



# **CONFERENCE PROCEEDINGS**

The Eleventh Annual Diversity Challenge

**Intersections of Race or Ethnic Culture with Gender or  
Sexual Orientation**

October 28-29, 2011

Boston College, Chestnut Hill, Massachusetts

# **Diversity Challenge Committee:**

Janet E. Helms, Diversity Challenge Chair

Guerda Nicolas, Conference Co-Chair

Dericka Canada

Dana Collins

Talitha Collins

Kathleen Flaherty

Susan Ginivisian

Alesha Harris

Ethan Mereish

Hammad N'cho

Dema Ollerton

Christina Soloman

Natasha Torkelson

Amelia Dean Walker

Shatina Williams

Qingyi Yu

Sponsored by: The Institute for the Study and Promotion of Race and Culture  
Carolyn A. and Peter S. Lynch School of Education

# Table of Contents

Invited Panels.....	4
Abstracts	
Individual Presentations.....	5
Workshop.....	22
Structured Discussions .....	29
Symposia .....	38
Posters.....	42

## INVITED PANELS

- **Understanding the Complexity of Intersectionality in Leadership and Research**

Jean Lau Chin, Ed.D., Adelphi University; V. Paul Poteat, Ph.D, Boston College

- **Doing Psychotherapy with Women of Color**

Beverly Greene, Ph.D., St. John's University; Leyla Perez-Gualdron, Ph.D., University of San Francisco

- **Exploring Race and Gender: Applications to Managing Multiple Identities in Mental Health**

Janet Helms, Ph.D., Boston College; Y. Joel Wong, Ph.D., Indiana University Bloomington

- **Working with Youths of Color**

Maryam Jernigan, Ph.D., Yale University; Michael Mobley, Ph.D., Rutgers University

# **INDIVIDUAL PRESENTATIONS**

## **Campus Climate Issues for Queer Students of Color**

The overall mixed experiences of racial minorities on predominantly white campuses are well document (Jones, Castellanos, & Cole, 2002). Further, recent research has shown college and university campuses to be “chilly” places for lesbian, gay, bisexual, transgender and queer (LGBTQ) students (Rankin, Weber, Blumenfeld, & Frazer, 2010). For LGBTQ students of Color, the experience can be hostile to both their LGBTQ and racial identities. The researchers designed and carried out a qualitative research project and asked four questions: what are the experiences of LGBTQ people of Color on a predominantly white campus; what is their sense of the campus climate, what factors contribute to these experiences, and what can be done to improve campus climate for this vulnerable population?

Ryan Adserias  
Wisconsin’s Equity and Inclusion Laboratory

## **How Gender and Race Influence Multiracial Students’ Identity and Adjustment**

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 cultural stereotypes, particularly those related to gender, and how they influence the stability or instability of racial identity. Thus, there is a clear need to examine the intersection of race and gender and how these social constructs combine to influence mixed-races students’ identity and adjustment. It is imperative to acknowledge the impact of gender norms on identity and adjustment, since these have both a direct and indirect influence on daily experiences and expectations. Implications for teaching and offering services to biracial/multiracial college students will be discussed.

Shannon Bert  
University of Oklahoma

## **Diversity in a Multidisciplinary Clinical Setting**

Cultural Diversity in a Multidisciplinary Clinical Setting is a new challenge facing many healthcare professionals. This program will discuss what it means to be culturally competent when working with diverse consumers and offer solutions that will increase awareness, understanding, and methods of creating a culturally sensitive environment. Methods of gaining competence in working with culturally diverse consumers will also be a topic of focus. An overview of the standards for Culturally and Linguistically Appropriate Services (CLAS) in

health care, as developed by the U.S. Dep. Of Health and Human Services will be incorporated into the discussion as well. This program will offer a checklist of what is expected of a culturally competent healthcare worker in a multidisciplinary clinical setting.

Adam Bradford  
Midwestern University

### **Bullying and Relational Aggression Among Ethnically Diverse Gay Male Youth**

Relational aggression, once believed to affect only female youth, has been found to affect boys as well, especially when the victim is perceived to be homosexual (Pronk & Zimmer-Gembeck, 2010). This presentation will focus on a discussion of the emergence of relational aggression among gay male youth, and will address the psychological consequences of relational aggression among boys of various ethnic backgrounds. The goal of this presentation is to make audience members aware of the phenomenon of relational aggression among ethnically diverse gay male youth, and will raise the question of what school personnel can do to combat this aggression and to reduce the negative psychological consequences of such aggression.

Robyn Bratica  
Laura Rogers  
University of Rhode Island

### **Aloha Wau Ia 'Oe: Influences of Gender and Culture on Inter-ethnic Dating**

Intergroup relations research has usually focused on personal relationship between members of difference races (Levin, et al. 2007) and ignoring complex within race variations in attitudes because of aggregation of distinct cultural groups (e.g., Japanese, Filipino) into races (e.g., Asian) who may share a “common fate” (Lewin Papanek, 1974). Our study replicated and expanded Levin, et al.’s (2007) findings and tested a social-cultural identity model of interethnic relations that predicted that cultural attitudes (individualism-collectivism) and status orientations (horizontal-collective) would correlate with attitudes towards friendships and dating within and outside of one’s ethno-cultural group and intersect with location and gender. The current study recruited 513 adults through snowball sampling (Patton, 1990) utilizing both mainland US and Hawai’i respondents. Results show that there are gender differences in culture orientations which influence not only dating preferences, but also in-group biases and perceived pressures.

Elinor Marie Butay  
Pacific University

## **Race, Gender and Soft Skills: A Social Constructionist Analysis of a Social Policy Problem**

This paper uses a social constructionist framework to analyze the claim that a root cause of joblessness among African-American men is their soft skills deficit. Joblessness among African-American men is an ongoing cause of concern among scholars and policymakers. Scholars write that employers attribute an oppositional culture to African-American men, which is characterized by an angry, aggressive attitude that is off-putting to customers and employees in the service industries. Content analysis of major newspapers, government documents and secondary sources reveals that this image of African-American males as deficient in soft skills is a social construction rooted in the racist discourse on the culture of poverty that became widespread in the 1960s with the release of the Moynihan Report.

Sara Chaganti  
Brandeis University

## **Teaching American diversity as an international, bisexual, graduate instructor: Challenges and gains.**

There is an increasing enrollment of international students in counseling programs in the U.S. (Heppner, Leong, & Chiao, 2008). While researchers recognize the challenges of training international trainees (Nilsson, 2007), there remains a dearth of literature on the intersection of international students' multiple identities. It is also a challenge for training programs to identify ways to enhance their overall training by training their international trainees to become future multicultural trainers. The presentation will present how presenter's intersecting multiple identities impacted her teaching of an undergraduate-level diversity course at a predominantly White university. Specifically, she will address: (a) challenges encountered (e.g., language barrier, microaggression) as an international, sexual-minority instructor; (b) coping strategies (e.g., supervision, adopting American cultures) to enhance multicultural competencies.

Hung Chiao  
University of Missouri

## **E-Hate: Exploring Racism, Classism and Sexism on the Internet**

It is important that we pay attention to the continued racism, classism and sexism that surrounds us. One could not escape the media attention focused on President Obama and his birth certificate, a question that covertly asks if his race makes him a foreigner, and reminds us that racism has not left us. There was the hoopla over the J.Crew ad that depicted a mother painting her sons toenails. This led the media and comment sections alike to ask if this was going to lead

to sexuality problems for this young man when he grew up. The purpose of this study is to explore racism, sexism and classism in various forums on the internet.

Lisa Couture  
Johnny Nguyen  
Michelle Ronayne  
Nashua Community College

### **Intersectional Identities and Microaggressions: Influences of Race, Gender, Sexual Orientation, and Religion**

Microaggressions are subtle forms of discrimination, often unintentional and unconscious, which send negative and denigrating messages to various individuals and groups, namely lesbian, gay, bisexual, and transgender (LGBT) individuals, women, people of color, and religious minorities. Previous literature has focused on microaggressions of singular identities, with little attention to the impacts of microaggressions based on intersectional identities (i.e., microaggressions that may be influenced by more than one identity). The current study utilized a directed content analysis with secondary data from six previous studies to examine how intersectional identities impact one's experiences with, and reactions to, microaggressions.

Kristin C. Davidoff  
Lindsey Davis  
Whitney Fujii-Doe  
John Jay College of Criminal Justice

### **Examining Dominant Identity: A Qualitative Analysis of Human Rights Activists in Japan**

This study examined the racial identity development of Japanese human rights activists to see whether the stages of the white racial identity development model (Helms, 1995) are relevant for racially privileged groups in other cultures, in this case, Japan. Six Japanese activists (ages 44 to 79) were interviewed. Both similarities and differences were found in their process of coming to terms with their racial identity. Several narratives contained a gentaiken (a formative experience) of realizing that one is part of the majority group. Other narratives evolved around recognizing that the Japanese and the minority group zainichi Koreans have different tachibas (positionalities) and thus working for the same cause but separately. Differences will be discussed in the context of Japan's history of racism.

Makiko Deguchi  
Kobe College

## **The Healing Circle: An Intergenerational Group Therapy Approach**

The purpose of this presentation is to address mental health program development for individuals who suffer from collective trauma. The researchers will present outcome data from a piloted intergenerational trauma group (i.e. The Healing Circle). The Healing Circle is a group therapy program that began in April 2011 at the Native American Rehabilitation Association of the Pacific Northwest (NARA). The group was structured primarily for Native American and Alaska Native women, although any individuals who have suffered from trauma of any form or magnitude can benefit from this process. Coping strategies used include stage-oriented treatment for trauma (SAFER model), Seeking Safety techniques, difficult dialogue role-plays, and expressions of art therapy (Chu, 1998; Duran, 2006; Lubin & Johnson, 1997; Najavits, 2001). The overall purpose of this presentation is to increase education about intergenerational trauma and healing techniques used to incorporate cultural oppression into Western mental health group treatment.

Terri Draper  
Chelsea Wong  
Pacific University

## **Relationships between Self-Esteem, Discrimination, and Decision Making in Young Black and Latino Gay Men**

Young Black and Latino gay men (YB/LGM; aged 18-22) have the highest U.S. HIV and STI incidence rates and continue to be diagnosed at higher rates than their White peers. Researchers have documented a variety of risk factors that impact these infection rates (e.g., age, neighborhood, socioeconomic status, histories of violence and trauma, and discrimination), but few have explored the internal decision-making process to engage in unsafe sex and/or risky drug use. Despite evidence-based prevention intervention efforts, these figures remain undiminished. This presentation describes some of the experiences of 50 YB/LGM and the relationships between their self-esteem, experiences with discrimination, and decision making style, and offers recommendations for how service providers can reach out to these young men.

Lourdes Dolores Follins  
City University of New York – Kingsborough Community College

## **Domestic Violence and the Battered Woman**

The purpose of this program is to educate about the sometimes impossible cultural and societal constraints which surrounds the stigma of domestic violence that impedes women who are abused from seeking treatment. This presentation will provide conceptual framework to educate

counselors, women, men, friends and families, as well as insights and guidelines with regard to domestic violence and the abused woman.

Margaret Fonseca  
New Beginnings Coaching

### **Multicultural Counseling Therapy**

Multicultural counseling therapists are on the front line of addressing mental health problems resulting in part from marginalization and discrimination. Sometimes the goals that therapists have might be in conflict with the clients cultural aims and goals. Traditional models may not be flexible, or culturally adaptable. This is where multicultural counseling therapy can be more useful. Our subtopics will include: stigmas and stereotypes associated with Black women seeking therapy; LGBT and counseling, cultural issues associated with the Juvenile population in urban areas and removing the badge of inferiority, resulting from vestiges of Racism through multicultural counseling therapy. This panel will address the myths of antisocial behaviors in the black male and ways in which our society can aid in breaking the cycle of oppression, obsession, depression and aggression in the black male.

Demetrius E. Ford  
LaSonia Barlow  
Michigan School of Professional Psychology

### **“Don’t Let Them Turn You Out:” Messages About Homosexuality and Bisexuality**

The messages individuals receive about sex and sexuality can influence individual attitudes and sexual behaviors (Ward & Wyatt, 1994; Whitaker & Miller, 2000). Prior research suggests a dearth of positive representations of gay men and lesbian women within the African American community (Johnson, 2003; Stephens & Philips, 2003), and limited representation of African American gay men and lesbian women in the broader society (Lyle, Jones, & Drakes, 1999). This study has three aims: 1) to explore the early messages African Americans young adults received about homosexuality and bisexuality from multiple sources (e.g., parents, peers, media); 2) to examine their current conceptualizations of sexual identities; and 3) to their attitudes toward equal rights for sexual minorities.

Monica D. Foust  
University of Michigan

## **Situational Racial and Ethnic Identity Development of Filipino-European American Females**

As research regarding biracial and multiracial individuals has typically used both genders within sets of racial identity models, there is also a need to understand the particular role gender plays (Stanley, 2004). By examining females that are the descendants of a Filipino mother and European American father, this presentation will aid in answering this call. This presentation will explore situational racial and ethnic identity development of Filipino-European American females. Topics will include: development of situational identity, phenomenological understandings and navigation within American society, and how multi-faceted identities may influence personal values, goals and political beliefs. Implications for a re-evaluation of group categorization based on physical appearance will be discussed. Recommendations for clinicians, educators and researchers will also be provided.

Alexandria Gerrick  
The Chicago School of Professional Psychology

## **Maintaining Racial and Sexual Identity while Overcoming Barriers in STEM**

Research suggests that the perceptions of students, educators, and other stakeholders play a large role in discouraging women and minorities from pursuing STEM majors and participating in technical occupations. This NSF-funded project utilized online learning communities and after-class seminars to help students challenge stereotype constraining definitions of “femininity” and “ethnicity” and overcome these barriers.

Anu A. Gokhale  
Illinois State University

## **An American Experience: The Intersection of Infertility and Marriage Equality**

Perky housewives, hard working fathers, well-behaved children, neat suburban homes, automobiles, and financial security often define the American Dream of individualism, hard work, and success. To explore this dynamic, Gilligan’s Listening Guide Method to approaching interview is used in four, two-hour long interviews with “Rose,” a white, early 30’s, upper middle class woman from the suburbs outside New York City. Her narrative highlights an American quality of experience that connects infertility and marriage equality. At the conclusion of these four interviews, the narrative coalesces around a single question, what experiences are included in the American Dream? In turn, reader is forced examine their own narrative and define the American Dream to determine what, and who, is excluded.

Matthew J. Graziano  
New York University

## **The Color of Sexuality: Exploring the Experience of African American LGB Women**

The purpose of the present study is to examine multiple minority stressors in relation to depressive symptomatology in African American LGB-identified women. Data on college students was obtained from a 2010 survey of the general college population conducted by the Center for Collegiate Mental Health and Student Voice. For this study, 409 participants identified as African American women, 16 as lesbian, 10 as bisexual, and 1 as questioning. Participants completed the Counseling Center Assessment of Psychological Symptoms (CCAPS-62; Locke et al., 2010) and questions on important clinical issues. Data analyses will focus on the Depression subscale of the CCAPS-62. Results of this study will examine how resilience moderates the relation between minority stress and depressive symptomatology.

Kayla Harris  
Pennsylvania State University

## **Intimate Partner Violence Among African American Lesbians: The Role of Intersecting Identities**

In this presentation a model is proposed that identifies risk factors associated with intimate partner violence (IPV) among African American Lesbians. The risk factors represent intersecting impacts of the oppressive forces of sexism, racism, and heterosexism. They include disproportionate experiences of physical, emotional, sexual, and vicarious trauma leading to anger, anxiety, depression, substance abuse, and self-devaluation as well as disproportionate experiences of socioeconomic oppression leading to feelings of powerlessness, invisibility and dependency. The proposed model highlights adversities and challenges that are unique to the African American Lesbian population along with implications for future research and strengths-based intervention.

Nicholle A. Hill  
Howard University

## **Role of Race and Racism in Asian Indian Lives**

The concept of race has been an elusive one for first generation Asian Indians. Research has revealed that Asian Indians in the U.S. seem to vary with respect to experiences of racism, and self-definitions related to race and racial categories (Inman, 2006). Their ability to choose their racial definition has not only evolved from the economically privileged position occupied by many Asian Indians in the U.S, but also an internalization of the model minority myth. The purpose of this presentation is to offer perspectives on how pre-immigration exposure and

socialization to discrimination influence Asian Indian men's and women's conceptualizations of and coping with race-based discrimination in the U.S.

Arpana G. Inman  
Lehigh University

Usha Tummala-Narra  
Boston College

Anju Kaduvettoor Davidson  
University of Delaware

### **The Coming Out of Gay and Lesbian Adolescents in the Latino Community: Strengthening Self-Identity in Group Therapy**

GLBTQ Latino/Hispanic adolescents that come from traditional families or live in communities that value conventional gender roles will experience additional pressures that may lead to emotional distress. Group therapy provides the space for these adolescents to develop the skills to deal with the rejection, discrimination, and prejudice that they may experience, while strengthening their identity. Adolescents benefit from group therapy for various reasons: a) adolescents gravitate toward their peers for approval; b) it is a safe space in which they can examine their own thoughts and emotions of being GLBTQ; and c) they can explore the cultural implications of being GLBTQ within the Latino/Hispanic community, known for its strong religious beliefs, conventional family values and traditional gender roles.

Monique Jimenez  
Carlos Albizu University

### **Uncovering an Invisible Population: South Asian Gay Men**

This presentation recognizes the lack of literature regarding the unique experiences of ethnic LGBT individuals and will specifically focus on South Asian gay men living in the United States. This presentation will outline the challenges faced by South Asian gay men living in the United States. It will begin by providing information regarding the culture as well as South Asian views of homosexuality. Next, the presenters will provide preliminary data regarding a study which is currently being conducted on this population. By understanding the experiences of South Asian sexual minorities, clinicians will be better equipped to help and understand this population.

Ekta Kumar  
Mixalis Poulakis  
University of Indianapolis

## **International and Cultural Study of Pressures in Latino Women**

Women face significant challenges in the entire world, across cultures, and through their complete lifespan. Across cultures pressures and resilience have different expressions and meanings. In the traditional Latino culture there are some issues that can put women at a disadvantage. Especially in rural areas and conservative communities, Latino women are expected to be submissive, passive, and constrained to the home. The interdependence is showed in gender role expectations. Personal projects may not be feasible. The consequences are high levels of depression and intimate partner violence. Another concern is related to high school and college populations: increasing numbers of Latino women are dissatisfied with their weight. This is connected with negative feelings and low self-esteem which results in the possibility of eating disorders. Also, predominantly in urban areas, Latino women are making significant contributions in the workforce; however, they are mainly situated in the lower paying positions: the “glass ceiling” phenomenon.

Alicia Lamberghini-West  
Forest Institute of Professional Psychology

## **Sexual, Racial Identity and Orientation and Religiosity in Mental Health**

African Americans and Middle Easterners are two ethnic minority groups that are both underserved and underrepresented in the field of psychology. These two people groups both have a strong cultural identity that ties them closely to their families and their religious communities and are critical aspects of their identity. Sexual identity is an area that can be viewed, in both ethnic groups’ community very strict guidelines. When men and women from either ethnic group pursue something outside the accepted guidelines, their psychological well-being can be affected. However, there can also be positives with these three areas intersect for men and women, that also can be considered.

Vickey L. Maclin  
Mary Zaher  
Regent University

## **“Go Tell It On the Mountain: African American Same Gender Loving Men, Religion, and Health”**

This individual presentation will draw upon theoretical and empirical texts—from psychological, epidemiological, and theological disciplines—to explore the intersections between religion, sexual orientation, and health for African American same gender loving men (SGL) men. Its focus will be to explore the methods that African American SGL men have used to reclaim and utilize religion to foster positive mental and physical health outcomes as highlighted in recent research (Lassiter, 2011; Pitt, 2010a, 2010b). This presentation will also explore strategies that

clinicians can use to help their African American SGL clients to mitigate the negative effects of religion based homonegativity and benefit from the positive effects of religion.

Jonathan Mathias Lassiter

California School of Professional Psychology at Alliant International University

### **Identity Formation and Psychological Distress in Minorities with Concealable and Non-concealable Stigmas**

In the proposed study, we will examine factors influencing identity formation and psychological distress in women with concealable (lesbian & bisexual) and non-concealable (African American) stigmatized identities as well as the intersection of these identities (African American lesbian & bisexual). The impact of external (e.g., perceived social support) and internal (e.g., psychological mindedness) on the relationship between identity centrality and psychological distress and self-concealment.. We aim to better determine factors influencing the identities and psychological well-being of sexual and ethnic minorities. Implications of this study might better determine the different levels at which concealable and non-concealable stigmas operate.

Shannon McIntyre

Erica Antonucci

Long Island University

### **Intersecting identities and Health: Gender, Race, Sexual Orientation, and Substance Abuse**

This study utilized an intersectionality framework to examine prevalence rates of substance abuse among a community sample. To better understand substance abuse disparities, we examined within and between gender, racial and sexual orientation group differences. This quantitative study utilized a sample of 2901 participants from an evaluation project of an urban community health center. Rates of substance abuse problems varied by these identity intersections. The results of the study are significant because they illuminate the importance of an intersectionality analysis in substance abuse disparities. This is important because substance abuse is a serious issue that is highly comorbid with many other mental health disorders.

Ethan Mereish

Boston College

### **Weight Control Behaviors and Body Perception in Racial and Sexual Minority Men**

**OBJECTIVE:** This study investigated the effect of weight esteem on the relationship between sexual minority status (SMS) and disordered eating behavior, compensatory behavior, and

weight control behavior. **METHOD:** The current study examined this relationship in both Caucasian and non-Caucasian participants. The participants were taken from the National Longitudinal Study for Adolescent Health (N=7,167). 405 participants were sexual minority men (SMM). **RESULTS:** For Caucasian SMM, the relationship between SMS and eating behaviors remained significant, even holding weight esteem constant. For non-Caucasian SMM, racial status appeared to buffer the relationship between SMS and disordered eating behavior. **CONCLUSIONS:** Findings support previous research that a significant relationship exists between SMS and disordered eating. Further investigation on the effect of racial minority status is needed.

Alexa Nappa  
Michigan State University

### **Reconciling and Integrating Queer and Ethnic Identities among Queer First Generation Immigrant Chinese Americans**

Eight lesbian/gay/bisexual/queer 1st generation immigrant Chinese-Americans were interviewed about their experiences identifying as LGBTQ and Chinese in this qualitative study. Sixteen salient themes emerged, indicating that participants experience stress as immigrants, as Chinese-Americans, and as LGBTQ within their families due to conflicting ethnocultural values and in the dominant homophobic culture of the U.S. They cope by utilizing social support and community resources that validate their identities and maintaining positive and accepting attitudes of their multiple identities. Recommendations for clinicians include developing a strong knowledge base of the cultural issues that this population grapples with in the context of concurrent ethnic and queer identity development, interventions to increase identity exploration and acceptance, and referrals for social support and community resources.

Hang Ngo  
The Wright Institute

### **More Yin than Yang: Asians in Film**

One of the many ways that we learn about culture and the intersection of gender and ethnicity are through our exposure. For many Americans, this may come through our experiences with the media. Asian men and women alike tend to be portrayed as more feminized with men as passive, non-leading role sidekicks and women as the seductress. We explore gender roles through the traditional (Bem, 1974) gender inventory as well as raise questions about what may be more appropriate in the 21st century. We examine films and analyze their content in terms of gender,

ethnicity and management of conflict. We hope to raise questions about a typically silenced minority and find ways to promote better portrayals in the film industry.

Johnny Nguyen  
Michelle Ronayne  
Nashua Community College

### **Engaging Mental Health Practitioners at College Health Services in Diversity Dialogues**

It is important to understand the unique mental health challenges of today's diverse college students. The successful assessment and treatment of patients in mental health has always been dependent on the relationship between the mental health provider and patient. Today, cultural competence and sensitivity is imperative in this relationship. The Massachusetts General Hospital Department of Psychiatry's Diversity Committee lead a diversity training at a local University Mental Health service. With over 45 participants including 10 trainers, there were psychiatrists, psychologists, clinical social workers and nurse practitioners in attendance. Using a facilitative model of learning, the trainers engaged participants in large and small group exercises. The training emphasized strategies in having important yet safe conversations about diversity. It also outlined culture based interactions that create discomfort with cross cultural patient-provider encounters

Ranna Parekh  
Deborah Washington  
Mass. General Hospital  
Harvard Medical School

### **“I listened to Korean society. I always heard that women should be this way...”**

Based on a year-long, qualitative study of five East Asian women, pre-service teachers enrolled in U.S. TESOL teacher education programs, this article examines one Korean woman's journey navigating through her multiple identities as a daughter, spouse, mother, and language teacher in and out of Korea and the United States. In narrative accounts audiotaped during in-depth narrative interviews conducted over a period of seven months, Han Nah shared experiences that have been shaped by her gendered identities while also being transformed by these identities. Han Nah's identities are viewed as a site of struggle in multiple contexts: (1) Han Nah was influenced by how her parents positioned her as a traditional Korean woman in the larger Korean, patriarchal society, which in turn impacted her own decisions navigating through both Korean and U.S. educational and professional contexts; and (2) Han Nah's "mothering" and "spousal" identities influenced and somewhat superseded her professional aspirations, which led

Han Nah to claim her dominant language and race in the Western educational system. This article concludes with TESOL teacher education implications.

Gloria Park  
Indiana University of Pennsylvania

### **Gender Differences in Predicting School Persistence of Latino Youth**

Many studies have examined "risk factors" of school drop-out. However, fewer studies have examined intra-group differences in school persistence for Latino youth. Participants were 1,194 Latino students who attend a high school in a large metropolitan setting in the Midwest. Results indicated that students who had (1) family members they admired and (2) strong motivation to learn were more likely to report high intentions to graduate high school and go on to college, regardless of gender. However, for boys, the dissonance between their home and school lives, school and peer support were significant predictors of academic aspirations whereas for girls, academic self-efficacy best predicted academic aspirations and intentions to return to school.

Megan Polanin  
Loyola University Chicago

### **Does Gender Matter? Depression & Anxiety among Asian Immigrant Youth**

Research shows that depression and anxiety are more prominent in adolescent females than males. Existing research regarding the gender differences in Asian immigrant youth is limited. In the current study, 171 Asian immigrants from an urban high school completed questionnaires regarding their depression symptoms on Epidemiological Studies Depression Scale for Children (CES-DC), anxiety symptoms on Screen for Child Anxiety Related Emotional Disorders (SCARED), and the Social Support Scale of the Polling For Justice Survey. Results showed that girls reported higher levels of anxiety but not depression than boys. Lower levels of social support significantly predicted separation anxiety, but not generalized anxiety or depression. The findings will be used to inform school-based intervention with Asian American adolescents.

Nina Sathasivam-Rueckert  
Brittany Dancy  
Tao Liu  
Ami R. Popat  
Usha Tummala-Narra  
Boston College

## **Race, Identity, and Composition: The Experiences of African Americans in the Professoriate**

This research project explores the lived experiences of African American scholars in rhetoric and composition, including how their early life histories have influenced their development as professionals in the field. The study builds on research by Bizzaro (2002) which utilizes entrance-to-the-profession narratives to describe the experiences of major theorists and minority faculty in the field of rhetoric and composition in their attempts to become professionals. Life story interviews were conducted with six African American scholars who discussed their backgrounds, family histories, race, career experiences, and professional development. The analysis of the participants' stories revealed common themes in regard to race, racial identity development, professional identity development, and the negotiation of public/private selves within professional spaces in academe.

Kimberly Thomas  
Indiana University of Pennsylvania

## **Gender Variation in the Intersection of Social identities among Black College Students**

This study explores the importance afforded to various social identities among Black college students. One hundred ninety-three students (71% female) completed surveys that assessed social identity importance, racial/ethnic identity dimensions, collective self-esteem, within- and between-group discrimination, coping, and well-being. Factor analyses revealed differences in relations between social identities dimensions by gender, with females connecting gender to race/ethnicity, while males connected it to sexual orientation. Person-centered analyses revealed while Black females who emphasize their social-cultural identities may be more susceptible to experiencing discrimination, they are also more likely to feel stronger connections to their racial/ethnic group and to leverage these connections as a form of support when coping with discrimination. Implications for our understanding of Black students' identities are discussed.

Joanna Lee Williams  
Myles Durkee  
Amir Francois  
University of Virginia

## **The Influence of Role Models in Promoting Positive Identity Development in Black Adolescent Girls**

The influence of role models on adolescent development has been a widely studied phenomenon. However, when examining such influences, research often focuses on role models that are significant others in youths' lives or role models that impact a specific domain of youths' experiences (e.g., career). More so, research suggests that the media does not offer many positive

role models for African American girls, thus providing limited opportunities for developing an identity that promotes a healthy view of self. This study focuses on how youths choose role models and how those role models impact the ways in which youths choose to represent themselves in various life domains such as education and relationships.

Shatina Williams  
Boston College

### **In Her Own Words: Black/African Women Talk Gender, Racial/Ethnic and Sexual Identities**

Black/African women's gender and racial/ethnic standpoints position them for particular relational experiences. During this presentation qualitative data gathered from a non-college sample of Black/African women is presented. Data was collected from three focus groups and interviews and open-ended questionnaires were used to gather data from women from difficult to reach populations (e.g., disabled, LGBT, and lower SES). The women discussed the intersection of their sexuality, racial/ethnic and gender identities and how they perceive their multiple identifications influence their experience of their relationships and relational stress. Implications for counseling and psychotherapy with a specific focus on identity integration and resolution are presented. Research implications are discussed.

Wendi Williams  
Long Island University – Brooklyn

### **The Development of Racial and Gender Identities in Children: Intersections and Implications**

Previous research has demonstrated that children develop racial and gender constructs at a young age. However, an equally critical, and oftentimes underexplored, issue concerns the developmental processes associated with the formation and internalization of these constructs. Children, particularly those with intersecting identities (i.e. black females), learn these constructs very early, and the important differences in the development of these constructs must be evaluated. Since parents are largely responsible for socialization and shaping children's attitudes and/or identities, it is imperative to design interventions that will aid parents in raising children who are accepting of gender and racial diversity. Several important differences in developmental processes as well as strategies for developing these interventions will be discussed.

Anne Winiarski  
Emory University

Phyllis Katz  
Institute for Research on Social Problems

## **Counseling LGBTQ international students: Intersecting aspects of diversity**

International students who identify as lesbian, gay, bisexual, or queer represent a culturally diverse, marginalized, and invisible group in U.S. institutions of higher education. Similar to their U.S.-born peers, LGBTQ international students face the multiple challenges of sexual identity exploration, coming out to oneself and others, and coping with marginalization, harassment, and oppression. Unlike their American LGBTQ peers, however, LGBTQ international students have to cope with these challenges while also navigating an unfamiliar cultural context. This poster presentation discusses the challenges experienced by LGBTQ international students who bring intersecting cultural statuses based on cultural heritage and sexual orientation. In addition, the poster proposes culturally sensitive strategies for better serving LGBTQ international students.

Elena Yakunina  
The University of Akron

# WORKSHOPS

## **Challenges and Suggestions for Assessing Intersecting Identities in Research and Practice**

This presentation will provide a brief overview of a study examining how the way college students self-identify relates to their willingness to seek help. Next, an overview of the challenges in assessing how individuals self-identify in order to understand their intersecting identities will be discussed. Finally, results of psychometric analyses comparing two methods of assessing intersecting identities will be presented. The presenter will also share her experiences of assessing intersecting identities in clinical settings and how these experiences can inform research on the assessment of intersecting identities. Participants will be invited to share their challenges and experiences in assessing intersecting identities in research and practice. Suggestions for improving methods of assessing intersecting identities in research and practice will be presented.

Aimee Adams  
Kutztown University

## **Conducting Therapy with Gay or Bisexual Latino Males**

This presentation was developed through an examination of published articles which focus on the experience of gay and bisexual men who are also Latino. Latino males represent a complex and heterogeneous group of individuals who originate from many different countries and regions. Relevant literature suggests that traditional Latino families tend to have a negative view of homosexuality (Guarnerro & Flaskerud, 2008). Furthermore, the culturally socialized gender roles for many Latino men emphasize adherence to the culture's traditional views of masculinity, which may conflict with a gay or bisexual orientation (Arciniega, Anderson, Tovar-Blank, & Tracey, 2008; Liang, Salcedo, & Miller, 2010). The presentation is structured to promote a conceptualization of this client population, highlight potential dilemmas they may face, and offer treatment considerations for clinical application.

Sasha Ahmed  
Crystal Taylor  
Brooke Tancer  
Chestnut Hill College

## **Embodiment of Cultural Conflict: Asian American Women and Eating Disorders**

Asian American women face particular cultural pressures and expectations that may contribute to the development of eating disorders. The workshop coordinator will present a psychoanalytic

formulation of Asian assimilation as “racial melancholia” (D. L. Eng & S. Han, 2000), select microaggressions against this population (D. W. Sue, et al), and American cultural norms that dictate a “young, thin, hard, and white” body ideal (S. Gutwill, 1994) to describe predominant stressors. Case material from the inpatient treatment of 2 Asian American women with eating disorders will illustrate how race, cultural expectations, and gender limit successful resolution of embodied conflicts. Workshop participants are encouraged to bring case material to identify research needs in the treatment of non-white women with eating disorders.

Leilani Salvo Crane  
University of Pennsylvania

### **Pedagogical Strategies for Addressing Intersecting Identities in “Diversity in the Workplace” Courses**

This session explores pedagogical opportunities and challenges of addressing multiple, intersecting identities in diversity courses. Topics include: the intersection of class, race and gender; the impact of multiple identities on dominance/subordination dynamics; the need to contextualize the discussion of multiple identities in terms of culture; the tensions experienced by instructors. Based on 20 years’ experience, we share strategies and tools including exercises, readings, and cases that have helped students examine their multiple identities and the impact of context on the salience of any identity. The importance of self-reflexivity in exploring one’s framing and interpretation of a given diversity situation is highlighted. Workshop participants discuss their experiences and strategies for addressing these pedagogical challenges.

Marcy Crary  
Vicki LaFarge  
Duncan Spelman  
Bentley University

### **Critical Therapy: Race, Class and Gender in Domestic Violence Counseling**

Social workers and psychotherapists are taught to maintain clinical objectivity that demands distance from politics and social policy. Yet, what happens when some cultural/social practices are harmful to women and girls? This workshop will discuss race, class and gender as they enter the counseling hour with domestic violence survivors. In the first part of the presentation we will address cultural issues as they relate to West African clients, with particular emphasis on FGM. In the second part of the workshop, we will ask whether or not counselors need to challenge oppressive cultural beliefs and introduce the theory of critical therapy. Critical therapy analyzes

how social conditions such as race, class and gender play a significant part in psychological problems.

Silvia Dutchevici  
Private Practice

Veronique Harvey  
The Intervention Network for Persons Affected by Organized Violence

### **Addressing Complexities of Cultural Identity Development in Graduate Human Development Coursework**

Traditionally, coursework in Human Development has prioritized knowledge of conventional stage and lifespan development models, including only marginal attention to models of cultural identity development along identity dimensions such as race, ethnicity, gender, sexual orientation. The current workshop presents Social Identity Development Theory (Adams, Bell and Griffin, 1997) as a unifying construct for considering developmental trajectories on dimensions of cultural identity that expose and protect individuals from oppression in intersecting ways. Strategies for creating course materials and learning experiences that enrich and complicate consideration of traditional models of Human Development with an appreciation for the crucial importance of multiple trajectories of cultural identity development will be presented.

Karen Godfredsen  
The Wright Institute

### **Teaching about Racial Identity from an Intersectional Perspective**

This workshop explores how to teach about race and racial identity from an intersectional perspective when learners have different degrees of racial consciousness and readiness to handle this kind of cognitive complexity. We present a framework which builds toward an intersectional understanding of racial identity, moving from a single focus on race towards a multidimensional integration of other social identities. This developmental framework includes four pedagogical approaches: 1) A race-centered, single identity focus, 2) A race-centered, limited intersectional focus, 3) A race-centered, intersectional focus, and 4) A full intersectional focus. We explore

some of the issues and challenges raised by teaching about race and racial identity from an intersectional perspective.

Diane Goodman  
SUNY New Paltz

Bailey Jackson  
University of Massachusetts-Amherst

### **Exploring Intersecting Identities Across Contexts with the IIAC: A Practical Tool**

Multicultural identities are not fixed, but rather constantly changing. Such multiple cultural identities have been described as “cumulative layers, where the immediate cultural context determines which layer is relevant at any particular time” (Campbell, 2000, p.32). The IIAC, or Intersecting Identities Across Contexts tool, allows individuals to explore not only their multiple and intersecting identities, but also the salience of those identities within and between different contexts. Mental health professionals and teachers can use this IIAC to first examine their own identities and then to help others explore their multicultural identities.

Neda Kharrazi  
PGSP-Stanford

Pamela Wrona  
University of the Pacific

### **The Trevor Project: Fostering Safe Schools Through Positive Relationships**

The Trevor Project is the leading national nonprofit organization that works towards raising awareness of risks that the LGBTQ youth population faces and educating students about the warning signs of suicide. Our workshop will focus on sharing the facts about suicide among minority populations including LGBTQ youth and racial/ethnic minority groups and sharing the benefits of The Trevor Project workshop. In addition to learning statistics and risk factors, participants will take part in a “mock” Trevor Project Workshop that they can then take back to their schools to present to students. Free resources will be shared, and a short video will be shown.

Kate McGravey  
Boston Public Schools

Jaclyn Kinsman  
Haverhill Public Schools

## **Interracial Marriage and Black Women's Racial Identity: Polyhythmic Voices and Realities**

This session addresses the intersection of three identities: race, gender, and couple identity as experienced by Black women who are married to White men. Participants are introduced to the Exogamous Black Identity model (EBI) as a framework for understanding the ways in which gender and racial identities intersect with marital identity. Interviews were conducted with 10 heterosexual Black women who are married to White men. The grounded theory emerging from the study was that the women experienced a polyhythmic reality, which resulted in the intersection of their Black identity and their interracial couple identity. This led to the activation of a new social identity, which I have identified as Exogamous Black Identity.

Joyce McNuckles  
Willis Center

## **Group Dynamics: The Intersection of Race and Gender in Group Life**

An edited videotape is shown of a small study group from a group relations conference that met for four sessions during a weekend group relations conference. This video is being developed as a part of an educational video series to enhance learning about group and intergroup dynamics. This workshop will focus on racial/cultural and gender dynamics that impact how members of a group take up their roles and work towards the task of the group. The racial and cultural dynamics that are most salient in the vignette are: the intersection of race, ethnicity, gender, and generational concerns.

Mary McRae  
Sandra Dias  
New York University

## **Just Us or Justice for All: Linking Societal Inequities through Compassion**

In this didactic and interactive workshop, the presenter will share his experiences in helping others to acknowledge social justice in their work as psychologists. Related concepts of social justice disparities, societal inequities, disproportionality, etc. will form the foundation of the initial presentation. The intersectionality of race or more accurately racism, classism, sexism, heterosexism as "societal pollutants" will be presented through film, audience narratives and didactic material. We will have a setting of context, agreements for learning and understanding essential components and rationale for eliciting and fostering personal compassion.

Mathew Mock  
John F. Kennedy University

## **Negotiating Identity Development: Examining the Coming Out Process for Ethnically Diverse Adolescents**

Research has shown that the process of sexual identity development is different for adolescents from ethnically diverse backgrounds (Harris Interactive & GLSEN, 2007; Jamil, Harper, Fernandez, & Atn, 2009). This workshop will provide an exploration of the intersections of sexual identity development and ethnic background for adolescents, using the multidimensional model of sexual orientation. A description of two clinical cases will be provided; one Latino adolescent male and one White adolescent female, both in the process of exploring their sexual identity. The majority of the workshop will be spent applying relevant theory and research to the case studies. Specific areas of discussion will include similarities and differences in relationships, academic experiences, mental health, and identity development.

Angela DeSilva Mousseau  
Brown University

Kimberly Prater  
Fordham University

## **Orangenia: A Simulation on Intersecting Identities and Power**

Orangenia is a simulation in which participants are challenged to make decisions about the resources in a land where they are members of three clans, each with its own identity. Conflicts arise as the clans negotiate from their differing cultural perspectives and situational power. Because the clans have differing degrees of social privilege and are asked to make decisions about the distribution of scarce resources, participants must manage intersecting identities. As participants grapple with fictional situations, they prioritize their intersecting identities to compete and survive. Usually, participants who have a fictional, privileged cultural identity will emphasize that identity and deemphasize the unprivileged identity. During a facilitated debriefing participants investigate the larger societal implications of managing intersecting identities.

Robin Parker  
Pamela Smith Chambers  
Beyond Diversity Resource Center

## **Curriculum Planning and Implementation in a Multicultural Counseling Course: Explorations of Intersectionality**

The purpose of this presentation is to focus on the impact of race and gender on delivering classroom and educational interventions, based on my experiences with planning and implementing a curriculum for a new course in our masters Counseling program. The course is:

HDL: 659: Counseling in a Pluralistic Society, and is part of a new program curriculum that was implemented by our faculty and administration in the Fall of 2010. The presentation will focus on two assignments developed for this course that explore the students' perspectives about the complexity of intersecting identities. The assignments presented will focus on: 1) the identification and exploration of microaggressions, and, 2) an exploration of the intersectionality of multiple identities. A DVD entitled, "Toni Morrison Uncensored" will also be shown during the workshop presentation.

Ellen Short  
Long Island University

### **Models for Teaching Race, Ethnicity, Gender, and Sexual Orientation Intersections in the Classroom**

Eight conceptual models currently used to teach the intersection of race, ethnicity, gender, sexual orientation, and other dimensions of diversity within a psychology curriculum will be presented for application in higher education. The background and theories for the development of these models will be highlighted. The Presenter will discuss the use of these models in undergraduate and graduate psychology curricula. An overview of evidence-informed practices and outcomes will be summarized in teaching diversity in college curricula today. The Presenter will highlight and demonstrate some of the major exercises, tools, and methods used in the college classroom to illustrate each of the eight conceptual models currently used in teaching the intersection of race, ethnicity, gender, sexual orientation, and other dimensions.

Herbert Wong  
Timothy Baima  
John F. Kennedy University

# **STRUCTURED DISCUSSIONS**

## **It's Complicated: Intersecting Identities and Implications for Cross-Racial Therapy Outcome**

This session offers a clinically relevant, research-based discussion that will build upon findings from a phenomenological study of racial and ethnic minority clients' experiences in cross-racial therapy. Utilizing the Racial/Cultural Identity Development (R/CID) model by Sue & Sue (2003), the study linked clients' R/CID stage and their level of satisfaction working with a White therapist. When further examining clients' intersecting identities, results indicate that a greater number of minority identities (race, gender, sexual orientation, multiracial heritage) were associated with a greater chance for a negative cross-racial therapy experience. Group members will be asked to discuss the implications of these findings in regards to improving cross-racial psychotherapy experiences, focusing on clients who may present with multiple intersecting minority identities.

Catherine Bitney  
Kalli Feldman  
New School University

## **LGBT Individuals in Military Culture: Creating a "Do Ask, Do Tell" Environment**

Unfortunately, some of the military's most dedicated soldiers are also the most oppressed, because of Don't Ask, Don't Tell (DADT). The stress and confusion of having to hide a core part of one's identity is likely to be very painful and can result in mental health issues. It is pertinent that clinicians who work with LGBT members of the military be aware of special cultural considerations regarding this population as well as how LGBT members are and are not protected under DADT policy. Ultimately, the goal of this presentation is for clinicians to gain awareness, knowledge, and skills in working with this specific population in order to provide these individuals with a "Do Ask, Do Tell" environment in therapy.

Drew Burkley  
Dawn Haaz  
Allison Otto  
Chestnut Hill College

## **Evidence-Based Treatment and Prevention Interventions: Do they Address Racism and Discrimination?**

The urgent need to improve mental healthcare services for people of Color is based on the rapid increase in racial diversity, a growing disease burden, and the lack of culturally compatible treatment and prevention interventions available to clinicians. Although treatment approaches have been developed to reduce racial disparities, few interventions directly address the effects of racism and discrimination that may have been experienced by those they were designed to treat. This is a critical issue in clinical care, given that racism and discrimination have been found to adversely affect mental health and contribute to substance misuse. The purpose of this discussion is to generate dialogue on therapeutic strategies that might be effective in treating the effects of racism and discrimination.

Robert T. Carter  
Rebecca Rangel  
Karima Clayton  
Teachers College, Columbia University

Carrie Muchow  
Columbia University Medical Center

## **The Trend Towards Globalization: How Do We Work with International Students in American Classrooms?**

This structured discussion will facilitate a conversation on international students' experiences in American higher education as well as the challenges they face in graduate counseling psychology programs, speaking to the audience's primary context. The presenters will begin with a 10-minute presentation on international students' marginalization experiences. The goal is to familiarize the audience with discrimination at individual and institutional levels. Presenters will probing questions (1) to discuss the conceptual framework of neo-racism and reflect on systematic issues; (2) to share their own experiences in teaching/working with or being international students/colleagues; (3) to recognize how individuals can change these biases and inequities as peers, educators or institutions; and (4) to generate recommendations for supporting international students in academic and clinical training.

Pei-Han Cheng  
Brittney Silvestri  
Teachers College, Columbia University

### **Ageism and the Intersections of Race within Lesbian, Gay, and Bisexual Individuals**

This discussion will illuminate the current void in the literature needed to discuss the intersections of ageism and race among older lesbian, gay and bisexual (LGB) individuals. The current body of literature lacks in addressing how multiple minority statuses impact this population. With an increasing older population it is imperative to understand the multiple stressors and how to integrate a level of awareness, knowledge, and skills to our work with this group.

Marty Aron Cooper  
Zemed Berhe  
Seton Hall University

### **Acculturation to Professional Psychology: White Institutions, White Faculties, and Students of Color**

A panel composed of two senior faculty members, one white and one African American, and three graduate students of color, one Hispanic, one African-American, and one Pakistani, will present issues of students' acculturation to professional psychology. These issues will be framed by awareness of the context of teaching and training professional psychologists within a traditional graduate school. Identity formation within a basically white institution into a basically white profession has implications for self-identity for students of color. These implications will be explicated. Audience participation will be invited.

Karen Farrell  
Wendell Carpenter  
Emmanuel Gonzalez  
Janelle Scott  
Fahad Khan  
Midwestern University

### **Negotiating and Managing Intersecting Identities of Trainers and Participants During Diversity Trainings**

Diversity trainers manage multiple identities while conducting diversity trainings, and this workshop will explore the complex identity negotiations that trainers manage. As diversity trainers, the three presenters represent multiple identities in terms of race, class and sexual orientation. This collaboration brings together years of experience navigating multiple identities during trainings in diverse environments. The presenter's herstories reveal a need for further discussion of the management and negotiation of multiple identities of both presenters and participants during diversity trainings. The presenters will facilitate a discussion among experienced diversity training practitioners in order to engage in a discussion that examines both

the costs and benefits of identity management during diversity trainings. As we collectively identify road blocks that surface during trainings related to race, sexual orientation and gender, we will use our shared knowledge to dialogue through potential solutions.

Heidi Faust  
Rachel Carter  
Shawntay Stocks  
UMBC University of Maryland, Baltimore County

### **“Building Communities”: Sexist and Homophobic Attitudes in the Black and Catholic Churches**

The Black church is recognized as the most influential institution in the African-American community providing social, psychological and spiritual empowerment (Lincoln and Mamiya, 1990). Likewise, in Mexican-American culture, it is evident that religious and spiritual practices are central to identity development and psychological well-being (Velasquez, Arellano, and McNeill, 2004). Though religion may provide strength in coping with socio-cultural factors associated with oppression, it may marginalize sub-groups such as women and gay men in Mexican-American and African-American communities. Literal interpretation of Biblical scripture and the use of imagery in the Black and Catholic churches may reinforce sexism and homophobic attitudes in Mexican-American and African-American populations. This presentation will enhance counselor knowledge related to religious influence on gender roles and sexual orientation.

Courtney C. Heard  
Texas A&M University – Corpus Christi

### **Culturally-Focused Ecological Conceptual Framework for Therapeutic work with African American Men Who Have Sex with Men (MSM)**

African-American men who have sex with men (MSM) experience challenges in the areas of close relationships (Franklin II, 1995; West, 2001), extended family relations (King, 2004), the Black Church (Herek 1987; Herek & Capitano, 1995) as well as the workplace (Friskopp and Silverstein, 1995). The HIV infection/AIDS literature (e.g. Brooks, Rotheram-Borus, Bing, Ayala, & Henry 2003; Myers, Javanbakht, Martinez, & Obediah, 2003) have chosen to restrict their empirical attention on the sexual behavior of African-American men who have sex with men (MSM) in a vacuum utilizing a public health model. The goal of this discussion is to explore the merits of adopting a culturally-focused ecological framework that assists practitioners in gaining a keener appreciation of the multidimensionality of phenomenological experiences of

this heterogeneous group of African-American men who have sex with men (MSM) (e.g. Parks, 2004).

Erica Holmes  
Kenneth Spears  
George Davis  
Alliant International University

### **A Shift in Thinking: An Understanding of Multiple Identities and Their Intersections**

The workshop provides concrete strategies to understand multiple identities, their intersections, and their complex relationships with systemic privilege/oppression and internalized privilege/oppression through shifting thinking styles and transformative learning. Barriers like in-group favoritism, ethnocentrism, implicit learning, and automatic activation are examined. Experiential learning exercises will illustrate the power of transformative learning.

Heesoon Jun  
Evergreen State College

### **Psychotherapy with Gay Men of African Descent**

The presentation will utilize the case study method as a window into the struggles of gay men of African descent 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 process of psychotherapy can provide positive and valuable tools to support personal growth and self-actualization.

Jasper Lawson  
Private practice

### **Male Psychologists of Color – Seeking Mentoring and support as Invisible Minority**

In America, one in four doctoral students in psychology is ethnic minority, and more than three quarters are female. In a society that advocates gender equality and diverse ethnic minority involvement, it is critical to ensure equal representation of psychologists for the population we serve. Ethnic minority male students are rapidly becoming a unique population within graduate programs, but the impacts of “double minority” and their need for support and mentoring remain largely overlooked. In this structured discussion, we seek to spark discussions on topics ranging from challenges and barriers in graduate school, mentoring, and support to cultural and gender

roles impact on surviving and thriving in graduate school, drawing on the presenters and audience experiences to guide the discussion.

Zeb Lim  
University of Kansas

Ming-Che Tu  
Teacher's College, Columbia University

### **Meaning and Meaninglessness in a Diverse Culture**

Meaning and meaninglessness have been existential concepts theorists have toiled over for years. The argument that humans are meaning-seeking creatures varies among cultural and ethnic groups. Enlightenment into life challenges and tragedies is developed through the meaning created by cultural backgrounds. Caucasian and African-American individuals of low socioeconomic status tend to follow the American status-quo set by wealthy Americans. Challenging false or transitory meaning with clients is part of the diverse existential picture. Exploring beyond coping skills and basic safety issues are involved in helping a client understand what is truly meaningful.

Sarah Littlebear  
Shelley Reed  
Auburn University

### **Developing a Measure of Gendered Racism and Generic Stress for Black Girls**

To provide a structured discussion with researchers, practitioners, and other interested parties, to gather input on the development and implementation of an instrument to measure gender, race related and generic stressors, coping mechanisms and strengths of black girls, utilizing an intersectional, ecological based framework.

Laurie Nsiah-Jefferson  
Brandeis University

### **Intersections of Socioeconomic Status, Gender, and Race When Working With Clients of Color**

Various issues arise at the intersections of race, gender, ethnicity and socioeconomic statuses, which impact individuals' access and experiences relating to mental health services, healthcare, and employment. Particularly, People of Color of low socioeconomic statuses, encounter unique

individual, cultural and systemic barriers negatively impacting the aforementioned realms. It is critical that therapist in training consider these barriers within their therapeutic work, and work towards developing cultural competency. Therefore, it is important to have a discussion to identify and explore: various racial cultural issues that arise within the therapeutic relationship at these intersections; systemic issues which influence access and experiences related to mental and health care services, and employment; and effective therapeutic interventions considering the unique issues encountered at these intersections.

Rebecca Rangel  
Jillian Lyons  
Teachers College, Columbia University

### **Intersecting Psychosocial Identities: Challenges and Implications for Diversity Instruction**

Clinically oriented psychology programs often include a mandatory course that address diversity issues. It is common for such courses to survey cultural/ethnic groups – providing broad overviews of group norms within these communities – using privileged 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 view social identity as mono-dimensional and to engage participants in imagining methodologies that foster critical dialogue about multiple oppressions. Such creative and respectful spaces require participants to examine their own biases, to challenge their own understandings of intersecting identities, and begin to explore how oppression and resistance impact those who occupy locations they themselves do not.

Sylvie Taylor  
Anitoch University Los Angeles

Theodore Burnes  
Alliant International University Los Angeles

### **Critical Consciousness Processes**

Appreciation of diversity and awareness of oppression has been linked to positive youth outcomes, including self-esteem, civic engagement, and academic achievement. Whether it is called search for “cultural awareness”, becoming a “multicultural person” or simply “knowing oneself” scholars agree that this process facilitates an understanding of and appreciation for cultural diversity, a vital part of the development of critical consciousness. This presentation will include comprehensive information on the formation of the critical consciousness processes study and will focus on how understanding the sociopolitical development amongst diverse adolescent populations advances the knowledge of how they respond to oppression within

society. This mixed methods study explores perceptions of discrimination and different forms of oppression, beliefs regarding equity, critical consciousness, and self-esteem.

Anita Thomas  
Gihane Jeremie-Brink  
Amber Hewitt  
Loyola University Chicago

### **Narrating Race, Gender, and Sexuality**

This symposium examines literary texts that articulate boundaries of race, gender, and sexuality and negotiate gender and sexuality in and through race. “Masculinities Portrayed: Reign, Rebellion, and Redemption” finds redemptive masculinities in novels by James Baldwin, Andre Dubus, and Zora Neale Hurston. “Towards a Mestiza Activism: Race and Sexuality in Dan Savage’s “It Gets Better” YouTube Project” suggests steering the activist discourse of Dan Savage’s “It Gets Better” YouTube project toward a crossroads space of race, gender, and sexuality, using Anzaldúa’s mestizaje as a guide. “The Maternal Temporality of Presence in Heart of Darkness” reexamines the supposition that Conrad’s Heart of Darkness inscribes a maternal Congo with white colonial violence through its infliction of metaphorical rape.

Dagmar Van Engen  
Angelina Avedano  
Meredith Kasabian  
Boston College

### **Social Media Used as a Platform to Perpetuate Individuals’ Privilege**

Social media, such as Facebook, YouTube and Twitter, has provided a platform for individuals to communicate their values and opinions. Due to the capabilities of reaching millions, social media can be used to perpetuate individual values and perceptions that stem from privilege, whether it influences ideas on race, gender, sexual orientation, or religion. The goal of this discussion is to generate new ideas about this growing phenomenon and to discuss potential research opportunities through the use of case vignettes, discussion, and activities.

Danika Wailes  
Amanda White  
Katie Price  
The School of Professional Psychology at Forest Institute

## **Integrating Intersectionality into Models of Social Identity: Examples, Promises, and Challenges**

Intersectionality explores how the experience of identity encompasses multiple, interacting aspects of self. Numerous educators and scholars have integrated intersectionality into models of racial and social identity development, creating new and holistic conceptualizations that encompass race, gender, sexual orientation, and other social groupings. These models offer additional images and tools that capture the complex, interwoven nature of identity. Using historic and emerging models of social identity, the presenters suggest ways to further integrate and conceptualize an intersectional perspective in future models of racial and social identity. The promises and challenges of creating a more holistic orientation toward identity development are discussed, as well as the questions that may arise as intersectional models are increasingly used in teaching, practice, and research.

Charmaine Wijeyesinghe  
Consultant

Diane Goodman  
SUNY New Paltz

# SYMPOSIA

## **Coming Out or Saying In: Disclosure and Dimensions of Identity in Therapy**

Self-disclosure by the therapist in psychodynamic treatments has long been the subject of considerable debate in psychoanalysis. This symposium focuses on issues of deliberate self-disclosure of the therapist's sexual orientation during long-term psychodynamically-oriented treatments conducted at a community-based outpatient clinic in New York City. The therapists, all of whom are white and identify as gay, lesbian and/or queer, explore decisions to disclose their sexual identities in treatments with people from racially and ethnically diverse backgrounds. The narratives presented are enriched by complex experiences of race, ethnicity, sexuality, religion and gender. These invisible and visible aspects of minority identity and accompanying dimensions of power and privilege that impacted the treatments and decisions surrounding self-disclosure of sexual orientation are addressed throughout.

Elizabeth Freidan Baumann

Gabrielle Cione

Alice Mangan

Ian Pervil

Kate Williams

City College, City University of New York, Cambridge Health Alliance

## **Challenging the Status Quo: Illuminating Experiences of an Institutional Climate for Diversity**

Despite the prevalence of diversity initiatives/policies in academic institutions, ongoing strains in intergroup relations, incidents of intolerance, and disproportionate rates of academic failure and attrition among underrepresented groups underscore the need for comprehensive and nuanced understandings of climates in educational contexts. Recent research on climates in K-12 schools, postsecondary institutions, and organizations tends to emphasize either generalized conceptions of "diversity" or focus specifically on racial climates, leading to a gap in scholarship that examines how climates impact and are impacted by individuals' multiple and intersecting identities. Furthermore, while numerous quantitative and several qualitative studies have contributed to multidimensional conceptualizations of campus climates, mixed-methods approaches offer broader and deeper understandings of community members' lived experiences. The papers presented in this symposium describe a multidimensional, mixed-methods framework for diversity climate research that attends to intersectional social identities and involves all community members in a transformative process of critical examination and reform.

Robert Carter

Celia Oyler

Keisha McIntosh

Sarah Schlessinger  
Limarys Caraballo  
Sydney Smith  
Teachers College, Columbia University

### **The Impact of Discrimination on Health: Implications for Mental Health Treatment**

The purpose of this presentation is to reveal the types of encounters that have been found in the research literature and to show what types of physical and mental health outcomes have been reported and offer guidelines to mental health professionals as to how to treat the effects of encounters with racism and/or discrimination. Our search strategy is presented as we discuss how racism and discrimination have been defined and conceptualized as well as its prevalence. A brief review of the discrimination literature with a specific focus on the types of encounters and the associated impacts reported by researchers will be outlined and ways to treat the mental health impacts' found in the review of the research will be offered.

Robert T. Carter  
Rebecca Rangel  
Teachers College, Columbia University

Carrie Muchow  
Columbia University Medical Center

### **Unlearning our lessons: White psychology trainee group investigates privilege, identity and justice.**

The number of White psychotherapists working with African American clients is currently at a critical point. This symposium will advance the discourse by building upon the experience of three White clinical psychology doctoral students' processes of unlearning White-centric racial biases. It will explore the impact of new racial consciousness on their clinical practice. Given these individuals' disparate genders and sexual orientations, each presenter will describe a unique process of navigating of these social identity group intersections, and maintaining empathy and avoiding collusion with negative racial scripts (Williams, 2007).

Benjamin Neale  
Lele Diamond  
David Hawkey  
Michael Connor  
California School of Professional Psychology

## **Struggles of Binational Same-Sex Families**

Approximately 36,000 binational same-sex couples live in the US; for approximately 60% of these couples, one or both partners is from a racial minority (Gates, n.d). Research exploring the impact of multiple intersecting minority statuses on LGBT populations suggests that the negative toll can be cumulative (Cahill, 2009; Harley, Nowak, Gassaway, & Savage, 2002). This is true for binational same-sex couples, for whom the familial, financial, and professional instabilities caused by a lack of legal protection resulting from being LGBT, is compounded by the absence of same-sex recognition in immigration law (Human Rights Watch/Immigration Equality, 2006). The panelists creatively combine their own stories with expertise in Psychology, Sociology, Public Health, and Law to facilitate a rich and much needed discussion on the topic.

K. Theri Starr  
Argosy University Hawaii

Lisa Nunn  
University of San Diego

Thomas Plummer  
Immigration Equality

Heliana Ramirez  
COLAGE

Ranjani Rajan  
Hawaii State Department of Health

## **Identity at the crossroads: Understanding Perceptions of Race and Development of Racial and Gendered Identity in Diverse Populations**

In this symposium, we compare differences in understandings of race-based concepts across multiple sociocultural groups, offer a strengths-based exploration of racial and gender identity development in Black girls, and explore the development of resistance to systemic racial and gender oppression and social justice orientation in Latino/a students.

John Tawa  
Uma Shanmugham  
U Mass Boston

Manisha Gupta  
U Mass Amherst

Maryam Jernigan  
Yale University

Leyla Perez-Gualdron  
University of San Francisco

Jesse Tauriac  
Boston College

### **Using Intersectionality to Understand Culturally Meaningful Resistance and Resilience to Oppression**

Since the civil rights era, there has been increased recognition that intersectionality is critical to understanding experiences of individuals who hold two or more marginalized social statuses. However, additional theory and research is needed to understand experiences of oppression, resistance, and resilience among those with intersecting identities. This symposium presents four papers focused on theory and research on intersecting identities among various communities of color. The papers address transgender Latina experiences; immigrant youth facing documentation status enforcement; internalized racism and sexism among women of color; and the impact of hegemonic beauty standards on Black women.

Speshal T. Walker  
Ester Shapiro  
UMass Boston

## POSTERS

### **T.A.G. Talkin' About Girls: An Intervention Model to Foster positive Identity Development Among Girls of Color**

Various models have been researched and proposed regarding the identity development of women and the identity development of adolescents; however few have addressed the intersecting identities of young and adolescent girls of color. As the ethnic and racial landscape of the US continues to shift, mental health professionals can be integral in promoting positive identity development for this population. The presenter will describe and introduce an identity development model and intervention for young girls of color based on Erickson's stages of psychosocial development integrated with Helms' Womanist Identity Development model. A focus of the intervention model is to include all girls of color, not just those considered "at risk."

Makini Austin  
Mercer University

### **African American Men who Have Sex with Men: Using Motivational Interviewing to Reduce Risky Behaviors**

Motivational interviewing (Miller & Rollnick, 2002) represents a promising intervention to reduce sexual risk behaviors among African American men who have sex with men. It has previously been used successfully with a number of high risk groups (see Velasquez, et al., 2009). This paper provides an overview of motivational interviewing and how it may be used to treat African American men who have sex with men. In particular, therapists must be sensitive to cultural issues when working with this population.

Tyronn Bell  
University of Indianapolis

### **In This Together? An Exploratory Analysis of Racial Identification and Homophobia**

The current study examined the relationship between racial identification and self-reported homophobia. Research indicates variability in racial attitudes towards different forms of homophobia, suggesting that minority individuals are less accepting of homosexuality in general, but support the rights of homosexual individuals (Lewis, 2003). The Homophobia Questionnaire (Raja & Stokes, 1998) was used to examine differences in Caucasian and non-Caucasian persons

on three dimensions of homophobia: personal discomfort, perception of changeability, and institutional homophobia

Amanda Borrelli  
Katie Price  
The School of Professional Psychology at Forest Institute

### **Effective Interventions to Reduce Recidivism: A Discussion including Limitations**

During the past 30 years the number of individuals incarcerated in jails and prisons in the United States has dramatically increased. While there is concern regarding the current levels of incarceration, concern arises regarding the successful reentry of these individuals and the likelihood of their recidivating. Various treatments have been utilized to reduce the rates of recidivism. In examining effective treatment models and programs, the majority of these programs do not mention multicultural components and stigma reduction. This is particularly important with the disproportionate amount of people of color currently within the criminal justice system. It is necessary to facilitate discussion surrounding these intervention programs and how to incorporate the missing components into future intervention treatments utilized.

Robert Carter  
Jill Lyons  
Sinead Sant-Barket  
Karima Clayton  
Keshia Harris  
Teachers College, Columbia University

### **The Relationship between Racial Identity and Acculturation for Chinese and Korean Americans: A Criterion Profile Analysis**

This Individual Presentation intends to present: (1) Criterion Profile Analysis (CPA); 2) a demonstration of using CPA to explore the Racial Identity Theory and its criterion (Acculturation) for a Chinese and Korean American sample; and 3) how to use level and criterion pattern, two main components of CPA, to interpret research results.

Pei-Han Cheng  
Robert Carter  
Teachers College, Columbia University

## **The Impact of Attitudes towards Prisoners on Counselor Trainees' Diagnostic Impression of Incarcerated Clients**

In providing mental health services to oppressed populations, mental health professionals should be aware of the harm that counselor biases and perceptions may have on their clients. In mentioning oppressed populations and the impact of particular perceptions and biases, it is important to think about how this may impact individuals whom are currently within the criminal justice system. The incarcerated population is traditionally stigmatized and it is important for individuals providing services to be aware of any biases that are present prior to working with this population. The purpose of this study is to examine the attitudes of counselors in training towards incarcerated clients and make implications for how this impacts diagnosis and the development of a therapeutic relationship.

Karima Ann Clayton  
Robert Carter  
Teachers College, Columbia University

## **Integrating Spirituality in counseling as a Multicultural Competency**

This paper takes a look at the possible ways in which Spirituality is a positive element to integrate in therapy and how it can be another form of multicultural competency. Spirituality training is another way of enhancing the therapeutic process (Watkins van Asselt & Senstock, 2009) as well as the ongoing process of becoming more culturally aware (Yan, 2010). There has been a shift from neglecting Spirituality and its possible significance to a movement of integrating it in practice and in research. This has been happening over the past three decades and it is extremely significant because it is changing the face of many more professions and not just that of counseling (Catwright, B. Y., Daniels, J. & Zhang, S., 2008).

Betty A. Collado  
Teachers College, Columbia University

## **Predictors of Adolescent Racial Identity Conformity**

Psychologists recognize the importance of healthy racial identity for Adolescents of Color. Parental socialization practices and demographic characteristics have been identified as important contributors to Adolescents of Colors' racial identity development. Within the research that examines the relationship between adolescent identity development and parental demographic characteristics, including immigrant status, there are few studies that compare the racial identity development of Adolescents of Color whose parents are immigrant-born versus born in the U.S, and few studies that consider how the number of years immigrant-born parents have lived in the U.S impacts adolescent racial identity development. The current study compares the racial identity development of American-born Black adolescent (African

American), immigrant-born Black adolescents (Caribbean), and Latino adolescents based on how long their mothers have lived in the U.S. A multiple regression analysis was used to determine whether the number of years mothers have lived in the U.S and racial group predict adolescent racial identity Conformity. Preliminary results suggest that the interaction between the number of years mothers have lived in U.S and racial group predict Conformity.

Dana Collins  
Boston College

### **Oral Narratives Related to Race: Assessing Identities and Individual Differences**

The narrative movement came to see “lives as texts” with *narrative identity* being conceptualized as the internalized, evolving story individuals consciously and unconsciously construct to provide us with unity, purpose, and meaning. More recently, researchers have extended this line of work to the practical exploration of life-storytelling and its positive effects on mental health such as the fostering of adaptive coping strategies. The aim of this study was to assess whether children of different ages and races differ in the structure and content of their oral narratives by employing structured stimuli from projective tasks. The findings of the present investigation offer suggestions for the practice and method of assessing the children’s narrative identities and individual differences.

Rachael Donalds  
Brown University

### **The Importance of Jewish Adolescent Identity**

In today’s research on adolescent religion and mental health there is general agreement that religion and mental health are positively correlated. Problematically, research using Jewish populations does not operationalize the term “Judaism” but, makes assumptions that it is only a construct of religion. This is far from true as most Jewish adolescents identify more ethnically than religiously. It is important to have a more accurate understanding of non-Christian religious groups to be able to develop more accurate research methods for these specific populations. Only 8% of APA accredited psychology doctoral programs cover Judaism in their curriculum. This lack of focus within training and research may be due to the complexity of the multifaceted construct of Judaism.

Rashelle Hakak  
California School of Professional Psychology

## **A Training Program for First-Responders for Same-Sex Domestic Violence Incidents**

Lesbian and gay male domestic violence is an important issue that society has only recently begun acknowledging. While society has started to understand this issue, the criminal justice system, including the realm of law enforcement, has not caught up. Therefore, this author believes the creation of a police officer training program is essential to aid officers in dispelling myths of lesbian and gay male relationships and same-sex domestic violence. Such a program can provide officers with additional characteristics to look for, questions to ask, and follow-up procedures to respond to same-sex domestic violence incidents more efficiently and effectively. It is hoped that changes in police officer response will decrease the mistrust and fear that survivors have of contacting the police.

Beth Halburian  
Argosy University

## **Academic Advantages of "Thick" Tradition for Asian American Men versus Women**

In this study, correlates of college adjustment in Asian Americans were identified. Levels of acculturation (the degree to which they accept the values of American culture), and enculturation (the degree to which they embrace Asian values) were assessed in the sample of 45 female and 33 male Asian American students. The hypothesized pattern that higher acculturation and enculturation in Asian American students would be related to better social, emotional and academic adjustment to college life appeared only for men in the study. For them, higher enculturation was correlated with higher grades and higher family support. Higher acculturation for women was correlated with lower emotional adjustment. Correlation patterns among variables are presented and considered in light of feminist and cultural theory.

Julie Lee  
Yvonne Wells  
Suffolk University

## **Gender and Ethnic Differences in Exposure to Violence and its Impact on emotional Well-being of Adolescents**

The current study examined the association between exposure to violence and emotional well-being of adolescents, and how this association varies by gender and ethnicity. A sample of 711 adolescents (333 male, 336 female) of six ethnic groups (White, African American, Latino, Asian, multiracial, and others) in an urban high school completed measures of exposure to violence, depression, and anxiety. Results indicate that exposure and impact of violence is uneven in terms of gender and ethnicity. Specifically, girls reported higher levels of depression and anxiety than boys. Asian and multiracial youth were at the most risk for emotional distress

among all six ethnic groups. Implications of these findings will be discussed to inform school-based interventions for vulnerable subgroups of adolescents.

Tao Liu  
Boston College

### **Lived Experiences of Gay Men with Disabilities: Synergy or Culture Clash?**

Purpose: To understand the lived experiences of gay men with early onset disabilities visible to others. Methods: Semi-structured interviews with gay men with disabilities (two interviews per participant). Participants: Seven gay men with disabilities from around the country. Results: Histories of early onset disabilities evoke very emotional responses, even after many years. Coming out to family was complicated by already being different from family due to disability status. Political awareness about gay issues and about disability do not always mirror each other. Issues of romantic and/or sexual rejection and about disability fetishes were commonly brought up, as was feeling isolated. Discussion: The impact of disability on daily life overshadowed most other issues, and cohort effects emerged that reflect societal changes.

Michael Loewy  
California School of Professional Psychology

### **The Post-Deportation Human Rights Project (PDHRP): Community-University Transnational Action Research Partnership**

The PDHRP at Boston College is a unique multidisciplinary project involving lawyers, social science faculty, and graduate students to address the psychosocial impact of deportation on Latino families and communities here in the New England area and transnationally. Our work includes workshops with immigrant parents and their children – many of whom are mixed status, that is, with undocumented parents and U.S. citizen children – in the greater Boston area as well as a cross-national project based in the U.S. and Guatemala investigating the lives of transnational families. This work has helped us better understand the multiple intersecting identities of our participant-collaborators, who are migrants, Latinos/as and indigenous men and women, parents, children, and grandparents, and make up what are increasingly known as transnational and/or mixed status families.

Erin McDonald  
Cesar A. Boc  
Boston College

### **Un Nuevo Amanecer (A New Dawn)**

The present study examines the effectiveness of a culturally adapted treatment – IMPACT (Improving Mood: Providing Access to Collaborative Treatment) – for Latino elders with Depressive Disorders. The project aims to decrease adult’s severity of depression, improve levels of physical functioning, improve quality of life, and increase social connectedness. A total of 257 screenings have been conducted and 140 Latino elders have received treatment services at a local community center. Preliminary results indicate that participant’s level of depression decrease substantially and perceived quality of life increased between intake and six-month follows up. Implications for understanding whether the IMPACT-adapted model was statistically significant in decreasing depressive symptoms will be discussed.

Rachel Reinders  
University of Wisconsin-Milwaukee

### **Immigrant Help Seeking Behavior and Perceptions of Therapy**

The purpose of this study is to examine help seeking behaviors among 565 first and second generation immigrant youth. Specifically, the study explores how certain demographic and psychological characteristics influence young immigrants’ perceptions of psychotherapy and for those who have been to therapy their satisfaction with therapy and their perceptions of the therapist’s cultural competence. The results of this study indicate that the field of psychology still has difficulty reaching out to immigrant populations. Immigrants who identify with mainstream American culture are more likely to seek therapy, but those who do not identify with mainstream American culture are more likely to experience psychological symptoms and have negative attitudes towards seeking psychotherapy. When immigrants do enter therapy, our results indicate that cultural competence strongly relates to clients’ satisfaction with therapy.

Lauren Rogers-Sirin  
College of Staten Island

David Hittson  
New York University

### **Exploring the Relationships between Counseling Trainees’ Experiences and Perceived Multicultural Competencies**

Although research indicates that curricular changes tend to increase mental health trainees’ multicultural competence, there is a lack of research in how to conceptualize, measure, and investigate trainees’ growth. Our study seeks to learn more about the process through which first year Boston College mental health counseling trainees develop the knowledge, skills and awareness necessary to counseling across sociocultural differences. Specifically, we focus on

mental health counseling trainees' experiences of developing multicultural competence and how these experiences relate to trainees' self-reported multicultural competence. The aim is to identify what aspects of the first year experience students perceive to be helpful, and to determine how these experiences relate to students' self-reported multicultural competence.

Amelia Walker  
Boston College

### **Exposure: A Qualitative Study of an Online Diversity Forum**

This poster summarizes results of a study that examined if a relationship exists between level of practicum experience of clinical psychology graduate students and their responses in an online diversity forum covering different diversity topics. The differences in knowledge, skills, and attitudes relating to diversity competency between students that have not begun practicum versus those who have were qualitatively assessed. It is anticipated that all students will be able to respond with a consistent knowledge base; however, those students who have had practicum will respond more consistently with themes that reflect the National Council of Schools and Programs in Professional Psychology (NCSPP) Developmental Achievement Levels (DALs), and not just with knowledge, but with skills and the ability to apply this information to real-life scenarios.

Kylie Wigginton  
School of Professional Psychology at Forest Institute

### **Cultural Relativism: Gender Expression, Sexuality, and the DSM**

An anthropological perspective of cultural relativism will be provided to demonstrate the effects of time and culture on gender and sexual expression. A comparison of gender expression in various cultures will be provided. Models of gender identity development will aid in the contrast and comparison of this multi-cultural perspective. Lastly, evolving attitudes and research have resulted in revisions to the DSM. This necessitates that effective counselors recognize and acknowledge that multiple systems may exist in regards to gender identity development and sexual expression.

Lisa Worden  
Adrienne Shrader  
Drake University

## **Culture, Gender, and Oppression: The Lives of Immigrant and Refugee Women**

Immigrants and refugees often experience multiple adjustment challenges, such as cultural grief, loss of social status, identity confusion, and acculturative stress. Immigrant and refugee women face additional stressors that are linked to the intersection of gender and cultural identity. For example, migration frequently disrupts established social hierarchies, which may result in gender role conflict and marital discord. These changes may increase immigrant women's bargaining power, but they may also amplify the risk for domestic violence and family dissolution. In addition, migration also confronts women with overlapping layers of oppression, such as sexism, racism, and xenophobia. This poster discusses the challenges experienced by immigrant and refugee women and proposes culturally sensitive strategies for addressing individual and community needs.

Elena Yakunina  
The University of Akron

## **Intersections between Ethnicity and Immigration: Measurement of Expressed Emotion among Chinese Immigrant Relatives of People with Schizophrenia**

Chinese immigrant relatives typically manifest Confucian influences emphasizing proper guidance of individuals. This pilot study assesses how Chinese culture influences impacts measurement of "expressed emotion"-- an index of the relative's emotional behaviors that predicts patient relapse. Ten Chinese immigrant relatives of schizophrenia patients were recruited from two Chinese-English bilingual inpatient units. The Camberwell Family Interview, a semi-structured interview about the patient's illness behaviors, was administered. Two coders created a coding scheme to describe the relatives' emotional behaviors and contrasted these to prototypical Western behaviors. Results indicated that among the Chinese immigrant group, "Critical Comments" (of 'uncultivated' behaviors) and "Emotional Over involvement" (self-sacrificing behaviors) manifested in culture-specific ways. Adapting for these cultural behaviors enables more accurate measurement and prediction of patient outcome.

Joyce Yung  
Teachers College, Columbia University