



CONFERENCE PROCEEDINGS

The Fourteenth Annual Diversity Challenge

Racial or Ethnic Discrimination Across the Lifespan

October 24-25, 2014

Boston College, Chestnut Hill, Massachusetts

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INVITED PANELS

Ann Moritz, Ph.D. – Moritz Advisory Group; & Donna Bivens – UMN Boston Busing/Desegregation Project

Boston Busing/Desegregation Project: From 40 Years of History to an Inclusive Future

Nayeli Y. Chavez-Dueñas, Ph.D. – Chicago School of Professional Psychology

Hope Crossing Borders: Understanding the vulnerability and resilience of unaccompanied refugee minors from Latin America

Hector Y. Adames, Psy.D.; & Nayeli Y. Chavez-Dueñas, Ph.D. - Chicago School of Professional Psychology

A Legacy of Racial Denial: From Mestizaje to Skin-color Discrimination Among Latino/as

Helen Neville, Ph.D. – University of Illinois at Urbana-Champaign

Defining and Disrupting Color-Blind Racial Ideology: What Can We Do to Promote Greater Racial Equality?

Anmol Satiani, Ph.D. – DePaul University

Immigrant and Refugee Women and Violence

Nina Sathasivam-Rueckert, M.S.W. – Boston College

Attitudes towards Sexual Violence among South Asian Immigrants: The Influence of Culture and Context

Rick Gibbons, Ph.D. – University of Connecticut

Racial Discrimination and Physical Health: Stress, Negative Affect, and the Role of Gene x Environment Interactions

Nancy Lopez, Ph.D. – University of New Mexico

Contextualizing Lived Race-Gender and the Racialized Gendered Social Determinants of Health

INDIVIDUAL PRESENTATIONS

Taking Race Out of the Picture: Stroke Prevention for Black Americans

The objectives of this research were to explore the American Heart Association's public service announcements that communicate race as a risk for stroke in combination with previous microaggressions from health professionals. Stereotype threat effects on cognitive structure and behavioral antecedents were explored. A sample of 388 Black Americans was used to understand the implications of conceptualizing race as a disease risk in health communication efforts. A history of microaggressions from physicians as well as the announcements' emphasis on race was found to have negative effects on decisional balance for exercise, and related to a decrease in self-efficacy and self-rated health. Future implications are made for the effect of the stereotype of inferior health for U.S. Blacks.

Amanda Almond
University of Rhode Island

Trajectories of Anti-racism pedagogy in the 21 century. A study of an anti-racism workshop

In this paper, I will be discussing randomly denial discourses in Finland, examining how and why they are used. This paper seeks to comprehend the implication of denial on local anti-racism efforts commencing with a brief discourse on racism, this paper examines the literature on denial with particular focus on key discourses of denial. These key discourses are juxtaposed with the randomly selected rants collected for this study, followed by analysis of the views of Finnish mothers with reference to the selected rants. The rants used in this paper are randomly collected from the Finnish media as well through various discussion with Finns and non-Finns in Finland who reported to have being at the receiving end of some of these rants.

Aminkeng Atabong Alemanji
University of Helsinki

Lest we forget: Intersubjectivities and anti-bias work in multicultural therapy supervision

It is argued that all therapeutic encounters as well as all supervisory relationships are in essence multi-cultural and offer opportunities for anti-bias work as they contain elements of power and often involve women as participants. However, failure to explicitly examine the multiplicities of identity statuses and social position, such as age, gender or gender expression, race, ethnicity, education level, religious affiliation or spiritual practice, sexual orientation, socioeconomic status, etc., as well as any personal historical material of participants, may lead to avoidance or denial of these relationally complex issues and outcomes that unknowingly perpetuate

discrimination. Several case scenarios of client-counselor-supervisor triads are examined both for negative outcomes in unexamined intersubjectivities as well as for successful anti-bias supervisory process and outcomes.

Katherine Barone
Lesley University

Where are the American Indian faculty? How educational disparities impact the creation of an American Indian faculty member.

A gathering of American Indian Faculty and students met on the campus of North Carolina State University during the Fall of 2013. This gathering was convened in response to issues and concerns involving low numbers of American Indian faculty and students at each of the UNC member institutions, as well as a lack of perceived commitment, on part of the UNC system and its member institutions, to serving the needs of the state's tribal peoples. Participants identified a number of pressing issues and concerns, (1) recruitment of American Indian faculty, staff and students; (2) retention of American Indian faculty, staff and graduate students. This presentation will discuss the impact of racial discrimination on the creation of American Indian faculty.

Alfred Bryant
UNC Pembroke

Consciousness-Raising or Voyeuristic? Potential Unintended Consequences of Photovoice

Drawing on a long-term participatory action research (PAR) project conducted with 25 Latino/a high school students and their White teacher on racism in schools, this presentation showcases selections from a Photovoice exhibit and its accompanying survey of 60 exhibit attendees to explore possible negative unintended consequences of this action-oriented approach to research. Through rigorous qualitative analysis of survey responses the authors conclude that researchers and research collectives that use a Photovoice approach to making social change and working for consciousness-raising must be careful to not unintentionally perpetuate status quo understandings of an issue or even unconsciously allow for a deeper entrenching of oppressive treatment of historically marginalized populations.

Meagan Call-Cummings
Sylvia Martinez
Indiana University, Bloomington

“A Tree with Roots”: Black History Knowledge and Navigating Racial Discrimination among Black Youth

Experiences of racism among Blacks in the United States have been linked with a host of deleterious psychological outcomes. Some research suggests that members of this community navigate such adversity in a more adaptive manner when they are provided with the tools to challenge racially oppressive narratives. Black history knowledge (BHK) serves as an important tool that helps Blacks challenge and correct demeaning narratives about the Black community. BHK is of particular significance for Black children and youth as it provides a foundation for self and community identity. Hence, this presentation provides a theoretical analysis of BHK as a tool for Black children and youth to counter racialized narratives and combat racial discrimination. Implications for clinical practice and education will be discussed.

Collette Chapman-Hilliard
College of Staten Island – CUNY

Valerie N. Adams-Bass
V.N. Adams & Associates Youth Development Consulting

Model Minority Stereotype and Alcohol Use Disorders: Diagnostic Implications for Asian Americans

Asian Americans are often perceived as a "model minority," suggesting that they are a well-adjusted, problem-free ethnic group. This stereotype may contribute to beliefs that Asian Americans neither need nor utilize mental health services. Accuracy of low mental health prevalence rates among Asian Americans has been disputed (e.g., Fong & Tsuang, 2007), specifically on alcohol use disorders (Wong & Halgin, 2006). This stereotype, with inadequate multicultural awareness, may lead to inaccurate assessment of Asian Americans (Leong & Lau, 2001). This study explores the influence of the model minority stereotype in clinicians' diagnostic impressions on alcohol-related disorders among Asian Americans. Results measure the impact of this stereotype on diagnostic accuracy with Asian Americans and clinical implications for culturally informed practices.

Alice W. Cheng
Marc S. Budgazad
Daveon McMullen
University of Hartford

The Moderating role of Religious Coping in the Relationship between Perceived Racial Discrimination and Depression in Korean American Christians

Previous findings in psychological studies show the adverse effects of racial discrimination. At the same time, liberation and postcolonial theologies in theological and religious studies suggest the empowering role of religion for an oppressed group. Based on these studies, this study

empirically tests and explores the theory of the role of religious coping in the relationship between perceived racial discrimination and depressive symptoms of mainline Protestant Korean American Christians. Multiple regression analysis was used to test the moderation effect of religious coping on the relationship between perceived racial discrimination and depressive symptoms. The results show that perceived racial discrimination is positively correlated with depressive symptoms. Findings also suggest that positive religious coping does not buffer the deleterious effects of perceived racial discrimination on depressive symptoms, while negative religious coping mildly exacerbates depressive symptoms.

Yoo-Yun Cho-Chang
Danielsen Institute

How an African American female accomplishes her goal to get higher education

Black, Latino, and American Indian students in the United States graduate from high school at lower rates (about 60%) than White and Asian students (81% and 90%, respectively.) The minority groups of students score lower than White students do on math assessments. Despite of the obstacles minority women encounter, there are number of women who successfully complete math and science degree in college and graduate level. How does a minority woman describe her successful educational experiences in math and science as racialized and gendered forms of experience? This study portrays how one African American female accomplishes her goal to get higher education by focusing on the factors that are related to the sociohistorical, community, school, and individual level.

Solongo Chuluunbaatar
University of Illinois

Ageism: Racial and Sexual Orientation Discrimination Among Older LGB Individuals

This presentation will review the author's research findings. The presentation will include a literature review of ageism and older LGB adults and existing ageism scales, as well as integrating multiple minority stress. As ageism scales have never been used with this population, concerns of adapting the measures will be discussed. Additionally, the implications of ageism, race, and sexual orientation will be discussed, including negative psychological impact, health care, multiple minority stress, and how within the group, ageism prevents dissemination of information to younger LGB individuals. With an increasing older population, it is imperative to develop a knowledge base to serve this group.

Marty Cooper
Seton Hall University

Melissa Acevedo
Hunter College

Just Tell The Story:

The purpose of this presentation is to examine how small, grassroots, "independent " theater companies can (and do) incorporate racial, ethnic, age, and socioeconomic diversity into their artwork and their audiences. The presentation will draw on the examples of Athol Fugard & The Serpent Players, August Wilson, and contemporary independent companies which are successfully reaching and representing a greater cross-section of society than typically seen in American theater. The presentation will discuss the importance of goals, values, high standards, risk-taking, networks and partnerships, shared leadership, and an ethic of proactivity and perseverance. The presentation aims to concretely help independent theater companies to create exciting, engaging, high-quality theater as they become role models of inclusion for the greater theater community.

Beth Danesco
The All Stories Theater Company

“If It Is Not A Slave Ship? What is it?” The Black College Student Experience

In the last three years Americans have experienced the public media cases of Trayvon Martin and Jordan Davis. These cases have shined a light on the vast differences that still exist within society between Whites and Blacks and the urgent need for diversity, multiculturalism, and minority scholars. However, the microaggressions, discrimination, and racism felt by black college students in higher education is more salient than ever. In 2014, several UCLA Law School students video tapped their experiences as the “33” black college students within their program. The video offers personal testimonies of invisibility syndrome, stereotype threat, and critical race theory challenges the idea of diversity on college campus and what it truly looks like for a student of color.

Daniel Desa
NMSU

Intersectional Identities and Organizing: Multi-Issue Approaches to Marginalization

Researchers across the disciplines have investigated the nature of social change, largely looking at macro-processes and political opportunity structures, giving little attention to the role of the individual actor in creating systemic social change. This presentation explores how black, queer-identified organizers within community-based organizations address issues of sexuality and its linkages with class, race and gender, challenge and destabilize the “divide and conquer” strategies of narrow identity politics, and mobilize diverse constituencies to address cross-cutting issues and form coalitions. Through the conceptualization of terms I identify and introduce as “intersecting disadvantage” and “creative advantage,” I ask under what circumstances does intersecting disadvantage predominate? Additionally, what consequences are there for

organizational/movement success when we see different combinations of creative advantage and intersecting disadvantage?

Terrell Frazier
Columbia University

Overcoming Barriers in STEM while Maintaining Racial, Ethnic, and Sexual Identity

Science, technology, engineering, and mathematics (STEM) fields have tremendous job opportunities and represent some of the highest-earning majors. Although Blacks comprise 12 percent of the total population and 11 percent of the workforce in the United States, they account for only three percent of the employed scientists and engineers. The low proportion of participation is also true for women. 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 to help students challenge stereotype constraining definitions of “femininity” and “ethnicity” and nurture more positive attitudes toward the fields.

Anu Gokhale
Illinois State University

Culturally Adapting the Treatment Research Process: Recruitment, Retention and Everything in Between

Latino/as continue to be underrepresented in treatment research despite increasing efforts to address their needs (Miranda et. al., 2003, 2006; Yancey, Ortega, & Kumanyika, 2006). Developing effective mental health services for Latino/as necessitates that investigators understand culture-related factors that may promote or hinder patient participation (Killian, et al., 2000). In this session, we will discuss how attitudes toward healing, mental health, and research, as well as linguistic and logistical factors were found to impact the acceptability of a cognitive behavioral intervention for Latinos with PTSD and medically unexplained symptoms. We will share feedback provided by community participants in pre- and post- intervention focus groups, as well as lessons learned in our role as therapists and research assistants in this study.

Judelysse Gomez
Brown University

Necessity of Clinicians Engaging in a Multicultural Eclectic Service Delivery

In 2014, individuals at time remain misdiagnosed due to the failure of educators and health practitioners to engage in providing services from a multicultural eclectic purview. This means that providers are often remised in realizing the past and continued influences of psychosocial variables related to real and perceived discrimination on achievement, behavior, and clinical

health outcomes. Said psychosocial variables can exacerbate behaviors, symptoms, and at times be the antecedent that onset those symptoms. Thus, it is imperative that health providers learn methods to incorporate the multitude of psychosocial experiences persons of color encounter into their methods of service delivery, including case conceptualization, diagnosis, and treatment.

Eugena Griffin
Brooklyn College, CUNY

Addressing Discrimination against LGBT Muslim Americans: What Counselors Can Do

The purpose of this presentation is to address discriminations that LGBT Muslim Americans experience and identify systemic interventions and counseling techniques for gay Muslim Americans from a spectrum of cultural backgrounds. While double discrimination is ever present in regards to both being gay and Muslim, based on our findings from interviews with progressive Muslim leaders, a new paradigm shift toward a more progressive understanding of Islam is reducing prejudice against gay individuals through education in Muslim communities. This change in ideology is being bolstered by a transformative generation of counselors and American Muslims informed by current knowledge on understanding LGBT. Perspectives of leaders of change agents/social justice oriented counselors will be shared.

Meliha Hameed
Chieh Li
Northeastern University

Understanding African American Students' Reactions to the Zimmerman Verdict

Experiences with racial discrimination have been associated with negative health outcomes. This study examined whether these relationships would be present based on reactions to the State of Florida vs. George Zimmerman trial. A total of 138 African American college students (33 men, 102 women, and 3 non-identified gender students) completed measures of perceived racial discrimination, affect, neuroticism, forgiveness, and co-rumination (extensive and repetitive discussion of an issue). After controlling for experiences with discrimination and neuroticism, co-rumination was positively associated with negative affect (hostility, depression, and anxiety) and negatively associated with willingness to forgive Zimmerman. For African Americans, these results illustrate that using co-rumination as a coping strategy when dealing with racial discrimination may likely increase risk for health problems.

Jacqueline Haywood
Norfolk State University

“Veiling and Unveiling, A catalyst for Social Justice:” How a critical incident of discrimination influenced a Muslim Arab Woman’s racial identity development

This presentation describes an authentic multicultural narrative of how a critical incident of discrimination set in motion the reemergence of a new ‘cultural being.’ The narrative traces the evolving identity of a Muslim Arab woman and describes how the events of 9/11 served as a catalyst for deeper self-reflection of her racial identity development process, questioning of the cultural necessity of the veil. As a form of social justice, my multicultural narrative has served as a new platform to empower students in schools and clients in clinical settings, helping them to understand how the processes of racial identity formation and experiences of prejudice and exclusion may be utilized for cultural self-empowerment and to eradicate oppressive forms of injustice.

Jasmine Khamis
Salem State University

I am whoever I say I am: Understanding the role of racism and discrimination and the development of Black Masculinity

In modern-day society, we are inundated with messages that project Black men as dangerous, dumb, and deviant individuals. These messages, communicated via popular culture media, provide only a narrow view of the Black male experience. However, this view has created a “factual reality” that significantly influences how we think about Black men and how Black men think about themselves. The experience of racism and discrimination are a significant contributor to this conflict for Black men. Utilizing a didactic/group discussion format, this presentation explores five factors that the experience of racism and discrimination influences in regards to Black masculinity development: the generational transmission of trauma, defining and endorsing Black manhood, emotional expression, the role of anger/aggression, and racial/ethnic identity development.

Steven Kniffley
Wright State University

Marking and De-centering Whiteness: White Culture and Implications for Psychologists

In the United States, white Americans are thought of as the default. However, whiteness and White people are historical and political creations forged in the Americas (Hitchcock, 2002). Indeed, White American people have definable cultural characteristics, often codified in a system of whiteness (Lea & Sims, 2008), that influence the sociological and psychological realities of White Americans as well as people of color. This presentation uses demographic, historical, and psychological resources to examine White American culture and whiteness. The implications for psychologists who conduct clinical, empirical, and professorial work with White Americans are

discussed. Special emphasis will be given to how to incorporate these concepts into ethnic diversity training as well as conducting therapy with White American clients.

Jonathan Lassiter
California School of Professional Psychology

Discrimination against English Language Learners: Unintended Effects of Massachusetts Comprehensive Assessment System

This presentation addresses the unintended negative effects of the Massachusetts Comprehensive Assessment System (MCAS) on English language learners (ELLs). Findings will be presented from an on-going qualitative study of racial/ethnic minority youth who are coping with their repeated failure on the MCAS. Data will be presented on the disproportionate denial of high school diplomas to ELLs because of their high failure rate on the high school version of the MCAS and the impact of this failure has on the individuals' lives. Particular attention will be devoted to ELLs' perspectives on (a) why they failed the MCAS, (b) how failing affected their lives, and (c) the psychological and ecological factors that contributed to their resilience.

Chieh Li
Louis Kruger
Edward Kimble
Rachel Ruah Ruah
Northeastern University

Civil Rights, Morality, and Environmental Justice: Bridging Activism through the Black Church

This paper examines the role of the Black Church in a grassroots movement to keep a municipal landfill closed in Greensboro, North Carolina. Drawing from 19 semi-structured interviews with people directly involved in the controversy, I argue that, by framing the disparate burden of environmental hazards as a moral and human rights issue, environmental justice activism stemming from the Black Church enabled alliance formation with other faith-based groups due to shared religious ethics and ideologies. The study's findings suggest that the Black Church and African American leaders, many with a long history of activism, encored their roles from the civil rights movement in terms of providing a site for organization, recruitment, mobilization, and effective framing.

Rachel Madsen
Brandeis University

Community engagement as group survival: Narratives from Women Faculty and Staff of Color

We attempt to push the boundaries of the traditional service learning and civic engagement literature by explicating how women of color serve as civic educators by role modeling authentic, collaborative, and justice based community engagement. We provide an overview of the writings by women of color and community engagement scholars of color who argue that community engagement is, and has historically been, a critical aspect of the identities, daily activities, and group survival strategies of people of color. Next, we share rich narratives from 13 women of color gleaned from a critical ethnographic study. We purport rich learning can occur when college students observe women role models and emulate their actions. We offer recommendations for higher education institutions.

Jasmine Mena
University of Rhode Island

Racial Microaggressions and the Therapeutic Encounter: The Intersection in a Cross-Racial Dyad

Current research outlines the impact overt racism has had on the self-concept of people of color and their perceptions of the mental health system; however, the topic of microaggressions within the therapeutic context remains unexplored. Through the qualitative exploration of eleven second-generation Asian and Latina American women of color's experiences of racial microaggressions within the therapeutic context, the microaggression experience, means of coping utilized, as well as the impact therapeutic relationship and the participants' perceptions about therapy were examined. The following five main constructs emerged: 1) types of racial microaggressions in therapy, 2) influences of client's reactions to racial microaggressions in therapy, 3) navigating the racially microaggressive experience in therapy, 4) the role of therapists, and 5) recommendations for practice.

Kristine Miranda
New York University

Discrimination, long-term goal motivation, and academic self-concept among racially diverse college students

Racial discrimination has been linked to lower academic self-concept among minority youth but differences in student motivation may modify this relationship (Alfaro et al., 2009; Wong, Eccles, & Sameroff, 2003). The current study investigates the moderating role of long-term goal motivation on the association between discrimination and academic self-concept. 595 diverse college freshmen completed an online survey, which included the Racial and Ethnic Microaggressions Scale, the Academic Self-Concept Scale, and the Importance of Future Achievements Scale (measuring long-term goal motivation). Results of hierarchical regression

analysis indicate that discrimination correlated to lower academic self-concept, $\beta = -.14$, $t(433) = -2.81$, $p < .01$. However, long-term goal motivation did not buffer this relationship, $\beta = -.04$, $t(433) = -.78$, $p = .44$.

Zahra Murtaza
Georgia State University

Discrimination and Help-Seeking: Analyzing Attitudes as a Mediator among Depressed Latino Men

We present findings from a larger NIMH-funded study investigating depressed Latino men's attitudes and conceptions of mental health services for depression. In this research, we investigated the role of attitudes toward seeking professional psychological help in explaining the relationship between experiences of negative life events, in particular, discrimination, and help-seeking behaviors. To test the indirect effect of discrimination on intention to seek therapy and medication through attitudes toward seeking professional psychological help we used Preacher and Hayes' (2004, 2008) bootstrap method. Findings revealed a significant indirect effect of discrimination on intention to seek therapy ($abB = -.22$, 95% CI: $-.58, -.02$) and medication ($abB = -.23$, 95% CI: $-.58, -.03$) through attitudes toward seeking professional psychological help. Implications for research and clinical work will be discussed.

Tamara Nelson
Clark University

Internalized Racial Oppression and Health-Related Outcomes: Knowns and Unknowns

Internalized racial oppression has long been acknowledged as a powerful and insidious form of racism. Indeed some scholars have viewed internalized racism as perhaps the most damaging psychological outcome associated with racism (Speight, 2007). Even though internalized racial oppression has received less attention in the empirical literature, studies suggest that internalized racial oppression is also associated with adverse health-related outcomes (Paradies, 2006). Furthermore, recently published scales such as the Internalized racial oppression Scale (Bailey et al., 2011) and the Colonial Mentality Scale (David, 2006) has led to increased scholarship in this area. Meta-analytic findings of the relationship between internalized racial oppression and health-related outcomes can further the understanding of psychological processes associated with racism.

Alex Pieterse
Michael Gale
University at Albany – SUNY

Racial Identity Development Critique: A Way of Reading and Writing African-American Literature

This presentation introduces Racial Identity Development Criticism (RIDC), a literary critique method that provides a way for educators, writers, and readers to engage in meaningful discourse about race using literature. Analytical and reflective, RIDC provides educators with a practical, interventionist, pedagogical approach to reading and discussing race in the classroom. Literature is an optimal catalyst for social and cultural transformation. Drawing on William Cross's Nigrescence Racial Identity Theory (NRID) and literary analysis techniques, RIDC examines the development and depiction of African-American characters. Using language in a textual medium, literature helps to construct new relationships between readers and circumstances. In this way, literature is transformative. By providing an effective framework, RIDC offers a concrete resource for improving our practices in education.

Sha-shonda Porter
Richland College

Using Participatory Methods to Develop an Asset-building Depression Intervention for Immigrant Women

The ASHA (“Action to Improve Self-esteem and Health through Asset building”) program is a depression intervention designed by and for South Asian women immigrants. ASHA helps women build psychological, social, and financial assets through group treatment and a match savings program. Participants were assigned to intervention (n = 51) or control (n = 20) groups and assessed for depression using the Patient Health Questionnaire-9th edition (PhQ-9). After treatment, mean PhQ-9 scores in the intervention group decreased from 9.92 to 3.71.

Sumi Raghavan
College of Mount Saint Vincent

Exploration of Family Cohesiveness in African American Families with Incarcerated Loved Ones

The United States continue to incarcerate African Americans at higher rates than their White counterparts (Census, 2012). It is essential to explore the role incarceration plays on the families left behind. A comparative analysis was conducted to explore the effects of incarceration and the strains it has on the families left behind. Family relationships are significantly important to individuals who are incarcerated; however there is a scarcity in literature to describe the coping strategies of families who are left behind while their loved ones are incarcerated (La Vigne, Naser, Brooks & Castro, 2005). This presentation explores the systemic barriers that families left behind face. Also, explores the enhancers and detractors that the families experience while

grieving the loss of their incarcerated loved ones. The presentation also offers recommendation to newly minted professionals who may serve communities that struggle with these difficulties.

Dominique Remaker

California School of Professional Psychology at Alliant International University

The Invisibility Syndrome: Understanding Black Men's Experiences with Contextual-Cultural Discontinuity

Traditionally, Black men have often been perceived as pillars of strength in the Black community and have been revered as men that are immune to psychological and physical weathering (Head, 2004). This presentation seeks to help attendees understand the phenomenological experience of Black men that endure the pressures of Franklin's (1999) Invisibility Syndrome. The Invisible Syndrome can be defined as the preponderance of negative racialized-gendered experiences that occur when Black men engage in culturally dissimilar-disaffirming environments and situations causing them to contemplate the impact of identity. The current study is a qualitative study that seeks to understand Black men's experiences with invisibility in four discrete domains: social interactions, cognitions/thoughts, feelings/emotions and behaviors and actions.

Jamey Leanne Rislin

New Mexico State University

The Salience of Culture: Understanding How Cultural Factors Impact The Counseling Process

The United States is becoming increasingly more racially/ethnically diverse and research indicates that racial/ethnic diversity is likely to continue to increase (US Census Bureau, 2011). As a result, counseling psychologists are likely to see these increases in diversity reflected in their counseling practice (Gushue & Constantine, 2007). Research indicates that racial/ethnic minorities, specifically Black and Latino/a people often experience reduced treatment satisfaction, experiences and outcomes and feel that their culture may not be taken into consideration (APA, 1990; APA, 2002; Comas-Diaz, 2011; Snowden, 2012). This presentation will provide information about the impact of racial/ethnic identity, racial/ethnic experience of microaggressions, multiethnic identity and color-blind racial attitudes on participants' perceptions of the multicultural competence and treatment experience and satisfaction through an analogue study.

Jamey Leanne Rislin

New Mexico State University

Unit on Racism and Teaching Tolerance in the classroom “A guide for teachers who want to discuss issues of race, but don’t know where to start”

Many teachers, as I was, were taught to be colorblind and not see racial differences. I also understood that racism was wrong and that the United States had a shameful past. But it was not until I saw it, experienced, heard, and felt it in the halls of Framingham High School, which I truly understood what racism is and why race matters. Race matters because it is present and it is with us. It may not always be operative but if you choose to ignore it, to be colorblind (as I was) then you may be ignoring a part of someone’s identity. If you do not believe me that race matters spend a couple hours with some kids of color and you will see that race matters. They constantly ask each other “what are you?” They are also constantly making racism remarks. If race matters to students then it should matter to us. We should teach about it, and not just the historical context. We need to talk about the issues of race today. We should also teach it to clear up the misconceptions behind those racist remarks you can hear the hallway on any given day. If teachers are not comfortable talking and teaching about race, there is no way to stop racism. The goal of this unit is for teachers to have a place to begin teaching about issues around race. The first two lessons are designed to such this. The lessons serve as an introduction to race. You first must convince students that racism still exists.

Kaylene Stevens
Boston Univerisity & Framingham High School

Subtle and Severe: Microaggressions Among Racially Diverse Sexual and Gender Minorities

In recent years, understanding prejudice and discrimination towards minorities has developed to include the investigation of microaggressions. Microaggressions are brief and commonplace verbal, behavioral or environmental indignities. They are intentional or unintentional and communicate hostile, derogatory, or negative slights towards racial, gender, and sexual minorities (GSM). The purpose of this qualitative study is to chronicle the prevalence of microaggressions experienced among a sample of highly educated and racially diverse sexual and gender minorities who were 24 to 60 years of age. The impact of microaggressions on physical and psychological health is central to our investigation as are the coping strategies used to contend with microaggressions. Research findings may have implications for the development of interventions that can serve clinicians in their therapeutic work with microaggresed gender and sexual minorities across racial diversity.

Amanda Weber
Elda Zeko-Underwood
Bianca Poindexter
Northeastern University

Positive Outcomes for African Americans raised by single mothers in impoverished communities

The purpose of this presentation is to provide an understanding of the lived experiences of African Americans raised by a female head of household in impoverished communities, who have achieved positive outcomes. Current research suggests that this population is at an increased risk for a myriad of negative outcomes including disengagement from school resulting in less African Americans from impoverished communities progressing beyond secondary education. However, history and research have shown that positive outcomes are possible and occur even when risk factors are prominent. Positive outcomes for African Americans raised by female head of households in impoverished communities and protective factors that can aid in fostering positive outcomes for this population are discussed.

Ebony White
Montclair State University

Building Capacity from the Ground Up: A Grassroots Approach to Enhancing Faculty Diversity

The presenters serve on a faculty diversity committee at a liberal arts university. Although the student body is culturally diverse, the faculty are predominantly Anglo men. The committee formed to address structural barriers to recruiting faculty candidates from underrepresented groups and to enhance retention efforts campus-wide. The committee shared best practices regarding recruitment and retention of diverse faculty with colleagues and administrators. These collaborations led to changes in faculty search processes, including institutionalized outreach efforts. The committee also sought to remedy disparities in teaching evaluations, by students and peers, due to factors other than teaching quality, such as the instructor's gender or race. Participants in this session will be encouraged to discuss the effectiveness of grassroots initiatives at their institutions.

Jack Green-Musselman
Michelle Robertson
Rachael Neal
James Puglisi
St. Edwards University

Women in Transnationalism: Experiences of Chinese Immigrant Women in the US

Globalization reinforces transnationalism. In the new wave of globalization, many women leave home and work in other countries. Transnational women endure arduous lives in the host country and continue to have responsibilities inside home. This presentation describes the immigrant life experiences and psychological distresses of Chinese immigrant women in the United States. Sixteen trans-migrant mothers from Fuzhou of China participated in a qualitative study of "transnational mothering" unveiled their arduous immigrant experiences that included gender

inequalities, subservient working conditions, social isolation, and separations with their children. Chinese transmigrant women were disadvantaged economically and socially. More important, their arduous immigrant life significantly affected their psychological and mental health. However, their mental health needs were always overlooked, as they were not visible in the American mainstream society.

Kitching Rhoda Wong
City University of New York

Arab-Americans Post 9/11: Misconceptions, Social Stigma, & Mental Health Outcomes of Discrimination

Since the attack on the World Trade Center on September 11, 2001, it is more so typical that people equate terrorists and extremists with those of Middle-Eastern descent – particularly Arab-Muslims. Americans' acceptance of Muslims has continued to deteriorate since the 9/11 attacks. Americans with favorable views of Islam dropped from 41% in 2005 to 30% in 2010. Muslim Americans have responded with resilience but also depression, anxiety, and post-traumatic stress disorder. Arab-Americans are traumatized three-fold by the devastation of the attack itself, backlash from individuals and new government policies targeting this population (e.g., Patriot Act), and emigration from conflicted areas (i.e., Iraq and Palestine) and immigration process. Middle-Eastern people, in general, face inaccurate anthropology geographically, culturally, genetically, and socially.

Amira Zein
Forest Institute of Professional Psychology

Bullying Victimization Among Youth: Associations with Race and Ethnicity

Although it is generally agreed in the literature that racial and ethnic minority students are at higher risks of being exposed to interpersonal victimization, insufficient attention has been given to the development of tailored strategies for at-risk racial and ethnic minority youth. The salience of the socio-cultural contexts of different racial and ethnic groups, however, has been identified as significantly related to bullying victimization. This paper considers ways in which prevention and intervention efforts with components targeted at social-cultural contexts might serve to reduce perpetration and victimization among racial and ethnic minority students. Attention will be given to factors such as familial and school factors, as well as peer dynamics and relationships.

Cong Zhang
Boston University

WORKSHOPS

Disproportionate minority contact: Implications and Recommendations for Court-involved Youth

Disproportionate minority contact (DMC) refers to the disparate number of minority youth who become involved with the juvenile justice system in the United States. From the perspective of the juvenile court clinic, the presenters will describe entry points into the juvenile justice system and recommendations for reducing ongoing legal involvement for minority youth. Case presentations and small group discussion of case vignettes will provide the opportunity to collaborate on identifying concerns, risks, and protective factors. Participants will also discuss community programs and interventions to address risks and enhance available resources for youth affected by DMC.

Celine Crespi-Hunt
Pooja Khialani
Massachusetts General Hospital

Racial literacy and Schooling

"Racial literacy in schooling" is an experiential workshop for adults that examines the importance of conducting racial dialogues with skill and sensitivity. It is based on the belief that racial literacy can be learned with study and practice, and those who practice racial literacy in schools can positively impact learning outcomes for all students. The structured activities in the workshop (serial testimony, timed sequential responses) are part of a repertoire of skills used by the National SEED Project on Inclusive Curriculum, a program that has been teaching diversity and facilitation to teachers, administrators and parents for 27 years. Participants will share their own stories around race, and explore methods for incorporating ongoing dialogues in their own groups, schools and institutions.

Gail Cruise-Roberson
National SEED Project on Inclusive Curriculum

Emmy Howe
Wellesley College

Microaggressions & Discrimination We All Do It. . . Now What? Recognition, Reconceptualization and Repair

Microaggressions and discrimination are a pervasive part of every living and working environment across the lifespan. This workshop is designed to educate about the individual and systemic impact of microaggressive interactions. Every individual has been or will be on both sides of a microaggressive experience. A primary goal of this presentation is to increase recognition of microaggressive interactions and help audience members re-conceptualize their role in these encounters. Participants in the workshop will obtain strategies to aid in the repair process of microaggressions as both an initiator and a recipient. Legal implications will be underscored by a presenter from the Equal Employment Opportunity Commission.

Natalie DePalma
D'André Wilson
Penn State University

Lisa Hernandez
Equal Employment Opportunity Commission

Multicultural & Social Justice Competencies in Action: Building Awareness and Eliciting Difficult Dialogues

The foundations of multicultural and social justice competencies guide us to be aware of our own worldviews, understand the worldviews of others, recognize the impact of social, political, economic, and cultural factors on our lives, and take responsibility to facilitate overcoming barriers that negatively impact our collective wellbeing. From a mental health perspective, research and clinical data demonstrates how marginalization, invalidation, and violation of one's rights and dignities can assail one's self-esteem and self-worth, elicit anger and frustration, lower productivity, produce physical health problems, lower subjective well-being, among other issues. The competencies challenge us to take an in-depth look at the individual level and then broaden our scope to view group and systemic levels. In answering that call, we have created ways to do this important work and put multicultural and social justice competencies into action. In an effort to take the work beyond the therapy room, various training programs have been created to facilitate change on individual, group, and systemic levels. We will present three current projects on our campus: 1) a Social Justice Counseling Competencies seminar series for psychology interns, 2) a Social Justice Educator Training for the broader campus, and 3) A Microaggression Professional Development Workshop for faculty and staff. We will discuss the evolution of these programs, demonstrate their implementation, and discuss the challenges of conducting these trainings on a college campus. We will share their design along with their foundational concepts of awareness, knowledge, skills, and facilitation of change. Finally, as we believe self-awareness is a prerequisite for multicultural and social justice competencies in clinical work, program development, and policy-making, this interactive workshop will challenge participants to enhance their self-awareness through exercises and demonstrations.

Susanna Gallor
UMASS Boston

Cultural Competency and The Politics of Location

What does it mean to say that someone is culturally competent? How can we talk about organizational values such as empowerment without an honest power analysis of society? This reflective and interactive workshop will explore how a deepened understanding of the intersectionality of privilege and under-representation within individual identity can aid the social service provider in becoming more culturally aware. We will look at culture and privilege in the context of sexual violence. Using reflection and discussion, this workshop will offer a framework in which participants can locate themselves and explore the ways that racial privilege/disenfranchisement can lead to bias if unchecked.

Alex Gordillo
Boston Area Rape Crisis Center

Enhancing the Cultural Sensitivity of Cognitive Behavioral Therapies for Social Anxiety

Diversity among individuals living in the United States has rapidly increased over the past few decades with people of color making up 36.2% of the population (US Census, 2011). This highlights the importance of focusing on the mental health needs of diverse populations and because clinicians with higher levels of cultural competence experience more favorable outcomes with their clients (Sue, 2001), utilizing multicultural competency to effectively tailor CBT may better serve the needs of individuals of color (Hofmann, 2006; Pantalone et al., 2009). The current workshop focuses on the adaptation of traditional CBT for anxiety with specific examples of how we have integrated multicultural principles and traditional CBTs for social anxiety to better serve individuals from marginalized backgrounds.

Jessica Graham
Sarah Hayes-Skelton
UMASS Boston

Stop the Madness! Using Helms' Racial Identity Theory to Address Workplace Disconnections

Even in university and college counseling center settings, where counselors tend to aspire to multicultural competence, staff may not have the awareness, knowledge, or skills to effectively address race-related issues. Helms' Social Interaction Model (SIM) contends that race-related power dynamics are apart of supervisory relationships and highlights the often-overlooked racial and ethnocultural content pertinent to provider and collegial roles. In this workshop, participants will (a) learn to apply Helms' SIM to workplace settings, (b) learn a method for assessing work place climate, (c) learn how to identify aspects of workplace settings that contribute to

marginalization and inhibit growth-fostering relationships, and (d) begin to conceptualize an approach for having organizational conversations about race in the workplace.

Carlton Green
University of Maryland

Thomandra Sam
University of Houston

(S.W.A.G.G.E.R) Students Who Are Getting Greater Educational Rewards

Some of the greatest concerns are how Latino and African American students who dropout of school become more involve in petty crime and are likely to commit illegal activities; which negatively impacts their chances to live a healthy fulfilling life and in most cases leads them on a path of impoverishment and recidivism. It has also been stated that students who dropout of school make up nearly half of the nation’s prison population, and in those numbers well over 70% of the individuals in prison are African and Latino males (Noguera & Wing, 2006). This is primarily due to laws and policies that restrict and in many cases seeks out punitive measures, as well as harsh legal consequences for minor school related incidences or infractions. Moreover, this is not so new of an approach in dealing and handling minor school misbehaviors and using “Zero-Tolerance” policies that deprive many of our student’s civil rights and their right to a free public education.

Mariano Humphrey
Boston Public Schools

Non-Korean rehabilitation counselors’ perceptions of working alliance characteristics when serving Korean consumers

The purpose of this study was to systematically identify the critical characteristics of Korean culture that rehabilitation counselors identified as being most relevant in their work with Korean individuals with disabilities. One-hundred and seventy rehabilitation counselors completed a 90-minute seminar on the characteristics of the Korean culture. Participants subsequently rank-ordered a 10-item checklist of characteristics developed specifically for this study. The six most important characteristics that rehabilitation counselors thought was most pertinent to their work will be presented. The implications of the results will be discussed with respect to increasing cultural knowledge and awareness, developing culturally informed therapeutic alliance, and successful engagement and responsiveness to rehabilitation services among the Korean American population.

Min Kim
Boston University

Navigating Between Worlds of Differences: The Interplay of Personal and Professional Identities

In this didactic and interactive workshop, the presenters will share their experiences of working with others, while acknowledging social differences. As mental health professionals we are often trained to value cultural awareness and responsiveness. Nevertheless the realities we face from early to mid to late career are often laden with challenges related to the interplay of relationships between ourselves and our clients, co-workers, and communities. This includes our differences such as those that are socially constructed throughout the life span. While we may hold core beliefs in the centrality of diversity and social justice in our personal and professional lives the situations that we face may at minimum be tinged with inequities and forms of racism, classism, heterosexism, sexism, nativism, ageism, and others as “societal pollutants.” The workshop will begin by stating the rationale, context, agreements for learning and understanding. Additionally the essential components of the personal narratives of the panelists will be explored, guided by their insights for eliciting and fostering deeper understanding and personal compassion. The presenters – representing early, mid and longstanding careers - will share situations where they utilized specific strategies to promote awareness centered on situations fraught with emotionally charged differences. To further facilitate engaged learning and encourage open dialogue, participants will be encouraged to share their own experiences. This session should particularly benefit the array of students in the mental health professionals as well as early, mid-career and longstanding social workers, mental health clinicians, psychologists and other healers who work in multicultural communities, teach multicultural courses, facilitate workshops, or engage in workplace services, initiatives or discussions about discrimination, power and privilege in a wide array of settings. The first presenter will draw upon his work from the published books: *Explorations in Diversity: Examining Privilege and Oppression in a Multicultural Society* (2011), Sharon K. Anderson and Valerie A. Middleton (Eds.), Brooks/Cole, Belmont: CA and “Narratives of Social Justice” that appears in *Re-Visioning Family Therapy: Race, Culture and Gender in Clinical Practice* (2008), Monica McGoldrick and Kenneth V. Hardy (Eds.), Guilford Press: NY along with recent updates.

Mathew Mock
John F. Kennedy University

Deborah Levans
Beth Israel Deaconess Medical Center

Fanta Atkinson
Cambridge Health Alliance

Amy Henderson
Fenway Community Health Center

“It’s A Girl”: Sexual & Mental Health Disparities in American Muslim Communities

North American Muslim women and girls are subjected to religious, cultural and Western ideals and pressures that ultimately impact the development of their identity and self-conceptualization as it relates to sexual and mental health, autonomy and well-being. Unfortunately, most sexual and mental health education targeting Muslims is designed with severe constraints. Despite the evidenced need for appropriate education and services, there is a glaring lack of resources that address the particular concerns and challenges of this racial /religious minority community in a culturally competent manner. This workshop will explore the internal and external barriers to resources and education and identify innovative programs and strategies that support North-American Muslim girls and women in their journey towards wellness across the lifespan.

Kameelah Mu'Min Rashad
Muslim Wellness Foundation, Inc.

Nadiyah Mohajir
HEART for Women & Girls

Interrupting Racism in Every Day Life

Countless acts of racism occur throughout our lifespan. Yet often, from a young age, we are taught in both conscious and unconscious ways to ignore these harmful acts or to deal with them in ways that are not beneficial to those (perpetrators, victims, or bystanders) involved. It behooves us all to be conscious of how racism infiltrates our social interactions and to know how to effectively interrupt racist acts when they occurs. This program will focus on participants' observed and personal experiences with racism. Role plays will be used to create useful and potentially productive ways to interrupt racism. And, attendees will leave with more awareness and options when dealing with racist encounters.

Mary Ni
Carl Johnson
Salem State University

Common Racial and Ethnic Stereotypes Associated with Bullies

Stereotypes are seen in all aspects of life. Some are positive, some are negative. They can be protective, or they can be harmful. The workshop’s purpose is to create awareness of the effects of stereotypes instructors have with bullies. Stereotypes associated with bullies negatively impact future performance by causing those labeled as bullies to set lower goals. It has been found that instructors are often not aware of the biases and the influence the bias has on instructional

success. Participants will become aware of their stereotypes with bullies and learn strategies to decrease interference in instruction due to the bias.

Jolyn Pinamonti
Hannah Harris
Kristine Makhamreh
The School of Professional Psychology at Forest Institute

Anti-Racism Training for Health Care Professionals: A Training Workshop

The presence of race-related health disparities is now widely acknowledged in the empirical literature. Simply stated, Black, Latino/a, and Native Americans are more likely to experience higher rates of chronic illness, experience higher morbidity associated with the illness, and are less likely to receive adequate health care (Smedley, Smith & Nelson, 2009). The ongoing reality of racism has been offered as one important variable associated with health disparities (Williams & Mohammed, 2009), and racism-related attitudes and behaviors of health care professionals and institutions has been identified as a contributing factor (Jones, 2000). Anti-Racism advocacy is considered to an important strategy for countering the adverse health-related outcomes effects of racism. For anti-racism efforts to be effective, a theoretical framework should be adopted, assessment of the efficacy should be employed, content should include raising knowledge and consciousness, engaging in anti-racism advocacy, evaluation efficacy of anti-racism approach and attending to practitioner self care.

Alex Pieterse
Michael Gale
Snehal Kumar
University at Albany-SUNY

Poetry of Resistance: Spoken Word as a tool for Empowerment

Participants will be taken through exercises geared at helping them express their thoughts on diversity, inclusion, and stereotypes through poetry. The goal of the workshop is to provide participants with meaningful interaction with others that can relate to the issues at hand. Participants will learn to use poetry as a tool for social change. The poetry presented in the workshop is based on June Jordan's poetry for the people model which makes poetry accessible and relatable to marginalized communities/experiences. The workshop will explore the ways that the media and other social structures impose stereotypes on communities of color. Participants will create their own poetry to demonstrate agency and debunk the images imposed by society on people of color.

Edward Rivero
Boston University

Systemic/Organizational/Institutional (S/O/I) Transference Exercise: A Guide to Uncovering Your Embeddedness in Systems.

The Systemic/Organizational/Institutional (S/O/I) Transference Exercise can provide participants with opportunities to explore their conscious and unconscious transference relationships to systems, organizations, and institutions in which they work and/or are educated. This exercise can assist participants in accessing and identifying issues of institutional oppression and discrimination; it also emphasizes the importance of understanding boundaries, authority, role(s), and task(s) within S/O/I contexts. The S/O/I Transference Exercise has the potential to enhance participants' cultural self and systemic awareness in multiple embedded contexts.

Ellen Short
Long Island University

Collaboration Between Psychology and Psychiatry to Improve Minority Mental Health

The purpose of this workshop is to highlight the importance of collaboration between psychiatrists and psychologists to improve patient's outcomes and reduce the mental health care disparities that affect ethnic and racial minorities. Workshop presenters will speak about the advantages of interdisciplinary work and the challenges often associated with coordinating care. In order to provide examples of collaboration, presenters will offer an overview of the use of the DSM-5 Cultural Formulation Interview by professionals from the fields of psychiatry and psychology. Additionally, presenters will discuss the importance of taking into account ethnopsychopharmacology issues when gathering medical information from patients, when prescribing medications, and when communicating with other providers. Workshop participants will be encouraged to join the discussion.

Vanessa Torres-Llenza
Boston University School of Medicine

Maria Espinola
McLean Hospital, Harvard Medical School

Training Models for Diversity Leadership: Strategies and Approaches across the Adult Lifespan

A consistent theme for diversity leadership training includes the metaphor of an ongoing, never-ending journey across the lifespan. Eight training models currently used to for training Diversity Leadership across the adult lifespan will be presented for application in diverse community, business, education, and human services settings. The background and theories for the development of these models will be highlighted. The Presenters will discuss the use of these models in a variety of venues to prevent and to reduce discrimination, stereotyping, and other negative effects related to the demography of people. An overview of evidence-informed practices and outcomes will be summarized in diversity leadership training today. The strengths

and challenges in using each of the eight training models will be compared.

Robbin Rasbury
John F. Kennedy University

“I Didn’t Mean it That Way:” Using Classroom Microaggressions as Teaching Opportunities

In keeping with the APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2003), graduate psychology should train students to examine their own worldviews and biases. Microaggressions, as they relate to ethnicity, race and other isms, should also be discussed. Microaggressions can also occur in classroom settings. They have the capacity to cause harm and create ruptures. Microaggressions also present the opportunity for greater understanding and healing; they can be teaching moments. This workshop will use Ken Hardy’s Validate, Challenge, Request model, and work toward strengthening relationships as a superordinate goal to manage resistance and address microaggressions that occur in graduate training. Two vignettes will be presented to elucidate teaching opportunities and deepening connections.

Kayoka Yokoyama
Sukie Magraw,
Kalana Greer
JFK University

STRUCTURED DISCUSSIONS

Racial Inequality: The True and Our Responsibility

Some have said that racism no longer exists, that everyone now has equal opportunity to gain employment and education, and that the actual problem is people of color who hold on to the atrocities of the past and dwells on racial injustices . Yet, present research and experiences have indicated otherwise, allowing racial inequality to permeate and instilling a sense of covert racism. As a result, where it is already difficult to have an open, rational conversation, even when we do, we are not directly addressing all sides of this persistent and undeniable problem. It is evident that conversations of this caliber make some members of our society feel uneasy, and at times, these members share that they are not at fault, and terms such as “equal opportunity” and “affirmative action” are in part there to compensate for brutalities of the past; hence, there is nothing else to be done. On the contrary, beliefs such as these are further from the truth, making it necessary for dialogue and action about racial inequality to continue.

Winsome Alston
College of Staten Island

Alan Hoffner
Wagner College, Kingsborough Community College, College of Staten Island

Maximizing cross-racial research collaborations using reflexivity

Research bias and miscommunication may compromise collaborations between researchers from different backgrounds and experiences with oppression. Engagement in reflexivity on multiple levels may assuage these concerns (De Dreu, 2009; Shaw, 2010; Urbach, 2010). While some studies explore the role of reflexivity on research and team functioning, little research specifically explores how engaging in individual and group reflexivity may mitigate the effect of differential experiences of oppression between diverse researchers on race-related research. This structured discussion utilizes our experiences with Black and Asian American collaboration on race-related research to explore how individual and group level reflexivity can help cross-racial research teams navigate their own experiences with oppression while remaining respectful of the experiences of their fellow researchers.

Devin Chandler
Kim Hazeltine
Fanny Ng
Tahirah Abdullah
UMASS Boston

Student Support Success Initiatives: The New Name for Discrimination?

With the drastic financial cuts across the United States, colleges and universities have experienced massive losses in education and programming. The cutting of programs continues through the efforts of such inserted watchdog tools, such as Student Learning Outcomes (SLO's) and Student Support Success Initiatives. These success initiatives are hardly generating more success for students, and are a mere misleading disguise that are inadvertently abating generations of low income students of color that need higher level of education more than ever before. Civil rights legislation focused on under-represented minorities in establishing programs to help these populations; however, it feels as though institutions are moving away from this legislation. The problem is those under-represented minorities in which the legislation was focused are still under-represented, and the commitment to these communities has not been maintained in good faith in providing equity of services for all under-represented students (Dill, 2010). African American student enrollment has dropped precipitously in California Community Colleges. The percentage of first-year minority students has steadily declined in the last few years and dropped dramatically for African-Americans this fall. The Hispanic student population has remained largely static, but then again, how long can this last with "success initiative" standards to uphold.

Troy Davis
Glendale College

Barriers to change: Perceived discrimination among international students in U.S. universities

International students in U.S. universities can contribute to the expansion of academic disciplines through research, outreach, and cultural exchanges across countries. Simultaneously, international students have limited access to resources in U.S. universities, contingent on their immigration status (Inman & Tummala-Narra, 2010), while they experience racial and ethnic discrimination (Pieterse, Carter, Evans, & Walter, 2010) that compound their adjustment to the Western and U.S. college cultures, and impact their functioning at the academic (Armenta, 2010), relational and familial levels (Inman & Yeh, 2007). The current proposed interactive discussion invites participants to discuss the needs and challenges of international students in U.S. universities and collaborate on increasing opportunities for international students to foster support and cross-cultural collaboration on a global platform.

Lavanya Devdas
Lehigh University

Talya Gunasekara
Boston College

White Adoptive Parents of Asian Born Children Talking about Racism

The Intersectionality of Race, Adoption and Parenting: How White Adoptive Parents of Asian Born Children Talk about Racism within the Family This presentation will discuss the impact racism has on transracial adoption. Insights on how White adoptive parents of Asian born children have been able to support their adopted children regarding racism will be presented. White privilege will also be presented and discussed as a potential barrier for parents who are trying to raise children of color in a society that continues to discriminate against people of color. Recommendations on how to provide white parents with the tools they need to support their children of color will be offered.

Jen Dolan
University of Massachusetts

The Psychology of Racial Profiling

This qualitative study utilized the narrative inquiry method to examine the research question: “What is the Experience of Black Men Relative to Criminal Stereo types?” Twelve men, aged 18-63, each participated in individual one-hour interviews that assessed their experience of being stereo typed as being criminals. Their stories illuminated four themes and two subthemes– Racial Pro file, Mental-Trauma, Anger and Poverty. The two subthemes discovered were fear and distrust. Each participant’s story revealed experiences of being stereo typed as criminal and resulted in significant aversive impact on their identity formation. Participants also experienced trauma and many continue to have apprehension of the police. This fear and distrust was prevalent evident by the participants stories. Participants also expressed concerns that racial pro filing is ongoing and that they continue to be on alert for pro filing. Lastly, most participants surprisingly still face poverty which seems to be connected to historical racial profiling.

Demetrious Ford
Center of Law Health and Justice

Race and Gender in African American Women’s Experiences within the Healthcare Setting

The bodies of African American women have been subjected to medical fascination, exploitation, and misinterpretation. Several historical and current anecdotes corroborate the many occasions where the African American female body was scrutinized due to westernized notions of anatomy. This structured discussion will explore those various historical and current anecdotes associated with the intersection of healthcare providers’ race-and-gender-based biases towards African American women in the healthcare setting. The need for cultural competence and anti-discrimination training amongst healthcare professionals will also be a topic for discourse. Discussants will investigate how biases affect healthcare utilization and mistrust

among African American women. Lastly, the dialogue will focus on possible solutions from various research perspectives and viewpoints.

Jamila Green
Ivy Ho
Amanda Wik
Sable Smith
Alexa Queenan
UMASS Lowell

Learning about Racial and Ethnic Discrimination: Inter-racial Dialogues through a College Diversity Course

While dialogues about racial and ethnic discrimination is often emotionally and cognitively challenging, research studies suggest that effective inter-racial dialogues can contribute to reduced intergroup anxiety and increased understanding of other groups. In a predominantly White college settings, diversity focused courses may be some of the crucial contexts where such inter-racial dialogues may occur. Building from Asian American Psychology course, in which course content focused on ally identity development and Asian American history and lived experiences, instructor and former students will discuss teaching and learning about racial and ethnic discriminations. Presenters will lead discussions on challenges, benefits, and processes of ally development through learning about racial and ethnic discrimination through a diversity course.

Grace Kim
Majenta Gafford
Megan LaChance
Juo An Lu
Melissa Martin
Wheelock College

Shatter the Silence: The Black Church Stands Against Sexual Violence

Bethel AME Church implemented a workshop filled with videos, activities, testimonies, and discussion for youth and women on sexual violence. The goal of the workshop was to raise awareness and explore prevention and response efforts regarding sexual violence. This workshop was necessary given that Black women are disproportionately affected by these abuses whether it is rape, date rape or sex trafficking. They are vulnerable throughout the life span to develop reoccurring physical and mental health challenges; and their ability to seek help is hindered by racial and economic discriminations. This presentation will involve discussion, questions and answer sessions facilitated by the multidisciplinary team of individuals who developed and implemented the workshop. The goal of the presentation is to assist mental health professionals

interested in working with the Black Church and community to address neglected but critical issues of physical, mental, and spiritual health.

Lynda Morris Parham
Career Center for Development in Ministry

Tanya N. Miller
Shavonne Moore
VA Boston Healthcare System

Olivia Moorehead-Slaughter
Center for Multicultural Training in Psychology (CMTP)
Boston University School of Medicine and Boston Medical Center

MindStylZ: Confronting Mental Health Disparities By Treating A Community Through Hair Care

The Ethnic Diversity Task Force of the CT Psychological Association was formed 2001 and it is a group of ethnically diverse professional and college students who promote greater mental health access and advocate for culturally competent psychological services in communities of color. Through MindStylz which is a collaborative project between hair stylists, barbers and EDTF, seminars are given to hair stylists and barbers in their shops to educate and increase mental health awareness of them and their clients.

Jan Owens-Lane
Mikaru Lasher
Connecticut Psychological Association

Ebony Teacher: Exploring Cross-Cultural Interactions in the Korean Classroom

This article examines the impact of cross-cultural interactions in the Korean context based upon a Teaching English as a Foreign Language (TEFL) experience. Research focuses on memorable moments in the classroom narrated by the teacher, who is a Black American female. The teacher discusses how cross-cultural encounters in Korea influenced her demeanor and teaching style. Students were given a task to explain what they had learned, memorable moments, and what they enjoyed about the teacher. A narrative-reflective inquiry of memory was used to analyze student reactions and interactions with the teacher. The teacher determined it was her outer appearance, namely ethnicity, hairstyles and attire, which raised student curiosity about her culture and engaged students' interest in speaking the English language.

Charles Quanisha
Indiana University of Pennsylvania

SYMPOSIA

Continuing to Interrogate the Status Quo

Soul Wound is a term originating in Native American communities to describe the ongoing, collectively experienced and understood phenomenon of traumatic injury and loss brought on by individual, legal, education, and cultural oppression that accumulates across generations (Duran, 2006, Walters, 2009). Many people leave their homelands or have had their homes taken from them and struggle to make new lives in the United States. Immigrants who are people of color often live on the margins of their new cultures and are oppressed. Many children are removed from their homes due to neglect, abuse, and other forms of maltreatment. These children lose their families of origin, extended families, and connections to their cultures. The sequelae of these profound losses both to families and children who have been removed from their homes result in cumulative psychological woundings which reverberate throughout the lifespan and across generations. This presentation will examine these losses from multiple perspectives.

Karen Farrell
Fahad Khan
Raman Saini
Catherine Gremley
Midwestern University

Can We Use the Transtheoretical Model of Behavior Change with Minoritized Groups?

The Transtheoretical Model (TTM) is an evidence-based model of behavior change with broad applicability. Despite the use of the transtheoretical model with a broad range of behaviors and populations, to date there are no systematic literature reviews with a specific focus on its use with racial/ethnic and sexual/gender minority populations. While this theory is routinely applied to interventions with racial/ethnic and sexual/gender minority populations, there is little evidence looking at this practice in a comprehensive manner which this symposium seeks to do. We will detail the study outcomes in aggregate as well as the exact cultural modifications reported in our sample of 70 identified studies. Results indicate that interventions using the TTM with diverse populations report mostly positive outcomes with some reporting mixed or negative findings.

Jasmine Mena
Kristyn Callahan
Emilie Joseph
Clifton Berwise
Isabel Rodriguez
April Trotman
University of Rhode Island

Education tackling issues of race, ethnicity, and discrimination with immigrant-origin youth

This symposium offers findings from quantitative and qualitative studies focused on experiences of discrimination, race, and ethnicity among immigrant-origin adolescents, and a school-based peer mentoring intervention that provided a space for dialogue on race, ethnicity, stereotyping and discrimination, informed by these studies. Each presentation reflects a component of a larger school-based research and intervention project over the course of three years in the Northeastern part of the United States, involving a mixed method approach in collaboration with school personnel, high school students, university faculty and graduate students. The symposium aims to highlight the importance of a socio-ecological perspective, and dynamic interpersonal processes in the examination of issues of race and ethnicity among immigrant-origin youth, and in developing culturally informed interventions.

Usha Tummala-Narra
Milena Claudius
Nina Sathasivam-Rueckert
Anita Deshpande

POSTERS

I Can Go There: Discussions On Race and Their Influence Amongst Students

In order to combat racism, people must participate in dialogue about race. Discussions On Race (DOR), a peer facilitation group for upper classmen focused on conversations about race and racism, encourages such engagement. In the present study, researchers partnered with the Boston College's Office of AHANA Student Programs (OASP) to assess the degree to which DOR meets its objectives, including, 1. Increasing participants' comfort talking about race, 2. Strengthening participants' understanding of institutional racism, and 3. Creating group cohesion amongst participants. Results may help OASP better understand how well DOR is meeting its objectives. This research may also contribute to building a more critically conscious campus community and a campus environment that supports and encourages dialogue about race, power, and privilege

Kim Ashby
Dana Collins
Boston College

Barriers to Help-Seeking in Haitian Population: Effect of Stigma on Help-Seeking Behaviors

Though Haitian immigrants have emerged as a large immigrant population in America, limited research has been conducted with this group. This dearth is more pronounced in literature exploring barriers to help-seeking behavior. Though Haitian immigrants experience mental health problems similar to the general population, they remain unlikely to seek therapeutic services. One potential explanation for this underutilization of services is the stigmatization of mental illness along with the stigmatization of group affiliation, as Haitian immigrants have historically faced much prejudice/discrimination. Thus, this study seeks to examine the impact of stigma on help-seeking in the Haitian population. Clinical and research implications of this study include a deeper understanding of stigmatization effects to guide the development of destigmatization programs/interventions for this group.

Josie Augustin
Kelly Painter
Nova Southeastern University

Silent Victimization: Racial persecution experienced by East Indians post "9/11" terrorist attack

One of the lasting impacts from the devastating terrorist attacks of 9/11 includes the increase in racism towards many communities, including East Indians. This group has continued to be silently victimized, often out of ignorance by the mainstream, due to their physical appearance and features sometimes resembling those of the 9/11 terrorists. These stereotypical assumptions have led to the increase of senseless hate crimes on individuals as well as holy places of worship, and this has had a traumatic effect on the East Indian community. Increasing awareness regarding this issue within the mental health profession can help promote a better understanding of the experiences of trauma, persecution, and victimization that this group continually faces as a consequence of racism.

Sarika Bahl

California School of Professional Psychology at Alliant International University, Los Angeles

Discrimination among African-Americans in the prevention and treatment of CHD

The Center for Disease Control and Prevention has ranked Coronary Heart Disease (CHD) as the leading cause of death and disability in the United States since the 1960's (Hoyert & Xu, 2012). According to the National Vital Statistics Report (2011), among racial and ethnic groups heart disease in the United States is the leading cause of death for African American, Hispanics, and Caucasians. Social Identity Theory (SIT) describes the role of self-conception in group membership, group processes, and intergroup relations. SIT characterizes individuals based on their belonging to a particular group and addresses phenomena such as prejudice, discrimination, ethnocentrism, stereotyping, and other related concepts. It includes the role of cognitive processes specifically categorization in prejudice and includes research demonstrating that being categorized on a minimal and trivial basis causes individual to discriminate in favor of their own group.

Jacqueline Hidalgo

Carlos Albizu University

Semi-structured, Process-oriented Therapy Group to Combat Within-group Discrimination Among African Americans

African Americans may discriminate against each other on a number of variables. It seems reasonable that this within-in group discrimination could lead to psychological issues such as low self esteem, depression, among others. Consequently, it is important for mental health professionals to be able to deal effectively with these issues. The purpose of this paper is to describe a semi-structured, process-oriented therapy group to address within-group discrimination among African Americans. It is designed to be time-limited, focusing on expression of feelings. Experiential techniques can be used to facilitate this expression of feeling.

By having different cohorts of African Americans in the group, each can benefit from the other's perspectives. Feedback from members can be used to improve the group.

Tyronn Bell
University of Indianapolis

Assessing Influence of Black Racial Identity on Perceived Discrimination and Professional Success

Black Americans have a history of inferior academic achievement. Due to the overall importance of education for advancement in today's society, more research is warranted to examine the relationship between professional success, perceived discrimination and racial identity. Utilizing data that was previously collected from a sample of Black American adults from the North Eastern United States, we will run hierarchical multiple regressions to investigate the relationship between Black racial identity, perceived discrimination, and their interactive effects on academic success or occupational prestige from an ecological theoretical framework. Further analyses will involve MANOVA to distinguish mean differences of gender on reports of Black identity strength and perceived discrimination. This analysis will add to limited research about Black American adults.

Clifton Berwise
Jasmine Mena
University of Rhode Island

Psychological Well-Being and Hypertension in Elderly in Rural Vietnam

This study investigated the incidence of anxiety, depression, psychological well-being and hypertension in elderly population of rural Vietnam. A sample of 50 elderly adults ($M = 79$, $SD = 6.4$) were recruited in the village of PhongBinh. The measures used in the study were: Kessler Psychological Distress Scale and the Mental Health Inventory. Only 10 percent of the participants scored in the clinical range of hypertension ($M = 106/83$, $SD = 27/18$); with the majority of participants showing high score of psychological well-being ($M = 35.3$, $SD = 12.4$). Results were likely due a high level of well-being and low levels of depression. It is possible that rural lifestyle and practice of Buddhist meditation led well-being and controlled blood pressure.

Ioana Cebulla
Alliant International University

Preliminary Demographic Data and LANSE –Outcomes for Incarcerated Youth in California

Specialists in adolescent mental health and juvenile justice face enduring challenges. Preliminary analyses depict youth incarcerated in a Central California institution. The sample population included youth aged 12 to 18. The young men (N = 133, 79.7%) and women (N = 55, 29.3%) in this descriptive analysis were predominantly Hispanic (N = 133, 70.7%), African American (N = 9, 4.8%), Caucasian (N = 31, 16.5%), and Multiethnic (N = 14, 7.4%). Young people of traditionally marginalized ethnic groups in Central California are frequently incarcerated (M = 6.32, SD = 5.3). The rate of Traumatic Brain Injury (TBI) in this population is high (N = 97, 52%) as measured by the Leiby-Asbell Neurocognitive Screening Examination – Adolescent version (LANSE – A).

Ioana Cebulla
Alliant International University

Impact of Stereotyped Media Portrayals on Asian American and Latina Women

This mixed-methods study examines the beliefs of Asian American and Latina women racial stereotypes on TV impact their perceptions and treatment by others in real life. Participants are from online study of 2167 participants nationwide. Additionally, interviews were conducted with 15 Asian American and Latina participants from the larger survey. Utilizing linear and logistic regression models to analyze the survey data and NVivo 10.0 to analyze the interviews, we found racial differences in beliefs about racism, the impact of racial/ethnic media stereotypes, and how participants are treated and treat others in real life partly shaped by media stereotypes. Our study demonstrates that stereotypical media images continue to have an impact on the well-being of minorities and should be further examined.

Bernice Chan
Wellesley College

A Qualitative Study of South Asian American Adolescent Experiences

Immigrant youth often experience stress related to navigating across different cultural contexts. Yet, there is little research that has addressed sociocultural adjustment of South Asian youth in the U.S. In this current qualitative investigation, we examined the experience of acculturation, including stress and protective factors, and strategies for coping with stress among second generation, South Asian adolescents. Semistructured interviews were conducted with 16 South Asian students attending a public high school in the New England area and were analyzed using conventional content analysis. Five domains emerged from the data: (1) pride and connection to ethnic heritage (2) challenges to acculturation (3) experiences of discrimination (4) stress of

navigating across cultural contexts (5) coping and resilience. Implications of the findings for future research and interventions will be discussed.

Anita Deshpande
Pratyusha Tummala-Narra
Boston College

The Legacy of Discomfort of Korean "Comfort Women"

The present literature review is an exploration of how the mistreatment of Korean “comfort women” reinforced discrimination and prejudice across a life span. The Korean comfort women were created by the Japanese, which forced women to become sexual servants to the military members. Later, US military initiated their own form of forced sexual labor through legalized prostitution of South Korean women. The added suffering was especially poignant when women returned to their homes only to be met with discrimination by the Korean citizens. Examining the historical facts of Korean comfort women offers a new perspective of the racial discrimination experienced by biracial children in South Korea.

Sheena Glover
Argosy University San Francisco Bay Area

Examining the long-term effects of corporal punishment on African American Adult

The proposed study will examine the long term psychological consequences of corporal punishment in African American adults. Corporal punishment involves the deliberate infliction of pain often given by the parent of a child ranging in physical severity that can become abusive (Gershoff, 2002). Results from McLoyd and Smith's (2002) study indicated that corporal punishment is a common disciplinarian practice in African American families that can range from striking a child on the buttocks with an open hand to extreme physical force that inflicts bodily injury. While research is able to capture the immediate physical consequences of corporal punishment, the long-term unseen psychological effects of this controversial punishment must be unearthed.

Kahlil Green
Howard University

The Shades of Dating Violence in African American Female Adolescents

It is critical to examine factors that contribute to African American female adolescents’ psychological functioning and participation in dating violence. Adolescents’ attachment style can have implications for adjustment and psychological functioning. Past literature query psychological functioning in African American female adolescents from a narrow scope. Previous studies neglect to examine how African American female adolescents internalize

majority beauty ideals and how this impacts their overall psychological functioning. Research on dating violence often focuses on the physical consequences of abuse, while neglecting the emotional and psychological consequences. The proposed study will not only uncover how colorism contributes to the perpetuation and tolerance of dating violence in African American female adolescents, but findings will also contribute to intervention literature.

Lisa Haileab
Howard University

Transracial Adoption: Are We As Accepting As We Could Be?

Transracial adoption continues to be a controversial topic. Some of the people with strong feelings against transracial adoptions are individuals working in social services and/or mental health. As with any bias, a bias against transracial adoption can prevent the provision of effective services to families who have already adopted a child. It might also have an effect on the placement of children into the homes of willing families. This project will examine the current climate of opinions of mental health professionals, looking specifically at whether or not acceptance has increased over the past few decades. The presenters will conclude with an exploration of ways in which mental health professionals can be more supportive of transracial families.

Hannah Jayne Harris
Jolyn Pinamonti
The School of Professional Psychology at Forest Institute

Racial Bias in the Treatment of Sickle Cell Disease Pain

Sickle cell disease (SCD) is a chronic, hereditary hematological disorder. SCD is most common among individuals of racial and ethnic minority backgrounds and has been described in the literature as a racialized and stigmatized condition. The most common and debilitating symptom of SCD is pain. The current study investigates the presence of racial bias in the treatment of SCD pain. We hypothesize participants will rate African American patients as experiencing less pain than non-African American patients experience. Additionally, we hypothesize participants will recommend lower medication doses to African American patients than non-African American patients. Implications for educational objectives and clinical practice among medical professionals are presented.

R. Elyse Heidelberg
Kelly Doyle Painter
Nova Southeastern University

Insights of Diversity, Intersectionality and Social Justice Utilizing Our Multigenerational Professional Genograms

From longstanding mental health professionals, social workers and psychologists to mid- to early career to graduate students, we each have had influences in our multicultural development, including key individuals who have played primary roles in our thinking, core interests, training, and contributions to the field. These mentors, wise advisors, and sources of inspiration and challenge are “family” in our professional genograms. Our development in the field of multicultural psychology has also been impacted by different social contexts and the intersections of race, culture, class, sexual orientation, gender, and more. As it is essential for family therapists to do their own genograms (3), mental health professionals, social workers, and psychologists at varying career stages can find value in acknowledging and guiding their personal and professional development through a genogram process (5). Our multi-generational professional genogram provides a conceptual framework that can clarify and inspire our work in multicultural psychology. The process of doing a professional "cultural genogram" (1) or “ancestry of influences” provides content and process for narratives (4) as avenues for insight, ways of connecting with others of diverse backgrounds, and an evolving roadmap for where one has been and future intended “travels” in psychology. In this dynamic and engaging didactic and experiential poster session workshop, we will provide a structure for constructing a professional genogram (2), facilitate discussion around significant influences, contexts, and values, and share narratives enhancing professional development. We will explore examine how these influences to our multicultural development have informed and even transformed our professional work in teaching, mentoring, research, and practice, including those that have called us to action as change agents. The presenters will share and dialogue about their professional influences while involving participants in their own growth and discovery through dialogue, cross-generational engagement, sharing experiences, and networking. Participants will gain grounding, clarity, vision and inspiration for present and future work honoring, illuminating, and furthering the legacy of multicultural psychology. They will also become more aware of their own social justice influences and understanding of intersectionality and multiculturalism.

Mathew Mock
Robin Rasbury
John F. Kennedy University

Dissociation mediates the relation between racial discrimination and attenuated positive psychotic symptoms

Racial discrimination is associated with risk for psychosis, but little is known about the mechanisms to explain this relation. Some racial minority individuals experience racial discrimination as a traumatic event. Since dissociation is a common response to trauma, and was found to mediate the relation between trauma exposure and attenuated positive psychotic symptoms (APPS), this study examined whether dissociation would mediate the relation between racial discrimination and APPS among racial minority emerging adults. Using multiple hierarchical linear regression models and bootstrapping procedures, findings demonstrate that dissociation mediated the relation between ethnic discrimination and attenuated psychotic

symptoms, adjusting for demographics. These findings suggest that ethnic discrimination may increase risk for attenuated psychotic symptoms to the degree that it increases dissociation.

Lillian Polanco-Roman
Florence Lui
The Graduate Center, City College of New York, CUNY

The Polygamist lifestyle: considering stigmas and how discrimination may affect identity development.

Polygamy has in recent time been the subject of negative and positive media, but empirical research concerning this lifestyle in regards to unique cultural discrimination is limited. We would like to attempt to create a better understanding of what this form of discrimination may entail and provide a reflection upon research that is relevant to this cultural dynamic. We intend to present information on the stigma related to polygamist lifestyles and how such perspectives may carry over into an individual's development. Specifically, exploring this phenomenon of non-traditional Western culture and how it may be relevant during the psychosocial development of self-identity. Hopefully, in shedding light upon information and research pertaining this difference in lifestyle, will allow clinicians to gauge whether or not such experiences have a significant role in effecting development of identity.

Kristine Makhamreh
Jolyn Pinamonti
Hannah Harris
The School of Professional Psychology at Forest Institute

Challenges in the Utilization of End of Life Care Amongst South Asians

Traditionally, cultural norms have dictated that South Asian families care for elderly family members at home, or risk experiencing considerable guilt and stigma. More recently, as caregivers have had to contend with balancing employment and other life demands, it has become increasingly difficult to care for elderly family members at home. Consequently, the option for utilizing end of life care services (ELCS) may appear more appealing, despite the potential for stigma. However, previous studies have found that ELCS may not be sensitive to lifestyle preferences of South Asians, which are often influenced by culture and/or religion. The purpose of our poster is to identify and address the various factors contributing to the underutilization of ELCS amongst the South Asian elderly.

Kazi Nidaa
Renita Sengupta
Mixalis Poulakis
University of Indianapolis

Male Masculinity and Same-Sex Attraction: Developing Gender Identity and Self-Compassion Amidst Micro-aggression

Research has moved from viewing homosexual males as pathologically diseased, to observing this same community struggle with bias and micro-aggression, hidden within expected social norms. Minimal research, however, identifies the relationship between development of gender identity and the affect this has on one's internal well-being. There is even less research regarding the development of self-compassion, and its relationship to internalized shame, instigated by social micro-aggression experienced by many. This literature review presents leading studies that focus on individual areas. Meanwhile, the author's reflection of the whole being, leads into considering new approaches to research, while suggesting improvements in psychotherapy for those who outwardly, or inwardly, struggle with their gender identity, as seen through the eyes of their familial, social, academic, and spiritual communities.

John-Richard Pagan
CSPP at Alliant International University

Peer Victimization based on Ethnic Minority Status

Peer victimization has been linked to negative outcomes such as depression, social anxiety, and loneliness. To date, prior research has been conducted in schools where Whites are the numerical majority leaving limited information about how this phenomenon impacts ethnic minority youth. Even fewer studies have examined how peer victimization in ethnic minority group members is associated with being targeted specifically for their minority group member status. The current study aims to examine how ethnic minority group members perceive discriminatory victimization. It is predicted that ethnic minority group members in schools where they are the numerical majority will report significantly higher rates of discriminatory peer victimization than their numerical minority counterparts. Implications for school and mental health professionals are discussed.

Kelly Painter
R. Elyse Heidelberg
Josie Augustin
Nova Southeastern University

Asian and Black Masculine identity in the context of racialized stereotypes

Taking into account the pervasive stereotype that men are supposed to be providers and protectors, gender identity development may be further influenced by racialized stereotypes of masculinity (Way, Hernandez, Rogers, & Hughes, 2013; Wong, Horn, & Chen, 2013), and this process may affect Black and Asian males differently (Chua, & Fujino, 1999; Hunter, & Davis, 1994; Gilbert, Carr-Ruffino, Ivancevich, & Lownes-Jackson, 2003). Our presentation first reviews the literature on masculine identity development of Asian and Black emerging adult men. Then we present results from our planned phenomenological (Moustakas, 1994),

constructivist qualitative research study exploring the experiences of Asian and Black males related to their social identities as emerging adult men. We then offer conclusions and implications for practitioners regarding the influence of racialized gender role expectations and stereotypes on masculine identity development of Asian and Black men, identifying crucial developmental junctures that may inform the emerging adulthood theoretical framework.

Jennie Park-Taylor
Chana Krupka
Mikaela Pitcan
Sally Capanzano
Sudane Del Valle
Fordham University

Examining the way black men experience and cope with racial microaggressions in the corporate world.

This poster proposal has several aims. First we highlight the literature on black males' experience of racial microaggressions. Then we present information on the current state of diversity in the corporate world. We present the findings of a phenomenological study that explores the way black men experience and cope with racial microaggressions in the corporate world. Finally we discuss implications for mental health practitioners, Black men navigating corporate America, and employers. Given the dearth of research in the area of racial microaggressions in corporate America, our findings will provide possible directions for future research as well as implications for mental health practitioners, employers, and individuals in this population.

Mikaela Pitcan
Jennie Park-Taylor
Chana Krupka
Fordham University

Benevolent and malevolent patriarchy enacted upon intersectional youth in a juvenile court

Our mixed method study first presents three factors/practices which are indicative of systemic prejudices within a juvenile court: (a) over-representation of youth of color in court custody, (b) over-monitoring, and (c) over-functioning by the court. Secondly, we will discuss effects of benevolent and malevolent patriarchy for both male and female youth. Patriarchal influences are reflected in the differential treatment of males and females, representation of volunteer speakers solely from the dominant religious group, differential access to services between both genders, harsher punishments for minor behavioral infractions for females than males, and minimal validation for youth's abuse/neglect allegations. Implications of these practices include the school-to-prison pipeline, in-group/out-group mistrust, and poorer intervention services. Last,

recommendations for change will be discussed. Keywords: juvenile justice, patriarchy, institutional bias.

Christina Wright
University of South Alabama

Psychological Distress as a Mediator of the Relationship between Discrimination and Alcohol Use Consequences

MEDIATION BETWEEN DISCRIMINATION AND ALCOHOL USE CONSEQUENCES Abstract
The purpose of the present study was to test psychological distress as a mediator of the relationships between discrimination and alcohol use consequences. This secondary data analysis included 3,195 Latino/a undergraduates who participated in the 2009 National College Health Assessment. Almost 10% of participants reported experiencing discrimination. Results found that discrimination as well as psychological distress were directly associated with increased alcohol use consequences. Tests of indirect effects indicate that psychological/emotional distress partially mediates the relationship between discrimination and alcohol use consequences. Implications of this study include the need to consider the addition of coping mechanisms for discrimination in substance abuse prevention and treatment programs for Latino/a students. Keywords: Latino, Latina, college, student, discrimination, alcohol, alcohol use consequences, mediation, mediator.

Shakira Smith
Indiana University