston College
- **Seeing the Invisible: Taking Action Against Racism**
Anderson J. Franklin, Ph.D. – Boston College; Kevin Nadal, Ph.D. – John Jay College of Criminal Justice – City University of New York

INDIVIDUAL PRESENTATIONS

Unheard Voices: A Curriculum for Diversity Inclusion in Psychology Training Programs

In a display of research and recommendations, the individual presentation will explore the cultural components of curriculums for clinical psychology graduate training programs. This presentation expresses the experiences of graduate students within their respective programs and provides a suggested curriculum for programs to intentionally infuse culture within clinical competency, an aim promoted by the APA. The curriculum would be used by practitioners, researchers, and professionals to improve cultural training, increase accessibility to clinical services, and facilitate research recruitment.

Riana Anderson
Tanya Nichols
University of Virginia

Evaluating a Pre-Orientation Program to Engage White Students in Campus Diversity

Pre and post data from a pilot pre-orientation program to engage White students in diversity and social justice will be presented. The primary goal of this program is to reduce stigma and prejudice among White students while exploring constructs of racial identity, power, and privilege. This program is served in conjunction with the pre-orientation for students of color. Therefore, students also have the opportunity to interact across lines of difference. The program is evaluated for reduction in stigma and prejudice, and changes in racial attitudes. Qualitative data also conveys the impact of this program on personal levels or stigma and prejudice specifically, and notions of diversity and justice more broadly.

Kira Hudson Banks
Meghan A. Burke
Illinois Wesleyan University

Family, School, Country of Birth and Adolescents' Psychological Well-Being

Approximately three million foreign-born children, half of whom are adolescents, are living in the United States, comprising 4 percent of the U.S. population under age 18 (Forum on Child and Family Statistics, 2007). Nonetheless, research concerning the psychological well-being of adolescent immigrants is scarce. This study is based on the data from the California Health Interview Survey Adolescent Survey 2003, which collected key health indicators of California adolescents (age 12-17). Multivariate regression models were used to examine the differences in psychological well-being between foreign-born and U.S.-born adolescents and the extent that family and school supports affect their psychological well-being. This study finds that foreign-

born adolescents' unique family environment, and/or cultural norms have a protective effect and support their development.

Venera Bekteshi
Qingwen, Xu
Thanh Van Tran
Boston College School of Social Work

Causes and Consequences: Examining Racial Identity among Biracial/Multiracial College Students

There has been widespread documentation that dispositional attributes of the individual, as well as support from family members, and environments can impact an individual's racial identity. More recent research has examined the impact of contemporary experiences on the stability or instability of racial identity; particularly among college students. What is lacking in the current literature is an examination of the effect of several factors in multiple protective contexts and how they combine to impact racial identity and adjustment. Another shortcoming of the extant research is the failure to recruit and examine various combinations of biracial/multiracial individuals within one research study as a means of comparing and contrasting the experiences of similar and divergent racial compositions on student identity and adjustment.

Shannon Bert
Katelynn Nix
University of Oklahoma

Challenges in Teaching Undergraduate Psychology Classes to Incarcerated Women

Challenges in teaching undergraduate psychology courses at a women's maximum security prison are discussed. Curricular and instructional modifications are presented that address the cultural, racial and sexual dynamics of the prison setting. Academic strategies are offered with an emphasis on the development of critical thinking skills that engender student empowerment, self-awareness and dissipation of learned helplessness. The primary conclusion posited is that prison education for women is supporting the assertion of extant research wherein a strong, positive correlation exists between undergraduate education opportunities and recidivism rates. Furthermore, with regard to this presentation, it is anecdotally suggested that the development of critical thinking skills, exposure to psychology research and theory as well as rigorous academic standards within the classroom climate foster tolerance, empowerment and motivation relinquish endemic "learned helplessness" within correctional systems, factors which have been implicated in reduction of recidivism.

Lisa G. Borodovsky
Pace University and Marymount Manhattan College

Teaching Concepts of Race and Ethnicity: An Afro-Feminist Cultural Perspective

There are major challenges experienced when teaching concepts of ‘race’ and ethnicity in the US academy. For example, the concept of ethnicity, which the presenter thinks is a better indicator of culture, is one of the most misunderstood concepts in the USA. Many students believe that the USA is comprised of only one culture, the Euro dominant ‘American culture’. Both students and faculty, separated by social constructions of race, ethnicity (e.g., culture, worldview, and language), skin color, and class really do not ‘know’ each other. This in turn produces a disconnection among students and faculty members, particularly those whose experiences are not based in a White, male/female, middle-class reality.

Valerie Borum
University of Illinois at Chicago

Employment coaching: how to manage personal social identity of “stigmatized” unemployed people

The aim of the proposed communication is to use lived experience to show how psycho-social coaching, based on the theories of social categorization and communications, can help unemployed people to find work in cases where they are stigmatized by their race or culture. The study relates to an actual experiment conducted with long-term unemployed people as part of a programmer supporting their return to work. The proposed technique is based on the theory of social categorization implicated in personal development in terms of identity management as well as communications in relationships with discrimination. It consists of locating the subject in his social identity as a worker, consolidating this and then exploring the effects produced by the difference in appearance or culture, and ways of addressing these aspects in employment relations.

Philippe Castel
Marie-Francoise Lacassagne
UB-UFC-Burgundy University, SPMS Laboratory

Multicultural Counseling Expertise: Moving Beyond Cultural Competence

This study explores the experiences and perceptions of ten counseling practitioners, identified as experts in the field of multicultural counseling. Selection criteria was based on research findings of general characteristics of experts in any domain, and input from prominent multicultural counseling researchers, educators, and practitioners. An interpretive case study design, utilizing, semi-structured interview protocol was conducted and audio taped. The findings from the study indicate there are three dimensions of multicultural counseling expertise: Meaning of Multicultural Counseling, Practitioner’s Knowledge and skill, and Integration of personal and professional life. The dynamic interplay of personal experiences, professional knowledge and

skills, and meaning of multicultural counseling created interactions that result in a triadic reciprocal relationship that facilitates the development of multicultural counseling expertise.

Shirley A. Cornett
Connie Callahan
Eastern Kentucky University

Microaggressions: Prevention Through Awareness

Microaggressions are “the brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostility, derogatory, or negative racial, gender, sexual-orientation, and religious slights and insults to the target person or group” (Sue, Capodilupo, et al., 2007). The goal of this presentation is to introduce and discuss the term ‘microaggressions’ and to demonstrate how microaggressions are silent forms of campus violence. We also will provide suggestions to create a culture change in higher education institutions which includes but not limited to critically examining the culture of the institutions, existing institutional norms, raising community awareness, shaping student assumptions, social norms, behavior, and culture regarding this subtle form of oppression as a type of violence.

Elma Dervisevic
Riley Drake
Drake University

The Experiences of Students of Asian Descent in a College of Pharmacy

This study explores the relationships between the cultures of pharmacy students of Southeast Asian descent and their educational experiences in a college of pharmacy. Four students who had finished their fifth year out of six at a college of pharmacy were interviewed. Themes emerged from the data which indicated a connection between their cultural backgrounds and their experiences. These included the influence of their families to attend pharmacy school, friendships based on similar cultural value systems, positive interaction with faculty, faculty avoidance due to feelings of intimidation and the role of hierarchy in their cultural backgrounds, and taking responsibility for their learning rather than approaching faculty with questions.

Claire DiFrancesco
Lesley University

Becoming “Coconuts” and “Twinkies”: Assimilation to the Dominant Culture through a Hawaii Lens

We discuss providing empirically supported treatments to people of ethnically diverse backgrounds when we are from Hawai`i, a multicultural society. Research focuses on providing treatments for diverse individuals, but professional training provides little support for individuals of diverse backgrounds practicing in a field developed predominantly with Euro-American concepts and values.

Derrin Fukuda
Jarrett Takayama
Pacific University School of Psychology

Training Psychologist Awareness of Power and Privilege: Presentation of a Collaborative Pilot Community-action Project

This presentation reviews the ongoing process of one clinical psychology doctoral program’s efforts to teach multicultural competency through collaborative, community-based participatory research and action partnerships. 28 graduate students attending a predominantly White program partnered with an inner-city elementary school that provides services and education to primarily African-American homeless youth. After six months, only 25% of students remained actively involved in the project. Student experiences collaborating with the school were elicited through surveys, focus-group discussions, and written narratives. Responses were coded and analyzed for content themes. Emergent themes centered on reasons for student drop-out, and developing awareness of the role and responsibility of personal enactment of privilege. Results of the analysis and implications for future training will be discussed.

Sarah Geiss Trusz
Tammera Cooke
Liang Tien
Antioch University

Navigating Cultural Impasses in Supervision

Research on counselor training has demonstrated the need for White supervisors and therapists to be sensitive to cultural differences in cross-racial dyads. One aspect missing from this literature is the focus on racial and ethnic minority counselor trainees who have limited personal and professional interactions with White individuals. Rarely are White people addressed as an “other” who supervisees’ need to familiarize themselves with in order to gain cultural competence. This may be difficult for a White supervisor to address without further perpetuating harm to a supervisee of color. Using a narrative lens, a White supervisor and a Latina supervisee

share their perspectives about their supervisory relationship, the navigation of cultural impasses, issues of power in clinical work, and suggestions for training.

Dianna M. González
Tracie L. Hitter
New Mexico State University

School Climate and Culturally Relevant Pedagogy Beliefs in Bahamian Secondary Education

The purpose of this research is to examine school climate and its relation to culturally relevant pedagogy in a Bahamian context. Using a sequential exploratory design, perceptions of Bahamian pedagogy were obtained through semi-structured interviews (N= 7) and a focus group (N= 1) and used to devise Bahamian measures of culturally relevant pedagogy (Phase 1). In Phase 2, teachers and administrators (N = 227) were surveyed regarding their perceptions of school climate (Hoy et. al, 2002), efficacy to enact culturally relevant pedagogy (as perceived in both Bahamian and American settings) and beliefs in the positive outcomes of using culturally relevant pedagogy (Siwatu, 2007). Results demonstrate the validity and reliability of the scales and implications for school effectiveness research are discussed.

Niambi Hall-Campbell
North Carolina State University

Race and Culture in the Forefront: Experiences of Counseling Center Psychologist

In this individual presentation, the author, an African American counseling center psychologist and faculty member who holds a social justice perspective, will discuss the impact of race and culture on her clinical, teaching and supervisory experiences. Specifically she will address the challenges endemic in working as staff psychologist, individual supervisor, “Supervision of Supervision” seminar leader and teacher of undergraduate students enrolled in the class, “Life Lessons from the Writings of Alice Walker.” References to journal articles and texts will further augment an understanding of the centrality of “race and culture” in clinical and academic work. It is the intention of the presenter that audience members will gain a greater appreciation of the importance of holding a social justice perspective in working as a counseling center psychologist.

Kathryn Jackson
Suffolk University

Pitfalls, Triumphs & Challenges: The predicament of teaching race and culture in higher

There are three primary areas of concern for teaching about race and cultural studies in academic. First, insuring that a hospitable environment for the acceptance, support and legitimacy of the activity is established. Secondly, assuring that pedagogical values in the teaching of multiculturalism is honored. Thirdly, securing a community of liked minded colleagues who will offer consultation, collaboration, and technical/ emotional support. These areas are paramount in any courses success as these areas are most vulnerable and subject to attack. A number of strategic efforts will be addressed to circumvent these forces with attention given to the future of multicultural teaching.

Michelle D. James
Oakton Community College

The Effects of Segregating Through School Choice: Examining Schooling and Success Patterns

The empirical debate on the relationship between school choice and educational equity has largely focused on who chooses what, and under which conditions. This study examines the educational effects of segregation heightened by school choice in one school district. Differences in school climates and instructional practices are compared across school characteristics (including study body racial composition and the school's choice type) using hierarchical cluster analysis; the effects of these differences on student graduation and college attendance are then assessed using multiple regression. By examining racialized patterns in the schooling offered across school choice options, these analyses problematize the empirical arguments relied upon by administrators and policymakers: this study ties the equality of school choice to equality in actual schooling practices.

Kimberly LeChasseur
Greater Philadelphia Urban Affairs Coalition

Cross-Community Leadership Development post-Katrina: Assessing Theory and Praxis through Narrative and Photography

Over 8 months in 2009, Two Euro-American university researchers and New Orleans-based African-American and Latina community health workers co-created a project using photography, interviews, and other participatory research strategies to identify, critically analyze, and document responses to the health and psychosocial disparities facing post-Katrina communities. The action-reflection research process served as a context for documenting and valuing women's leadership, that is, our contributions to survival and post-Katrina reconstruction while developing better understandings of the similarities and differences within and across our communities. The groups also enabled us to situate community-based health promotion within the structural

constraints of racism and gender oppression to which we sought to respond. In this paper, the University researchers reflect on the process and praxis of the project, using interviews with participants collected after the project's end as sources to explore leadership development among participants and their stories of "transformation."

M. Brinton Lykes
Boston College

Finding Our Voice: Effective Solutions for Recruiting and Retaining African American Graduate Students

Recruitment and retention of students of color is becoming an increasingly important concern for graduate programs. Navigating the politics of graduate school and a career in academia is a salient experience for students of color. This presentation will outline research findings for African American students with regards to peer relationships, faculty mentorship, sense of belonging, and present a balanced view of the diverse student. Strategies for increasing recruitment and examining admission requirements will be outlined for ensuring and expanding a successful graduate school experience and beyond for African American students. It is hoped that attendees will be able to identify barriers and opportunities for more effective recruitment and retention efforts. Handouts will be provided.

Arleezah Marrah
Tiffinee Hamilton
Old Dominion University

Project STUD (Sexual Teachings & Understanding Drug aimed at Hispanic Children)

The title is Project STUD which is an acronym for Sexual Teachings & Understanding Drugs. It is aimed at Hispanic children with the goal of preventing misunderstandings about sex and drugs that can lead to negative outcome and risky behaviors. The program is intended to challenge and reframe irrational beliefs that can influence risky behaviors. Your beliefs become your attitudes then you play your role! The program is set up as a 12 week program. The psychoeducation is distributed to the children 2 times a week, each being an hour long session. Each session consist of 45 minutes Psychoeducation & 15 minute discussion vs. the control group that only watches std and prevention videos 2x a week for 12 weeks. It would be ideal to simultaneously use the program to observe the results with a Longitudinal study , and possibly measure amount of unwanted pregnancies and STD's in post 3 and 5 years after program implemented.

Lorena Martin
University of Miami

Culturally-Grounded Health Messages to Decrease Risky Behaviors

This program addresses the underutilization of mental health services, a phenomenon linked to students experiencing undetected mental health issues, decreased academic performance/retention, suicide ideation, and high incidences of risky behaviors. We approached this difficult task by creating and implementing culturally-grounded, peer-developed, mental health messages and programs intended to engage students via “thought-provoking” and “information-rich” media, crafted “in their own language”. Our overarching goals are: 1) to demystify stigmas associated with utilizing campus-based mental health services; Objective: increase participation in campus-based health related services; 2) provide culturally-grounded health messages/training to the student body. Objective: decrease participation in risky behaviors (ATOD use/abuse, promiscuity, unprotected sex) and their consequences (STIs, suicide ideation, poor academic performance, and intensification of latent psychological/emotional issues).

Jeff Menzise
Morgan State University

Acknowledging Your Voice: Researcher Training and Development in Race Research

Implications of the role of the researcher’s race in the power dynamic with the participant will be reviewed. We will discuss ways of exploring researcher-participant racial identity interactions, and how this relationship enriched our data analysis. We will address the benefits of addressing experimenter race in researcher training.

Lauren Mizock
Suffolk University

“I Think They Feel Like Visitors:” White Educators’ Perspectives of METCO Students

This presentation introduces findings from a study of nine white educators’ perspectives of METCO (a Massachusetts voluntary desegregation program) at their high school. Educators were asked to discuss their beliefs about the ways that race and whiteness intersected with their practice and affected their interactions with METCO students.

Although participants claimed to be committed to METCO students, the majority knew little about their lives and community, and filled in gaps with assumptions. Several participants knew almost nothing about the METCO program, itself, and were unaware which of their students were in it. Most participants believed that their METCO students felt like “visitors” within the building, and found it challenging to suggest ways to facilitate a more equitable experience for them.

Esta Montano
Massachusetts Department of Elementary and Secondary Education

Mental Health Implications of Multiracial Microaggressions

The purpose of this study is to expand the research on multiracial microaggressions by trying to understand subtle discrimination of various social identity groups. Multiracial microaggressions are defined as daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, enacted by monoracial persons that communicate hostile, derogatory, or negative slights towards multiracial individuals or groups. This study presents a qualitative exploration of the experiences of multiracial microaggressions and helps to understand the impact of these subtle discriminations on their well-being, societal progress, and counseling relationships. Results from our study align with theoretical models of microaggressions, supporting that multiracial microaggressions do exist and that they have detrimental impacts on the mental health of minority groups.

Kevin Nadal

Michelle Wideman

Yinglee Wong

Katie Griffin

John Jay College of Criminal Justice

Giving Voice: Strategies for Facilitating Involvement in Multi-Level Action Based Research

The participatory research model has become increasingly accepted as a method of increasing empowerment by speaking with and not for those that we are seeking to better understand. As we employ these models we need to ask ourselves if we are truly giving voice and if despite years of multicultural training we are still ignorant as to the ability of those that have less power to speak up and get involved. Can our participants do it? Can minority members of the research team? The purpose of this paper is to explore the ways in which a research team missed opportunities to give voice and hear the perspective of a minority member of the research team and how to make this possible.

Johnny Nguyen

Michelle Ronayne

Nashua Community College

Debra Harkins

Suffolk University

The Pain from Within: Implications of Intra-Group Racial Microaggressions in Higher Education

Using research and recommendations, this presentation will illuminate the psychological and emotional impact of intra-group racial microaggressions and provide practical recommendations for addressing these experiences for racial minorities as individuals and in group settings. These recommendations can be used by personnel in departments of counseling and psychological services as a method of client recruitment, considering racial minorities tend to underutilize mental health services at predominantly white institutions. Also, outreach and programming through multi-ethnic student offices may help to provide additional support to student's college adjustment and management of race-related experiences, namely, racial microaggressions. Additionally, there are implications for institutions that tend to focus on the inter-group relations of all students without addressing concerns within the multi-ethnic populations themselves.

Tanya Nichols
Myles Durkee
Joanna M. Lee Williams
Riana Anderson
University of Virginia

The Cultural Competence in Rehabilitation Science Institute

Rehabilitation medical disparities continue in the United States despite greater attention to these issues in the literature and organizational initiatives for improving provider cultural awareness and sensitivity. The presenter will describe the mission, vision, and development of an institute within an urban academic medical center, The Cultural Competence in Rehabilitation Science Institute (CuCorsi). Members are twenty rehabilitation healthcare providers, students, and educators, all separately involved in improving the cultural sensitivity of the University and hospital environment and services. Achieving greater visibility and leverage through avoidance of marginalization were primary considerations in joining together. Goals include providing cultural competence training for providers and investigating effectiveness of methods through measurement of provider knowledge, patient satisfaction, patient outcomes, and patient perceived racism.

Janet Niemeier
Virginia Commonwealth University Health System

Allen Lewis
Virginia Commonwealth University Rehabilitation Counseling

Navigating Diversity within a Therapeutic Multicultural Center

Understanding different cultures requires knowledge about cultures and oneself. Self-awareness of biases allows successful interactions. Working within a therapeutic, diverse setting presents a unique opportunity for supervisees to engage in implementation of programs with diverse populations. This program hopes to engage participants in an open discussion regarding these issues.

Beena Persaud
Alexis Faller
School of Professional Psychology at Forest

Teacher Expectations: The Influence of Teacher Variables

Teacher expectation effects have been shown to be larger for “stigmatized” than for non-stigmatized students (Jussim, Eccles, & Madon, 1996). The current study investigated whether teacher demographic variables influence expectation formation. Multiple regression was used to analyze data from the Education Longitudinal Study of 2002 (ELS:2002). Results showed an effect of teacher ethnicity on expectation formation. “Stigmatized” teachers held equally high expectations for stigmatized and non-stigmatized students. Non-stigmatized teachers held high expectations for non-stigmatized students but held lower expectations for stigmatized students. Considering the increasing number of stigmatized students (i.e. ethnic minority) and that teacher expectancy effects are strongest when teachers hold negative expectations for stigmatized students, implications could be serious. Educators should consider implications for teacher recruitment/hiring and training.

Azucena Rangel
Texas State University - San Marcos

Hope for Oppressed Children: Equity and Social Justice in the Classroom

America’s educational system is facing a whirlwind of a crisis. This system will have dire consequences for current and future generations of black children, particularly the black males. The academic achievement of these students in public schools is very low. Such students, in fact, are caught in a vicious cycle of hopelessness in school and in the workforce. Hope for Oppressed Children centers on successfully educating black children in a culturally relevant education in the context of equity and social justice. The backdrop of my writing consists of a two-prong approach with respect to theological and pedagogical perspectives. I believe this educational model might be helpful in narrowing the achievement gap between black children and their white counterparts.

Bernard Reese
Worcester Public Schools

Supervision Experiences of International Students in Counseling and Clinical Programs

Even though the number of international students in counseling and clinical psychology programs is steadily increasing every year, the supervision experiences of international students have only recently been investigated. The aim of the current study is to increase the satisfaction of international students in supervision and to suggest ways in which racial, cultural, ethnic and language issues could be comprehensively addressed in supervision. Using Grounded theory method, the supervision experiences of 10-12 Graduate international students within Counseling and Clinical Psychology Graduate programs will be studied. An important focus will be on discussions about issues related to ethnicity, language, culture, race and country of origin.

Shraddha Sundaram
Eui Kyung Kim
Miao Li
Ismail Balci
Boston College

Children of Color Whose Mothers are White: Implications for Community Interventions

According to Taylor-Gibbs (1999): "the fastest growing group of children in the population are those from interracial and interethnic families, which will make them more difficult to categorize racially and to stigmatize socially" (p. 77). In 2008 and 2009, Tang and Robinson-Wood conducted 24 semi-structured interviews with monoracial, biracial, and part-Maori children in the United States and New Zealand. All children had White mothers. Major research themes included: 1) children's experiences with racism, 2) mothers' silence about race, and, 3) race as a status variable. In addition to study findings, recent research on children of color with White mothers will be presented.

Jennifer Tang
James Roehrig
Northeastern University

Critical Multicultural Collective: Teaching Diversity Courses

Those that teach Diversity Courses are familiar with the complex psychological dynamics of students as they reflect upon their cultural identities, own their privilege, mourn their oppression, and learn about injustice. This project aims to teach to this complexity and involves a comprehensive literature review of psychological, developmental, pedagogical, and multicultural theories. We found that when we, as educators, are able to hold a student's subjective experience in a multidimensional fashion, we are able to foster complexity and tolerance for multiplicity. Additionally, we recognize that each student has an idiosyncratic set of emotional reactions when interacting with multicultural issues. Considering that multicultural issues can be

disruptive, we believe that the psychodynamic literature on mentalization can be productively applied.

Yojana Veeramasuneni
Dominican University

Regina Hund
University of Illinois at Chicago

“Great idea, but...” Improving Diversity Training in the Context of Institutional Barriers

The purpose of this structured discussion is for the presenters to facilitate discussion about ways to improve training on racial and cultural diversity in the context of institutional barriers that could hamper efforts to change the training system. The goal is for presenters share their experiences in forming the VA Boston Psychology Service Committee on Diversity and Inclusion, and use this example as a jumping-off point for participants to discuss their own experiences with efforts to improve training on race and culture in various settings. The objectives are for participants to receive support from like-minded educators, to brainstorm about ways to address specific barriers, and to empower participants to advocate for systemic changes when faced with barriers that impair the ability to strengthen training on racial and cultural diversity. The discussion will be framed in the context of Laura Brown's (1994) literature regarding how to accomplish feminist work within patriarchal institutions. The structure of the program will be for the presenters to discuss the background and examples of their own successes and barriers and to frame the discussion in the literature, for participants to discuss their own examples, and then for all participants to collectively brainstorm strategies and solutions.

Heather Walton
Kelly Green
Glenn Trezza
VA Boston Healthcare System

Integrating Race and Culture into an Undergraduate Human Services Curriculum

When a newly introduced Human Services program contained the basic educational requirements in its curriculum, but omitted courses and course objectives that were specifically relevant to race and culture, changes were introduced. Prior to the program launch, a modified social justice course and course learning objectives that specifically incorporated diversity were added. The results of a small qualitative study indicated that most students cited only their Human Services core and program elective courses when asked whether “multiculturalism/diversity is addressed in your classes” and 100% of the students believed that “multiculturalism/diversity is taught in the Human Services program”, indicating preliminary

success at accomplishing the goals of integrating race and culture into a previous curriculum that did not specifically address racial and cultural themes.

Jennifer Weiner
Fisher College

WORKSHOPS

Planting the Seeds, Reaping the Harvest: Dialogues on Racial Healing

While most college campuses embrace racial diversity as an important goal, achieving this goal is particularly challenging at predominantly white residential Catholic colleges. The majority population is often unaware of the pervasiveness of the dominant white culture, and even less aware of its impact on students of color. People are often willing to address overt forms of racism such as hate speech or racist graffiti; however, there is often resistance when it comes to acknowledging more subtle forms of racism. This process is challenging as we seek to understand how our personal histories may have informed our views on race, but when people make the commitment to seek this understanding, the results can transform the campus climate.

Neil Castronovo
Brenda Safford
Assumption College

Live Supervision: A Multicultural, Relational Psychoanalytic Approach

Supervision is one of the primary and perhaps most critical relationships in which a therapist in training gains guidance in addressing racial and cultural concerns. Multicultural, relational psychoanalytic supervision acknowledges and addresses socio-cultural forces that impact the therapeutic dyad, as well as the therapeutic dyad. Live supervision, in which a multicultural, psychoanalytic psychologist provides supervision to a trainee presenting a case in which diversity issues are salient, serves to demonstrate how psychoanalytic psychology addresses the complexities of diversity in treatment. The objective is to provide an understanding of the value of a psychoanalytic approach in addressing the complexities—racial, cultural, and social—of a therapy case in which the client and/or therapist may not be representative of the dominant majority culture.

Leilani Salvo Crane
University of Pennsylvania

Usha Tummala-Narra
Rachel Singer
Boston College

Susan Lambe
University of Massachusetts Boston

Provision of Multiculturally Competent Supervision and Training in a College Setting

The purpose of the workshop is to enhance the multicultural competence of clinicians providing supervision and training in college counseling settings. Specifically, the workshop is designed to: 1) Increase participants' understanding of the literature and ethics regarding multiculturally competent practice, supervision, and training in college counseling centers; 2) Enhance participants' awareness of the multiple factors that contribute to creating an inclusive and welcoming space for students from marginalized groups; and 3) Offer a model for providing multiculturally competent supervision and training in a college counseling setting. Participants will be invited to explore their internal values, discuss their reactions with others, and share their experiences with supervision and training as it relates to serving students from marginalized groups.

Matthew Elliott
Wendy Huang
College of the Holy Cross

Danielle Cote
Antioch University of New England

Sharon Houlahan
Boston College

Meredith Bacon
Massachusetts School of Professional Psychology

The Identity Exploration Seminar – An Intensive Training in Counselor Self-Awareness

This workshop is to provide attendees with an experiential example of the format and process of a 9-month long, weekly training seminar. In 1992, Sue, Arrendondo & McDavis, among other things, recommended that culturally skilled counselors develop awareness of their own heritage, cultural values, and biases. Despite this, Sue & Sue (2003) maintain that training deficiencies remain in this area. The goal of the workshop is to allow attendees to experience various aspects of the seminar and understand the significance of such experiences towards the overall goal of successful identity exploration. Through the use of experiential exercises attendees will learn how to conduct identity exploration seminars for their own trainees. Participants will be provided with opportunities to experience parts of the actual seminar, while also witnessing facilitation techniques. Literature-based evidence for focusing on self-awareness will be discussed and provided.

Kimberly Ewing
Bridget Rivera
Loyola University Maryland

Understanding and Addressing White Students' Resistance to Examining Racism

One of the most challenging aspects of educating about racism is the resistance from white people. Developing a deeper understanding of why people may be defensive allows both for greater compassion and for the development of strategies to overcome the resistance. Resistance is an expression of fear and discomfort with psychological and socio-political roots. Psychological factors include the protection of self-worth, cognitive dissonance, fears about change, and focus on their own pain. Socio-political factors include societal structures, values, and norms that promote the belief in meritocracy, competitive individualism, blaming the victim, and white supremacy. Strategies for preventing and reducing resistance are suggested within three main approaches: building relationships and safety; affirming, validating and conveying respect for students; and utilizing the students' frame of reference.

Diane Goodman
Consultant

Healing Little Haiti

Little Haiti, in Miami, is one of the most historically significant settlements of Haitians in the United States. This neighborhood is home to approximately 250,000 people of Haitian descent, the majority of who remain intimately connected to family, friends, and day-to-day life in Haiti. Though the recent earthquake in Haiti and ensuing devastation has been the focus of attention, this disaster has personal relevance for most residents of Little Haiti. In this workshop, we will discuss the development and implementation of the Healing Little Haiti initiative intended to better understand the needs of the local Haitian community. We will additionally focus on the methodology for providing culturally sensitive recruitment, training, and support when dealing with post-natural disaster trauma.

Gabrielle Hazan
Billie Schwartz
Darren Bernal
University of Miami

A Critical Exploration of Cross-Cultural Miscommunication

This workshop examines interactions among two contrived cultural groups. Afterward, participants address the following: (1) Describe each group, as a member of that group and as someone from the other group. (2) What was highlighted? What was overlooked? (3) How would you characterize the interactions? (4) What are the implications for promoting positive relations among differing groups?

Patrick J. McQuillan
Leo Muellner
Boston College

Teaching about Culture in Psychology – Diversities and Complexities: Asian American and Pacific Islanders as a Case Example

The teaching, supervision, and training of all mental health practitioners in culturally competent care remains a commitment. While there is to be inclusion of culture, there are potential challenges. This dynamic, engaging workshop discusses successes utilizing the Asian American Pacific Islander (AAPI) communities as a core example.

Matthew Mock
John F. K. University

Kiran Shahreen Kaur Arora
University of Massachusetts

Melissa Chu
Simmons College

Means of Interpersonal Functioning in Supervision: Improving Preparedness for Critical Events

Ladany, et al. (2005) have identified seven of the most common critical events in psychotherapy supervision, one of which is heightening multicultural awareness (e.g., gender, race, sexual orientation, etc.). The Means of Interpersonal Functioning (MIF) model offers a method of assessing supervisory dynamics, acknowledging the potential for mismatch between supervisor and supervisee's multicultural identities and levels of cultural awareness (Ancis & Ladany, 2010). The proposed workshop has been developed as a training opportunity for individuals in supervisory roles in which they can enhance their supervision experiences. Participants will observe role-plays and, as a group, they will analyze the role-plays using the Critical Events in Supervision (Ladany et al., 2005) and the Means of Interpersonal Functioning (Ancis & Ladany, 2010) models.

Candice Presseau
Shalena Heard
Lehigh University

Facilitating Intergroup Dialogues on Race

The Program on Intergroup Relations (IGR) at the University of Michigan-Ann Arbor works to promote understanding of intergroup dynamics inside and outside the classroom. The pedagogy offered by IGR is distinguished by its experiential focus, teaching philosophy, incorporation of dialogical methods of communication, and emphasis on conflict as a normative process in intergroup education. Presenters will introduce a four-stage model of facilitating intergroup dialogue used on college campuses and participants will learn about the methodology and

pedagogy. Participants will practice facilitation using experiential exercises and engage in learning facilitation techniques that help guide structured dialogue that promotes honesty, self-reflection, and pathways to collaborative action.

Monita C. Thompson
Adrienne Dessel
University of Michigan

Motivational Interviewing to Facilitate Student Clinician's Change in Multicultural Courses

Multicultural courses for student clinicians can be the most challenging of graduate courses to teach in a training program as they balance intellectual issues with emotional processing. Students often begin this course with significant apprehension and resistance to multicultural training and may minimize course material and instructor expertise. Handling difficult class multicultural dialogues and student resistance requires advanced teaching and clinical skills. In this dynamic workshop, participants will learn how a motivational interviewing style can facilitate self-exploration and change in graduate clinical students. MI seems to work best for those who are resistant to change. Given multicultural topics can raise resistance in students, MI seems a good fit as students broaden worldviews and attitudes necessary in achieving cultural competence.

Kamilla Venner
Steven P. Verney
University of New Mexico

Learning Spanish as a Foreign Language for Mental Health Professionals

Given that language barriers present a major reason for underutilization of mental health services among minorities and the current dearth of Hispanic/Latino mental health professionals, it is incumbent on English-dominant clinicians serving bilingual Spanish-dominant patients to learn Spanish to provide better care to underserved populations. However, learning a new language can seem like a daunting project. This workshop is designed for clinicians interested in learning or improving Spanish language skills and for bilingual and bi-cultural supervisors and teachers wishing to acquire knowledge and practical tools to pass on to supervisees and students motivated to learn Spanish. The presenter will discuss challenges and opportunities in providing treatment to bilingual and monolingual Hispanic patients as a non-native Spanish speaker, describe strategies and time-saving methods to acquire fluency in Spanish tailored to the needs of busy clinicians and students, and provide annotated reference lists and handouts with specialized vocabulary and other materials.

Maren Westphal
Columbia University

Using an Intersectional Paradigm in Teaching, Research, and Practice

The paradigm of intersectionality explores how multiple social identities interact in the development and experience of identity. It calls on educators, counselors, and researchers to consider how the processes of developing identities based on race, gender, sexual orientation, class, and other social groups affect, and are affected by each other. This session explores areas such as: How can we address a “single issue” such as race, while incorporating an intersectional perspective? How does an intersectional approach help (or hinder) in the discussion of power and privilege? Can theories of racial identity accommodate both an individual’s experience of race and other parts of his/her identity? What questions and challenges arise as an intersectional perspective is increasingly used in research, teaching, and training and counseling practice?

Charmaine Lietzau Wijeyesinghe
Diane Goodman
Consultants

Training *Promotores* in the Evidence-Informed Parents Raising Safe Kids Program

The Adults and Children Together (ACT) *Parents Raising Safe Kids* Program at John F. Kennedy University partnered with La Clinica de La Raza to teach a special Facilitator Workshop in Spanish for *Promotores* serving Contra Costa and Alameda Counties. These two counties have very large Latino and Hispanic populations. These community health educators will now add safe parenting practices and violence-prevention tools to their repertoire of topics. La Clinica’s *Promotores* meet regularly with families in Latino homes to share food and discuss subjects related to maintaining good health and a high quality of community life.

Herbert Z. Wong
Julio Escobar
John F. Kennedy University

STRUCTURED DISCUSSIONS

Reading, Writing, and Racialization: Constructing Blackness and Latinoness in Middle School

We do not fully understand how people of African descent, both in the United States and foreign born, conceptualize their integration into the predominantly “Black space” of Prince George’s County or if and how the constituents of Black spaces are conceived of as diverse. Furthermore, we do not know enough about how these processes operate in the public school setting. This workshop focuses on interrogating the public institution of Prince George’s County Public Schools to examine how students and educators construct, negotiate, challenge, and reproduce notions of race. Using ethnographic data conducted in a U.S. middle school, the data reveals how individuals are engaged in their own dialogues and complex constructions of what it means to be Black and Latino.

Arvenita Washington Cherry
Phoenix Cultural Resources, LLC

Teaching Diversity: The Impact of Race and Gender on our Experiences as Instructors

University instructors’ location within the matrix of intersecting identities such as race, class, gender, and culture has significant implications both for what they teach as well as for how their students’ respond to them. However, this is an aspect of tertiary education that is rarely fully explored. The structured discussion will allow participants to both explore their experiences as educators while generating suggestions for improving a focus on diversity and social justice within institutions of tertiary education. The presenters will provide a brief overview of their experiences as educators, including a focus on the impact of various forms of diversity upon their experiences. Following the presentation, a discussion regarding their experiences will be facilitated amongst participants.

Zermarie Deacon
Shannon S.C. Bert
University of Oklahoma

A Wish List from Students of Color in Predominantly White Colleges

This structured discussion will provide a forum for students of color that attend predominantly white colleges to reflect upon their experiences and give voice to their concerns. The goal is to come up with a comprehensive wish list addressed to faculty, administrators, and students, to improve the educational and social environments for students of color. In particular, classroom dynamics of discussions on race, ethnicity, and class, will be addressed, as well as the social

arena outside the classroom. A brief overview of the research on the experiences of students of color at predominantly white institutions will be followed by prepared comments by the presenters that would serve to facilitate further discussion.

Makiko Deguchi
Kobe College

Samanta Rivera
Nova Southeastern University

Nertila Koni
RBSCC Career Pathways

Richard Torres

Jonathan Edwards
Florida Atlantic University

Jimeyri Santiago
Adelante of Suffolk County

Masiel Veras
The Carter Burden Center for the Aging, Inc.

Preparing White Pre-Service Teachers: Using culturally Appropriate Service Learning Methods

Service learning in institutions of higher education (IHE) is an approach used in helping students develop their cultural competency skills (Wehling, 2008). This method has emerged in teacher preparation programs as an approach to preparing pre-service teachers for diverse schools (Culp, et. al, 2009; Barton, 2000; Renner, et. al, 2004; Hess, et. al, 2007; Xin & Lal, 2005). This session demonstrates how the Cultural appropriate or engagement service learning model is used to empower white pre-service teachers to teach students of color. The model emphasizes the integration of service learning and cultural competency from an asset based perspective, and equally acknowledges each stakeholder's assets and strengths (Hess et. al, 2007).

Bola Delano-Oriaran
St. Norbert College

Indicators of Success: Faculty of Color at Predominantly White Institutions

Faculty of color has a variety of experiences at institutions of higher education (IHE). Current literature outlines challenges within the following domains: institutional barriers, living, and navigating between two worlds, marginality, and, teaching while colored, (Stanley, 2006). For example, some faculty of color feel “the obligation to show good citizenship toward the institution by serving its needs for ethnic representation on committees, or to demonstrate knowledge and commitment to a cultural group, which may even bring accolades to the institution but which is not usually rewarded by the institution on whose behalf the service was performed” (Padilla, 1994, p. 26). Some faculty of color leave IHEs due to the existence of hostile environments (Turner, 2002), which has a spill-over effect “discourage [ing] other potential applicants from seriously considering employment at such an institution” (Turner, 2002, p. 7).

Bola Delano-Oriaran
Tynisha Meidl
St. Norbert College

On Teaching Multiculturally-Inclusive Career Development

Classroom instruction that overlooks the inclusion of diversity and cultural identity is inherently detrimental students’ educational development. One example is the inclusion of discussions of the social injustices that may challenge students after they enter the occupational workforce in career development classes (Irving, 2010). However, recent investigators also found that instructor perceptions of the inclusion of diversity fail to predict students’ perceptions of inclusion of cultural diversity (Elicker et al., 2009). The purpose of the current project is to further investigate, understand, and discuss how to prepare students for the real world of work. This project summarizes several graduate student instructors’ experiences of their efforts to include diversity as it pertains to material covered in an undergraduate career development class.

Jill DeiTosta
Shaina Bernardi
Robert Carnicella
Duane Khan
University at Albany

Examining the Cultural Experiences of Italian-Americans: Implications for Training and Practice

Ten first-generation Italian-American women and men were interviewed, using a semi-structured protocol regarding their cultural experiences related to being Italian-American. Consensual Qualitative Research methodology was used to collect and analyze the transcripts. The following are some of the domains that emerged from the data: parents’ circumstances for immigrating to

the United States; experiences of growing up with immigrant parents; cultural meanings and values associated with being Italian-American; observed points of contrast between Italian-Americans and Americans; and, stereotypes of Italian-Americans and their impact. The results of this study suggest cultural heterogeneity within the White racial group. These findings suggest that clinicians and counselors-in-training must take intersections of identity into consideration when conceptualizing clients of European descent.

Cristina Dorazio
Rie Kuroda
Jennifer Stafford
Teachers College, Columbia University

Expanding the Lens through Integration

Relationships are the crucibles for change and few relationships rival the therapeutic one in terms of its influence on the process of change. What often facilitates and/or hinders the therapeutic relationship are the assumptions and biases, both conscious and subconscious, the therapist and client have about one another. The more aware the therapist is about her assumptions and the roots of those assumptions, the more effective she will be in managing their effect. The purpose of this workshop is to discuss how spiritual faith, in particular, informs one's perception of "other". Presenters describe how they facilitate increased awareness among their graduate family therapy students through assignments as well as in-class exercises. Audience members are encouraged to actively participate.

Amy Drennan
Miyoung Yoon Hammer
Fuller Theological Seminary

Working the Intersection of Race, Gender, Religion and Sexual Orientation: A Clinical Case Study

The following case study outlines dynamics of identity in a twice-weekly three-year treatment of a gay 30-year-old African American Jewish male diagnosed with Bipolar Illness. The case history describes a client who, in addition to familial traumas, has struggled with stigma and the parallel development of his racial identity and sexual identity. Issues addressed in treatment included psychoeducation of depression while keeping issues of stigma and agency in mind. The roles that the respective personal identities of the client (African-American, gay, male, Jewish) and therapist (White, gay, female, Jewish) as well the transference-countertransference dynamics are addressed. This case study demonstrates the necessity for an approach in psychotherapy that includes open dialectic between personal identities of both client and therapist.

Elizabeth Freidin
City College, City University of New York

From Multicultural Competencies to Advocacy Competencies: Becoming Agents of Social Justice

The goal of this structured discussion is to generate new ideas for teaching and working from a social justice perspective. Mental health professionals, educators, supervisors, and diversity trainers will be invited to share their journeys, along with the presenters, in becoming agents of social change and reflect on the following questions: What are ways that you incorporate social justice into your everyday work? In what ways do issues of race and culture impact your work, and how can we incorporate these issues into training and seminars in ways that can be transformative for others? What are challenges associated with supervising and training others to become agents of social justice? How have you successfully integrated social justice into supervision and training?

Susanna M. Gallor
Stephanie Clouse
University of New Hampshire

Oral History of Prominent Psychologists of Color: Portraits of Resilience and Contribution

2006 statistics indicate that only 13% of psychologists were people of color, with 29% ethnic minority graduate students in 2007-2008. Annually over one million students take introductory psychology courses, therefore our presentation will offer instructors inspirational multimedia oral histories of 12 prominent psychologists of color: Carolyn Block, Price Cobb, Harold Dent, James Jones, Michael Conner, Cheryl Grills, Robert Guthrie, Thomas Parham, Philip Raphael, Nita Tewari, Henry Tomes, Joseph White (as well as one student's perspective, Bedford Palmer). With the goal of creating resonance for students of color in psychology courses, we will highlight themes of how they contributed to psychology theory, research, and practice and overcame society obstacles in their careers. We will then work in small groups to discuss practical ways to incorporate into courses.

Sheila Henderson
Alliant International University

Encouraging Worldview Development: A Framework for Moving Toward Ethnorelativism

All interactions create opportunities to be misunderstood based on constructed ways of perceiving and interpreting the world. By examining and reevaluating approaches to meeting and merging cultures, interactions can become opportunities for acceptance and growth for each individual. As educators and supervisors we must have an accurate sense of our own worldview and the worldviews of our trainees, supervisees, and students. Workshop participants will learn about the Developmental Model of Intercultural Sensitivity, including developmental tasks, learning objectives, and instructional techniques for assisting individuals with progression in

their worldview development. In addition, participants will be introduced to the Intercultural Development Inventory and invited to explore ways this inventory can enhance their training, teaching, and supervising. Future research possibilities will be discussed.

Rebecca Heselmeyer
James Madison University

Greg Czyszczon
Cross Roads Counseling Center

Doing Psychotherapy with Gay Men of African Descent: Challenges and Rewards

The presentation will utilize the case study method as a window into the struggles of these individuals with respect to some of the major challenges that they must confront; namely internal and external homophobia, mental and physical health risks and racism. The issue of male socialization will also be considered. The process of psychotherapy is one way to provide positive and valuable tools to support personal growth and self-actualization.

Jasper J. Lawson
Private practice

Supervising and Training in Current Context: The Challenges of Incorporating Essential Mental Health Principles of culture and Diversity

The provision of mental health services and practices for children, adolescents and families are undergoing a process of examination and change. The current stage has been set for public mental health service transformation through the further incorporation of principles such as cultural competence, wellness and resilience, client-centered and family member involvement, and social recovery. Through the Mental Health Services Act (MHSA/Proposition 63) there is an additional emphasis for these core principles or concepts serve as the foundation or cornerstones of the mental health services that will be reconstructed. Supervisors are among the leaders to embody these principles. However, Change may often come with challenges.

Matthew Mock
John F. K. University

Jay King
Independent Practice

Roxana Llerna-Quinn
Children's Hospital, Boston

Community Asset/Needs Culturalgram: Training Community Focused Graduate Students to Assess the Assets, Needs, and Cultural Aspects of Communities

Assessing a community's assets, needs and cultural landscape is extremely important in community psychology, and other specialty areas that are involved in community work. Scholars have noted that by developing an understanding of these variables, with community members can be instrumental in developing priorities for interventions for the communities (Pepall et al. 2007). As a result, community members can begin to locate resources and advocate for those resources that are in need (Kretzmann et al,2005). However, the models available for addressing current assets and needs are static and often do not take into account the multigenerational transmission of community assets, needs, and cultural landscape over time. This presentation aims to introduce a new model of training students in assessing the diversity of communities by adopting a framework from family systems. The Community Asset/Needs Culturalgram (CAC) reviews a community over three generations with a pictorial diagram which will provide a deeper understanding of how long a community has had a particular need or asset.

Nataka Moore
Adler School of Professional Psychology

Engaging a Sociocultural Perspective Policy: Integrating Language, Behavior, and Self

After more than a decade, one doctoral program (Lesley University) has reaped the benefits of requiring a sociocultural perspective (SCP). Students must examine important aspects of the social and cultural experience involving racism, sexism and other cultural bias that affect how they pursue their research and perform their work. They must write this into their study plan. The SCP statement ensures that students pay close attention to these phenomena as they formulate research questions, as they decide on research methods, and as they reflect on how doctoral work can improve their practice. This presentation examines the evolution of this requirement, the example that it sets for other programs, and the path that has been laid for more advanced and active perspective standards

Ann Moritz
Moritz Advisory Group
Lesley University

Youth Discourse on Race and Disparity

The objective of this session is for participants to engage in a critical discussion on the implications of immediate social conditions and other current frameworks participants utilize as educators, service providers, program officials, and grant makers when addressing issues of disparity with diverse populations of youth. In participating in this dialogue, participants will learn more about: youth's perceptions and experiences of race, ethnic, class and gender based

disparities; the ways in which youth articulate their experiences and understandings of inequalities in ways that are relevant and meaningful to them; and gain a better understanding of how their worldviews impact delivery of services to diverse youth and communities.

Malinda Rhone
Arvenita Washington Cherry
Phoenix Cultural Resources

Who Watches the Watchers: Reciprocal Awareness of Cultural Competence in Supervision

Cultural competence is an important part of ethical and proficient service delivery, including supervision. Training and credentialing bodies have acknowledged the importance of the role that supervisors play in their supervisees training and development as culturally competent clinicians. A significant, but somewhat understated, aspect of training is the effect a supervisors' awareness of their own blind spots and limitations has on supervisee development. Supervisee feedback may be a potential source for increasing supervisor cultural awareness and competency. This presentation will focus on helping attendees encourage discussion and reciprocal awareness within the supervisory relationship. Key areas that will be discussed: establishing and maintaining supervisor cultural competence; facilitating reciprocal feedback; and organizational influences on cultural competence.

Christopher R. Smith
University of Missouri

Michelle Pride
Ohio University

“Racing the Classroom: Unpacking Color-blind Racism in Predominately White Institutions”

College students often articulate how they do not participate in discriminatory practices and fail to see how they benefit from historical and contemporary unearned privileges associated with their “white” status. This facilitated discussion opens with a brief overview of the changing dynamics of racism in the US. We then turn to the implications of teaching about racial and ethnic inequality in predominately white institutions. The following questions will be discussed: 1) What challenges emerge teaching students about race in predominately white institutions? 2) How might these challenges be magnified for faculty of color? 3) What are successful strategies

to explore structural racial privilege (housing, labor market, education, political representation) as it operates in America today?

Beth Tarasawa
St. Norbert College

Belisa Gonzalez
Ithaca College

Diversifying Diversity Instruction: Toward Inclusive Diversity Education in Psychology Programs

Clinically oriented psychology programs often include a mandatory course that addresses diversity issues. It is common for such courses to survey cultural/ethnic groups – providing broad overviews of group norms within these communities – using White communities as the reference point for comparison. The purpose of this structured discussion is to open dialogue about the current trends in approaching diversity that remarginalize ALANAs; and to engage participants in imagining methodologies that foster creative and respectful spaces where all students participate in critical dialogue about oppression and resistance. Such spaces require participants to examine their own biases, locate themselves within the social fabric of hegemony and resistance, and to explore how oppression and resistance impact those who occupy locations they themselves do not.

Sylvie Taylor
Lucy E. Marrero
Antioch University

Using Contemplative Practices/Indigenous Methods in Teaching About Justice

This workshop focuses on ways of incorporating core Indigenous practices (stillness, collective belonging, activism, humility, connection to nature, storytelling) and other contemplative practices (movement, writing, meditation, mindfulness) to help us teach about race, class and gender inequality, trauma, and social change. These practices offer students ways to soften and connect with each other as they reckon with the anger, shame, and denial they face as they learn about violence and oppression. We will examine how these practices nurture the creation of multiracial communities and encourage embodied learning. The session makes room for participants to identify the promises and challenges of this teaching and how our own contemplative work/spiritual practices can guide our activism/lives.

Becky Thompson
Crystal Rizzo
Simmons College

Supporting Doctoral Students of Color Who Experience Racism and Racial Trauma

In this session, participants will be presented an overview of the literature on the experiences of doctoral students of color with racism as well as graduate campus racial climate. The presenter will also share the findings of her study on the experiences of doctoral students of color with racism and racial trauma. A significant part of the session time will be allocated toward discussions relating to sharing good practices. Participants will also be divided into groups to discuss a real-life racialized situation and how they would go about approaching it from the faculty and administrator perspective. A larger group dialogue will focus on how to generally support students of color during doctoral studies.

Kimberly A. Truong
Jobs for the Future

Teaching Diversity at Every Turn: Expectations and Opportunities for Minority Faculty

Faculty of color experience challenges at a variety of institution types– particularly those with low faculty diversity. Faculty may be expected to teach diversity topics to their colleagues, administrators, and students, in addition to demanding, research, and service loads. At minority-serving institutions, faculty may face especially difficult circumstances in that there may be few faculty of color to mentor students as well as entrenched beliefs *against* the importance of diversity education. Faculty will share ideas and strategies regarding diversity education at all levels and will build a network for continued discussion and support.

Sara Villanueva
Jeannetta Williams
St. Edward's University

Dialogues on Race Course and Experience – History, Current Status and Future Directions

The Penn State Dialogues on Race program began to bring racially and ethnically diverse students together to examine ways culture and race affect their views of themselves, others, and the world in general. The program was based primarily on intergroup contact theory and started under the auspices of the Center for Counseling and Psychological Services (CAPS). The course is a semester-long experience comprised of undergraduate and graduate students and two trained co-facilitators. The purpose of these groups is to facilitate open and frank dialogue among diverse members of the Penn State community around issues related to race and culture. The program has grown to become a valuable opportunity for psychological trainees and for graduate students in related fields to learn the key elements of facilitating intergroup dialogue.

D'Andre Wilson
Natalie Hernandez DePalma
Penn State University

Classroom Ruptures: Unpacking and Responding to Microaggressions in Multicultural Training

The purpose of this workshop is to explore strategies to manage resistance in diversity training. Definitions of resistance (Cole, 2004; Jackson, 1999; Ridley, 2006) and the various types of classroom resistance will be examined. Workshop participants will identify examples of their experiences with student resistance and discuss strategies to manage resistance. The role of superordinate activities in managing resistance will be discussed and participants will engage in the activity, “Interrupting Oppression: Finding Ways to Speak Out Against Overt Oppression and Everyday Microaggressions” (Yokoyama, Magraw, Miller, & Hecht, in press). The goal of this workshop will be for participants to understanding the various types of resistance and increase their repertoire of “back-pocket” responses to managing resistance and interrupting oppression.

Kayoko Yokoyama
Sukie Magraw
Jill Miller
Laura Alie
Cinthya Chin Herrera
Reeta Hernes
Catherine Hubbard
John F. Kennedy University

SYMPOSIA

Alternative Models of Identity: Filling in the Gaps for Research and Training

Previous identity models have focused on specific ethnocultural groups (i.e., White, Black, Latino, Asian, and Native American). Though the impact of these models are ongoing, there is a growing need for training models that incorporate the multifaceted identity of individuals. The current focus on uni-dimensional models may detract from the potentially robust dialogue within training and research literature. This symposium panel highlights the complex nature of multidimensional identity processes through a review of alternative models of identity. Presenters will examine multiracial identity, the intersection of international and sexual minority identities, and impact of ethnic identity and acculturation on perceptions of mental health and illness among immigrant populations.

Kira Hudson Banks
Illinois Wesleyan University

Lauren E. Smith
Daniel Birichi
Rachel Becker
University of Miami

A Grassroots Approach to Changing Culture and Climate in the Classroom

This session, led by an inter-disciplinary team of faculty and administrators, provides a grass-roots approach for integrating issues of race, culture, diversity, and social justice in the classroom. Our approach entails a variety of professional development opportunities including 4-week summer faculty academies, one-day, and half-day workshops. Importantly, our programs have included professors from Biology, Education, Criminal Justice, Psychology, Management and English, not just from areas focused on “diversity topics.” Participants in this workshop will: understand theoretical frameworks of curriculum transformation; receive materials and resources for conducting similar programs; participate in sample activities; discuss institutional obstacles to change; and brainstorm implementation at their own institutions.

Sophia R. Evett
Anne-Marie Hakstian
Robin C. Benton
Salem State College

Pursuing Social Justice through Curriculum and Research: A Developmental Perspective

Despite the recognition of the value of social justice education as a vehicle to affect individual and social change, we are in need of both curricular strategies and research on the process of individual development in learning about social justice. This symposium presents four papers focusing on research and curricular strategies in social justice education across developmental stages, ranging from early adolescence to adulthood. The papers discuss the meanings and process of becoming an ally; anti-racist curriculum and developing anti-racist stances among middle school students; a model of social justice curriculum in a high school and its effects on students; and an intervention creating cross-racial dialogues between Black and Asian college students.

Grace S. Kim
Wheelock College

Karen L. Suyemoto
Catharine Thoman
Vali D. Kahn
Jesse J. Tauriac
John Tawa
University of Massachusetts Boston

Why is There a Shortage of Women and Minority Faculty?

Faculty attrition, particularly among female and minority faculty, is a serious problem in academia. Women comprise approximately 31% and minorities constitute 18% of the total faculty in New York universities and colleges. In this presentation, faculty and administrators answer the question, “*Why is there a shortage of women and minorities in the academy?*” They will describe in detail the roadblocks (motherhood, obtaining a Ph.D., seeking tenure ,etc.) they encountered and how they successfully removed them to secure their positions as well as their role in university recruitment and retention efforts. The audience will be engaged through a sampling of role-playing activities. Attendees will be provided web links to the presentation and other essential resources.

Pauline Mosley
Pace University

Erica Morgan
University of Michigan

Keith Hargrove
Tamara Rogers
Tennessee State University

The Journeys of Aspiring Teachers in Learning the Importance of Race and Culture in Teaching and Supervision

How aspiring teachers understand and deal with their own race and culture as teachers and supervisors, how they incorporate diversity coursework, and how they facilitate student learning of diversity coursework are the topics of this symposium. Three aspiring teachers will share their journeys in this regard.

Rosemary E. Phelps
Delishia M. Pittman
Christina Wise
Tiffany Atkins Howell
The University of Georgia

Cheryl B. Warner
Clemson University

African American Faculty and Administrator Success in Academia: Navigating Higher Education Institutions

This symposium program will summarize national data related to the mentoring and career progression of African American faculty and administrations who have participated in the American Council on Education Fellows Program for the past 20 years. In addition, two research studies will also be presented that investigated the professional experiences of African American faculty and administrators employed at predominantly White institutions in the northeast region of the country. Data analyses suggest that there was consistency across individuals and institutions with regard to career mentoring, campus climate, progress barriers, and views on diversity that led to differential outcomes regarding career success and satisfaction.

Tina Richardson
Terrina Price
Clyde Beverly, III
Lehigh University

Bridging Multiple Divides: Tackling Diversity in a College-Based Mentoring Program

Youth mentoring is available on many college campuses, yet there is often a cultural divide between mentors and mentees. The Young Women Leaders Program (YWLP), a combined group and one-on-one mentoring program pairing college women mentors with middle school girl mentees, offers opportunities to examine the influence of cultural match, cultural competence, and related underlying processes on youth and mentor outcomes. Three studies explore the relation between mentors' ethnocultural empathy and positive mentee outcomes, and

how program structure and curriculum foster dialogue among a diverse group of women, girls, and families. Results indicate positive changes in mentor's ability to interact across boundaries of difference, which suggests that YWLP may be a useful model for programs using college students as mentors.

Joanna M. Lee Williams
Jen Leyton
Lauren J. Germain
Afi Wiggins
University of Virginia

POSTERS

The Ramifications of a Classroom Climate that Operates on Impersonality, Condescension and Arrogance

Frequently, the attrition rate for some freshman drop significantly during the first two years of college. These students, usually are the first in their family to attend an establishment of higher education, have a low self-esteem, lack appropriate social support, are plagued with self doubt and perhaps, are from a lower socioeconomic background.

Winsome A. Alston
The College of Staten Island

Ethnicity, Country of Birth and Perceptions of Wellbeing Among Low-income Mexican Women

Cross-cultural equivalence of measuring instruments impacts all research, especially research on immigrant population. Contexts of immigration may affect one's perceptions of psychological well-being. Even when sharing the same ethnic heritage; U.S. and foreign-born individuals may perceive psychological well-being differently. For valid and reliable findings, it is important that measurements be tested for cross-cultural equivalence. Using California Health Interview Survey 2007, this study tested the cross-cultural equivalence of a six-item psychological well-being scale in low-income women of Mexican ethnicity: U.S. and foreign-born. Guided by Tran's (2009) framework of cross-cultural equivalence testing, the study found that scale was not culturally equivalent. The findings inform practitioners and researchers that even when sharing ethnicity and income levels, group's perceptions on psychological well-being may be different.

Venera Bekteshi
Qingwen, Xu
Thanh Van Tran
Boston College School of Social Work

Improving Minority Experience Exercises for Clinical Psychology Graduate Students

A three step format for a minority experience exercise for clinical psychology graduate students is proposed. The goal of the assignment is to increase students' ability to empathize with clients who are frequently in the minority. The first step is to have students think about the type of minority experience that would benefit them the most, develop a rationale for the activity they have chosen, and turn this in to the instructor. The second step is for students to engage in the experience, and if possible, take notes on it or write the required reaction paper immediately after

the experience. The final step is to turn in the reaction paper and discuss the minority experience in class.

Tyronn J. Bell
University of Indianapolis

When Aloha Wears Thin: Addressing Ambassador Fatigue and Colorblindness as Micro-aggressions

Presenters are students from Hawai`i enrolled in a clinical psychology graduate program. They focus their discussion on the role of two forms of racial micro aggressions (being treated as a racial representative and colorblindness) in their socialization as academics and practitioners, primarily on the minority student experience of negotiating this phenomenon.

Elinor Marie P. Butay
Clesea Wong
Pacific University

Campus Climate Experiences among Caucasian and American and International Ethnic Minority Students

Cultural diversification is increasing on once predominantly Caucasian campuses. Many studies have shown that American minority students are less satisfied than their Caucasian peers at predominantly Caucasian institutions. The aim in this study is to assess overall cultural diversity at a Pacific Northwest college that is a predominantly Caucasian, specifically to look at international and American minority students ratings. The CACQ survey was used to measure ($N = 100$) between non-international students ($n = 81$), that were separated by Caucasian or minority, and international students ($n = 19$). International students had statistically significant lower ratings of overall college satisfaction than did both American Caucasian students and American minority students ($p = .01$). Results also indicated that International ethnic minority students reported more racial tension than Caucasian students ($p = .03$). Future research is suggested to test whether ratings of satisfaction improve by class standing of international students.

Daniel Caplen
Lewis & Clark College

South Asian-American Racial Socialization Model: A Model for Supervisors and Educators that Defines the Complexities of the South Asian-American Experience

The goal of this poster presentation is to discuss a Racial Socialization Model that defines characteristics of the South Asian-American population. Given the dearth of literature on South Asian-American population, this model provides a paradigm for educators and supervisors to train their students on some of the pertinent factors to consider in their work with the South Asian-American population. This model is adopted from the literature on African American racial socialization (Greene, 1990). The model proposed here considers the social, historical, cultural, religious and political factors, that are unique for South Asian-Americans and how these factors influence identity development and socialization practices. Experiences of racism, acculturative stress, multigenerational conflict, and bi-culturalism unique for South Asian-Americans are all variables that are addressed and incorporated into the expanded racial socialization model. The model defines culturally specific variables that supervisors, clinicians and educators can use to understand the complexities of South Asian-American population and teach to their students.

Amee Dassani
Kaplan Online University

Nataka Moore
Adler School of Professional Psychology

Critically Evaluating The State of Research on Family Intervention for Latina/o Adolescents

This poster presentation focuses on the growing United States Latina/o population and it's relation to the following contexts: families, mental health care services, and current family-based interventions associated with the knowledge of cultural competencies. As a guiding question, how are US Latino families and their children best being served through evidence-based family interventions? To answer this question, a summarization of a critical evaluation paper providing a concise overview of US Latino families and mental healthcare, highlighting both the impact of enculturation as well as acculturation is provided. A set of best practices and recommendations for both practitioners and researchers whom directly work with US Latino families and their children are presented.

Antonio G. Estudillo
Indiana University - Bloomington

“I’m Dating a Haole who Bowls: Interethnic Dating from a Hawaiian Perspective.”

We report our study of interethnic dating using a new ethno cultural, not interracial model. We discuss using a Hawaiian conceptualization of ethnicities with special attention to disaggregating racial categories. Our findings from a survey of 437 respondents show that simple “inter-racial” dating model misses important variables in dating choices.

Jasmine K.K. Eugenio
Pacific University

Mainstreaming: Effective Coping Strategies for Faculty of Color at Predominantly White Institutions

The purpose of this exploratory study was to identify effective coping strategies utilized by full-time minority faculty at East Tennessee State University (ETSU), a predominantly white institution in Northeast Tennessee. A literature review indicated that many minorities are not able to integrate and those that do face many challenges (Gregory, 2002; Thomas & Hollenshead, 2001). Employment records indicated that minorities made up less than 14% of full-time faculty and a disparity between lengths of employment. Thirty-two faculty were asked to participate. Statistical analyses revealed the following strategies: community involvement, social supports, and spirituality/religion. These findings contribute to the expansion of literature while opening the door to additional exploration.

Daphne M. Henderson
University of Tennessee at Martin

Supporting Education in Gambia, Africa: Service Project in an Undergraduate Seminar Course

Participation in a service project can empower college students and encourage a sense of empathy. A diverse group of 21 students enrolled in an undergraduate interdisciplinary course I instructed during fall 2009 and raised funds to support the education of students in Gambia, Africa. Students who attend schools in Africa are required to pay tuition and uniform clothing costs and many parents cannot afford the costs. The instructor knew that a local resident had founded a school in Gambia and students learned about the school during a guest speaker’s visit to class. With instructor supervision, the students developed a service project, specifically they enthusiastically sold raffle tickets to fund the school in Gambia. The project was a huge success.

Elaine F. Jones
Arcadia University

Motivational Preventive Counseling on Internet Addiction among Korean Adolescents

The present study examined predicting factors on Internet addiction among Korean adolescents and how motivational interviewing affects addictive behaviors. Among 670 Korean male adolescents, 60 students scoring as high risk in Internet addiction were selected to receive motivational preventive counseling for 5 sessions, and the post-test survey was conducted on them upon completion of 5 sessions of treatments. There were significant differences in Internet addiction according to Students' parents occupation($F=2.08$, $p<0.05$), birth order($F=6.29$, $p<0.0001$), parents' marital status($F=6.29$, $p<0.0001$), and social economic status($F=7.14$, $p<0.0001$). After intervening with Motivational Interviewing, there was significant decrease in Internet addiction ($t=6.70$, $p<.0001$), impulsiveness ($t=1.52$, $p<.0001$), and fatigue ($t=5.85$, $p<.0001$) and there was significant increase in sense of control ($t=2.25$, $p<.0001$) and readiness to change($t=1.48$, $p<.0001$) among Korean adolescents. Effectiveness of motivational preventive counseling on Internet addiction and other psychological factors shows us the necessity of appropriate application and treatment of motivational preventive counseling to prevent and treat Internet addiction among Korean Adolescents.

Chungseung Koo
The University of Texas at Austin

Kyung Hyun Kwon
Johns Hopkins University

Racial and Ethnic Identification Among Caribbean University Students

Given the diversity in the region, it is worthwhile for scholars to explore the meanings and significance of race and ethnicity in the Caribbean. Findings will be presented from a survey of 208 UWI (Mona) students in which the Multigroup Ethnic Identity Measure (MEIM, Phinney, 1992) and the Cross Racial Identity Scale (Cross & Vandiver, 2001) were administered. Findings provide insight on the strength of ethnic and racial identity among a Caribbean sub-sample of students and the relationship of these two concepts to health-related outcomes (depression, smoking and alcohol use). The relevance of this knowledge for developing a Caribbean theory of race and ethnicity, and its applications will be discussed.

Tracy A. McFarlane
Columbia University, The University of the West Indies (Mona)

Using Quantitative Measures to Examine Microaggressions

Microaggressions consist of brief statements or behaviors that send denigrating and hurtful messages to people of color, women, lesbian, gay, bisexual, and transgender persons (Nadal, 2008; Sue et al., 2007; Sue et al., 2008). Since studies on microaggressions are qualitative, there is a need for quantitative data to support the existence of microaggressions. In this study, we provided participants who identify as a person of color or LGB with a questionnaire designed to determine empirically the multifaceted experiences of racial or sexual orientation microaggressions. The results indicated that the existence of racial and sexual orientation microaggressions occur in different forms and yield subscales that aligned closely with previous conceptual frameworks. Implications between microaggressions and health issues, preventable diseases, preventable psychological disorders, and mental health will be discussed.

Kevin Nadal
Yinglee Wong
Katie Griffin
Michelle Wideman
CUNY John Jay College of Criminal Justice

Processes of Religious Microaggressions: Experiences from Minority Group Perspectives

The purpose of this study was to expand the research on microaggressions by focusing on religious microaggressions and specifically that experienced by individuals who identify as Muslim. Religious microaggressions can be defined as subtle behavioral, verbal and environmental injustices, whether conscious or unconscious, aimed at a minority religious group or individual member that send hurtful and demeaning messages to the target(s) (Nadal, Issa, Griffin, Hamit, & Lyons, in press). This study employed qualitative focus groups with Muslim individuals to assess the extent to which they experience religious microaggressions and how these experiences impacted their mental health. Results from the study support the existence of religious microaggressions as well as the original taxonomy of religious microaggressions proposed by Nadal et al. (in press).

Kevin Nadal
Katie Griffin
Michelle Wideman
Yinglee Wong
CUNY John Jay College of Criminal Justice

Contemporary Forms of Racism among Euro-Americans

Many Euro-Americans may believe that discrimination has been diminished or even eliminated in the United States. However, research clearly indicates that inequities still exist in American society. Contemporary forms of racism are abstract and difficult to detect. Concepts and social systems such as White privilege, color-blind attitudes, just world hypothesis, protestant work ethic, in group/out group bias, attribution error, paternalistic racism, competitive racism and cultural pluralism all interrelate to perpetuate contemporary forms of discrimination. In order to eradicate racism, people must recognize the power differentials that exist in modern society and be willing to engage in meaningful discussions about the systems that perpetuate discrimination. This poster will illustrate factors that perpetuate contemporary forms of discrimination.

Jimmy Scott

The School of Professional Psychology at Forest Institute

Associations between Racism, Body Image, and Eating Habits among African American Women

The purpose of this investigation was to explore the associations between African American/Black women's experiences of racism and their eating habits and body image. More specifically, the relationship between daily experiences of racism and emotional overeating and body satisfaction was assessed. The relationship between racism, feelings of invisibility, and emotional overeating and body satisfaction are also examined. This study is a further attempt to validate the inclusion of hair length and texture and skin tone and color as salient aspects of the body image construct for this population. Women between the ages of 18-65 participated in this on-line study (N=117 currently). As data collection is still underway, preliminary statistics (i.e., descriptive, correlations) will be presented. It is hypothesized that increased experiences with racism will be associated with increased emotional overeating and decreased body satisfaction.

Kristin Smith

University of Hartford

Cultural Considerations in Examining Personality Assessments Used on Asian Populations

Studies have shown that Asians are found to have higher rates of mental health problems than any other racial groups (Okazaki, 1997, Uba, 1994). However, this presentation explores the reasons as to why Western assessments may not always be accurate for Asian populations, and what modifications to current assessments are needed to be more culturally valid to the specific profiles, needs, and cultural realities of the Asian population. Indigenous methods of assessments among Indian, Korean, Japanese, and Chinese populations are also discussed.

Jennifer Tang

Northeastern University

The Effects of Racial Identity statuses on Asian American students' positive gains in Asian American Studies classes

Asian American Studies strives to be transformative in its curriculum and pedagogical strategies, to move beyond imparting “objective knowledge.” Some theorized benefits of Asian American Studies classes include increases in students’ personal and collective self-esteem, and awareness of structural racism (Endo & Wei, 1988; Hune, 1989; Suyemoto et al, 2009). However, these positive changes may depend on the Racial Identity statuses of students upon entering courses. For example, those in conformity statuses, when compared to those in an integrative awareness status, may actually have more to gain from transformative education classes. In this poster, we run exploratory analyses to consider the relationships of Racial Identity statuses with gain scores from pre and post-tests taken by Asian American students in Asian American Studies classes.

John Tawa
Karen L. Suyemoto
Fanny Ng
University of Massachusetts, Boston

Supervisor Experiences with Urban Youths through a Work-Based Learning Program

Understanding contextual factors that help promote career development for youth of color is essential for the development of effective interventions. Influential relationships in work-based programs, such as supervisory relationships, have not been widely researched. This study recruited twelve work site supervisors working with urban youths enrolled in a work-based learning program. Consensual qualitative analysis (Hill, Thompson, and Williams, 1997) was used to analyze supervisors’ perspectives on their relationships with students and the connection of the work experience to student academic and social development. General findings, as well the only *typical* core idea about “recognition/discussion of supervisor and student background,” are discussed, along with suggestions for supervisory training and impact on students.

Lynn Walsh-Blair
Boston College

The Need for and the Development of an Acculturation Styles Measure

This structured discussion is designed to examine the need, development, and benefits of an “acculturations styles” scale. Through discussion, lecture, and audiovisual presentations, participants will examine the definition of acculturation and acculturation styles, explore the benefits of an acculturation styles measure, discuss the acculturation measures currently available, and explore the development process of an acculturation styles scale. Finally,

participants will discuss the likely disciplinary benefits of such a scale and potential acculturation research opportunities.

Jessica Williams
Kari Walker
Sabahat Ezgi Aynaz
Gabriela Carrasco
University of North Alabama

Does School Attitude impact Achievement for African American and Latino/a Juvenile Offenders?

The study examines the relationship between African American and Latino/a adolescent offender attitudes toward school and academic achievement, defined as school GPA. The research explored if positive attitude toward school predicts a higher GPA within the offender population. The study indicated a positive relationship between attitude to school and achievement. According to McNair and Johnson (2009), adolescent attitude toward school is an integral part of academic achievement and that parent attitudes impact child attitudes. Further research examining the development of adolescent offender attitudes towards school needs to be completed to determine if parents or guardians attitudes influence the adolescent offender population.

Christina Wise
The University of Georgia

Student and Faculty “Happy Talk” about Diversity: An Obstacle to Teaching about Racism

We investigated how students and faculty at a relatively homogenous, liberal arts college frame diversity. First-year students endorsed both studying diversity issues and maintaining color-blind ideology. Stronger endorsement of both ideas predicted lower modern racism scores. When asked to define “diversity,” students avoided social identities, focusing instead on personal characteristics. When asked why they should study diversity, most students gave tautological responses (“it is important because these issues are important”). Faculty who teach “diversity” courses in the general education curriculum were asked about their course goals. Most endorsed abstract, celebratory goals like exposure to, and respect for, other cultures. Framing discussions of diversity in vague or celebratory terms is a serious challenge to having deeper discussions of power and privilege.

Connie Wolfe
Abbey Rabinovich
Sherika Freckleton
Muhlenberg College

Outcomes for the Against Violence Parents Training Programs in the Latino Community

The Adults and Children Together (ACT) *Parents Raising Safe Kids* program is an eight-week, evidence-based, anti-violence education program for parents and other caregivers of children aged 0-8 years. We will present outcomes for 103 Parents who attended the workshops from the Latino/Hispanic communities using the modified culturally appropriate curriculum delivered in Spanish. Pre- and post-workshop evaluation data were collected. Changes were found for three workshop training areas: (1) Style of Parenting in Dealing with Stress and Misbehaviors, (2) Controlling the Child's Exposure to Video Games/other Media, and (3) Parents' Behaviors and Role Modeling.

Herbert Z. Wong
Julio Escobar
John F. Kennedy University