

# 2016 4<sup>th</sup> BIENNIAL APA DIVISION 45 RESEARCH CONFERENCE

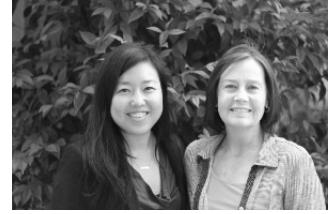
PALO ALTO, CA | JULY 7–9, 2016



CO-HOSTED BY:  
STANFORD UNIVERSITY & PALO ALTO UNIVERSITY



## WELCOME LETTER FROM THE CONFERENCE CO-CHAIRS



Dear Friends and Colleagues,

It is our pleasure to welcome you to the 4<sup>th</sup> Biennial American Psychological Association (APA) Division 45 Research Conference.

When APA established the Society for the Psychological Study of Culture, Ethnicity and Race (Division 45) some 30 years ago, one of the Division's primary goals was to integrate the psychology of non-dominant racial and ethnic groups into APA by promoting the scholarly study of race, ethnicity and culture in psychology. This goal is realized through scholarly presentations at the APA annual convention, contributions to the official journal of the Division -- *Cultural Diversity and Ethnic Minority Psychology*, and the Division 45 Biennial Research Conference.

Many of the pressing issues of our current societies center upon culture, ethnicity and race including the psychology of transnational migration, educational and occupational inequities, and personal differences that interweave into everything from community relations to presidential politics. This conference, as one of the foremost gathering places for cutting edge science related to culture, race, and ethnicity, has the potential to inspire and advance our efforts to address these pressing issues.

This conference has been a tremendous community effort from Division 45 members, leaders, and stakeholders. We hope you enjoy the experience, learn from fellow colleagues, and leave here feeling even more empowered to improve and create conditions for all people to thrive in a civil and humane society. A heartfelt thanks to all who have made this conference possible, and for all conference attendees who have traveled to join us.

Sincerely,

**Teresa LaFromboise, Ph.D.**  
Professor  
Graduate School of Education  
Stanford University  
lafrom@stanford.edu

**Joyce Chu, Ph.D.**  
Associate Professor & Faculty Chair  
Director, Center for Excellence in Diversity  
Palo Alto University  
jchu@paloalto.edu

## WELCOME FROM DR. JACQUELINE GRAY, PRESIDENT OF APA DIVISION 45



Dr. Jacqueline Gray, President of the APA Division 45 Society for the Psychological Study of Culture, Ethnicity and Race, welcomes you to the conference and encourages you to get involved in the Division!

## APA DIVISION 45

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### PURPOSE

The Society for the Psychological Study of Culture, Ethnicity, and Race, a Division of the American Psychological Association (APA), is the major representative body for psychologists who conduct research on ethnic minority concerns or who apply psychological knowledge and techniques to ethnic minority issues.

The Division's purpose is to advance psychology as a science and to promote public welfare through research, to apply research findings towards addressing ethnic minority issues, and to encourage professional relationships among psychologists with these interests.

It also represents ethnic minority concerns within the governance of the APA.

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### ACTIVITIES

Members benefit by having a forum in which to present their ideas and research, receive current information on the work of others, and have the opportunity to interact with others about their work throughout the year.

The Division has several forums, including a convention program at APA conventions, a listserv for those who like to keep in close communication with others in the Division with regard to the goals and mission of the Division, and sponsorship of various conferences throughout the year.

The profession benefits by having open discussions of ideas and topics directly relevant to the application of psychological principles to ethnic minority issues and by advancing the knowledge base of the profession.

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### MEMBERSHIP PUBLICATIONS

The Division publishes *Focus*, a newsletter designed to provide information about the activities of the Division and its members, job/position availability notices, and updates on current events of interest. It also serves as a networking vehicle for its members.

The Division's quarterly journal, *Cultural Diversity and Ethnic Minority Psychology*, offers researchers, clinicians, advocates, and scholars a medium to publish theoretical, conceptual, research, and case study articles that promote the development of knowledge and understanding, application of culturally relevant psychological principles, and scholarly analysis of psychological forces affecting racial/ethnic minorities.

Both publications are benefits of membership.

## SPECIAL ACKNOWLEDGMENTS

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### PLANNING COMMITTEE

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**TREASURER**  
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Carlos Santos (Latina Slate)  
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Alvin Alvarez (Asian American Slate)  
Germine Awad (Middle Eastern North African Slate)  
Angela Ferguson (LGBT Slate)

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## SPONSORSHIP RECOGNITION

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### **CO-HOSTING INSTITUTIONS (\$25,000+)**

PALO ALTO UNIVERSITY  
STANFORD UNIVERSITY SCHOOL OF EDUCATION

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### **DIAMOND LEVEL SPONSORS (\$8,500+)**

AMERICAN PSYCHOLOGICAL ASSOCIATION DIVISION 45  
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### **PLATINUM LEVEL SPONSORS (\$6,000+)**

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SANTA CLARA UNIVERSITY  
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### **BRONZE LEVEL SPONSORS (\$1,700+)**

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DR. JACQUELINE GRAY (SEVEN GENERATIONS CENTER OF EXCELLENCE)  
DR. STEPHANIE EVANS

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### **OTHER MAJOR CONTRIBUTORS**

AMERICAN PSYCHOLOGICAL ASSOCIATION BOOKS  
AMERICAN PSYCHOLOGICAL ASSOCIATION JOURNALS  
ASIAN AMERICANS FOR COMMUNITY INVOLVEMENT  
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PALO ALTO UNIVERSITY LATINO STUDENT ORGANIZATION (PULSO)  
PALO ALTO UNIVERSITY PSYCH ASSOC FOR GENDER EXPRESSION AND SEXUALITY (PAGES)  
PALO ALTO UNIVERSITY STUDENTS FOR ETHNIC AND CULTURAL AWARENESS (SECA)  
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STANFORD NATIVE AMERICAN STUDIES PROGRAM  
STANFORD'S CENTER FOR COMPARATIVE STUDIES IN RACE & ETHNICITY  
UNIVERSITY OF SAN FRANCISCO (DEPARTMENT OF EDUCATION)  
VETERANS ADMINISTRATION  
WRIGHT INSTITUTE



# We're happy to welcome you to our community

**Stanford Graduate School of Education is pleased to be a co-host of the 2016 APA Division 45 research conference.**

Our faculty and students engage in groundbreaking and creative interdisciplinary scholarship that informs how people learn and shapes the practice and understanding of education.

We are committed to promoting diversity through our research and advocacy; the faculty we hire; the students we prepare to become education leaders; and the partnerships we establish with schools, nonprofits, for-profits and governments.

## Who we are

**400** Graduate students

**61** Faculty members

**7** Masters programs

**22** Doctoral programs

## What we offer

**Developmental and Psychological Sciences** is one of the education school's three areas of study. It includes 18 faculty members and 40 doctoral candidates who are pursuing PhDs in four specialty areas:

- Child & Adolescent Development
- Learning Science & Technology Design
- Educational Psychology
- Psychological/Educational Assessment



## **Palo Alto University is pleased to be a co-host of the 2016 APA Division 45 research conference.**

At **Palo Alto University** (PAU), research, clinical training, services, community, and teaching are infused with a focus on diversity, underserved populations, and multicultural education. Students participate in Clinical Psychology Ph.D. and Psy.D., and psychology and counseling Masters and Bachelors programs where cultural diversity is a strength.

### **Examples of PAU's commitment to diversity include:**

- Approximately 35% of core faculty who identify as ethnic or sexual minorities
- A Latino/a Spanish training clinic
- 11 research labs that research African American, Asian American, Latino/a, race-related trauma, LGBTQ, and immigrant psychology
- Funding for diversity-related programming and student organizations
- A positive diversity climate with diversity competencies infused throughout curricula

Visit [diversity.paloaltou.edu](http://diversity.paloaltou.edu) or [www.paloaltou.edu](http://www.paloaltou.edu) for more information.



## IMPORTANT CONFERENCE DETAILS

### DRIVING DIRECTIONS

The following driving directions are to the Frances C. Arrillaga Alumni Center.

**FROM HIGHWAY 101 NORTH & SOUTH:** Take the Embarcadero Road exit west – toward Stanford. At El Camino Real, Embarcadero turns into Galvez Street as it enters the Stanford campus. Stay in the left lane and continue toward the center of campus. The Alumni Center is on the right side of Galvez Street, just after you cross over Campus Drive.

**FROM HIGHWAY 280 NORTH & SOUTH:** Exit Sand Hill Road east toward Stanford. Continue east, turning right at the traffic light on Santa Cruz Avenue. Make an immediate left onto Junipero Serra Boulevard. Turn left at the second traffic light and onto Campus Drive East. Continue around Campus Drive East and turn left when you reach Serra Street, at the gas station. Follow Serra Street until it ends at Galvez Street.

**FROM EL CAMINO REAL:** Exit El Camino Real at University Avenue. Turn toward the hills (away from the center of Palo Alto). As you enter Stanford, University Avenue becomes Palm Drive. Go through one traffic light, and turn left onto Campus Drive at the first stop sign.

### PARKING

Attendees who are driving to campus should park in the Galvez Parking Lot. Please see the map (on the right) for the Galvez lot and its location relative to the Frances C. Arrillaga Alumni Center and Gunn (SIEPR), where the conference will be held. Attendees will need to pay for parking using exact Cash, Coin, or Visa/MasterCard. Parking is currently \$8 per day using a coupon code (5304) which will be valid on Thursday, July 7th & Friday, July 8th. Parking is free on Saturday.

In order to use the coupon code:

1. First park and remember your stall number.
2. Touch any key to exit the intro screen.
3. Enter your stall number and Press **[OK]** to Continue.
4. Select **#1** to Purchase a Ticket.
5. On the next screen, select (1) for Incremental or (2) for All Day Parking. If arriving after 10:45am use the incremental option without an event code and skip to Step 9.
6. If All Day Parking is selected, select "Yes" when it asks if you have an event code.
7. Enter the event code number (5304) and press **[OK]**.
8. Once the code is entered, you'll receive a message that says "Get Ready For Payment".
9. Insert your Visa/Mastercard or cash payment (if incremental rate was selected and paying by credit card, increase the expiration time by pressing the '1' key). If paying by cash, deposit more money to increase the expiration time.
10. Select **[OK]** to complete transaction and print your receipt. You do not need to display receipt on dashboard.

There are additional parking lots available on campus, but you will not be able to use the coupon code unless you park in the Galvez Lot. Hourly payment is also available. No payment is required after 4pm.





## IMPORTANT CONFERENCE DETAILS

### PUBLIC TRANSPORTATION

Whether you are staying in Palo Alto or traveling from elsewhere in the San Francisco Bay Area, you can reach Stanford by way of convenient public transportation. The local transit hub for bus and train services at Stanford is the Palo Alto Caltrain Station, located near the main entrance to campus near the intersections of Palm Drive, University Avenue, and El Camino Real.

#### CALTRAIN

If you are traveling from San Francisco or San Jose, Caltrain is your most convenient option. Caltrain is a commuter rail service that runs between San Jose and San Francisco and the stop closest to Stanford Campus is the Palo Alto station. A one-way trip from San Francisco takes approximately one hour and costs about \$7.25; a one-way trip from San Jose takes approximately 40 minutes and costs about \$5.25. Caltrain also connects with stations and shuttles serving the San Francisco International (SFO) and San Jose International (SJC) Airports.

#### STANFORD MARGUERITE SHUTTLE

The free Stanford shuttle, called the Marguerite, meets most trains at the Palo Alto Transit Center at the Palo Alto Caltrain station between 6:00am – 7:45pm, Monday through Friday. Guests staying at the Sheraton Palo Alto can also access the shuttle at the transit center, located next to the hotel's parking lot. For guests staying at the Stanford Guest House at SLAC, the SLAC line operates Monday through Friday between SLAC and Hoover Tower from 7:35am to 8:30pm, approx. every 30 minutes. Guests staying at the Cardinal Hotel can access the Marguerite by taking a short 4-block walk to the Palo Alto Caltrain station. Take Line Y (clockwise) which is available 6:10am – 8:00pm, every 10-20 minutes. Exit the Marguerite at the stop located directly in front of the Arrillaga Alumni Ctr.

### LOCAL TAXI & RIDE-SHARING SERVICES

AJ'S TAXI SERVICE: (408) 759-9654

ON TIME AIRPORT TAXI: (650) 993-1230

YELLOW TAXI CAB: (408) 412-3100



### SHUTTLE TRANSPORTATION (SATURDAY, JULY 9<sup>TH</sup> ONLY)

#### MORNING BUS TRANSPORTATION ROUTE & SCHEDULE

STANFORD GUEST HOUSE	SHERATON	ARRILLAGA ALUMNI CENTER
-----	7:00am	→ 7:15am
7:00am →	7:15am	→ 7:30am
7:30am →	7:45am	→ 8:00am
7:45am →	8:00am	→ 8:15am
8:15am →	8:30am	→ 8:45am
8:30am →	8:45am	→ 9:00am

#### EVENING BUS TRANSPORTATION ROUTE & SCHEDULE

ARRILLAGA ALUMNI CENTER	STANFORD GUEST HOUSE	SHERATON
7:00pm →	7:15pm	→ 7:30pm
7:15pm →	7:30pm	→ 7:45pm
7:45pm →	8:00pm	→ 8:15pm
8:00pm →	8:15pm	→ 8:30pm

On Saturday, July 9<sup>th</sup> a small Palo Alto University shuttle service will also be available to all conference attendees throughout the day for transportation to/from conference hotels and around the Stanford University campus. Please call **Jose** at **(510) 714-1065** to schedule a pick-up.

## IMPORTANT CONFERENCE DETAILS

### DISABILITY ACCOMMODATIONS:

There will be a golf cart available for transportation from the main conference building (Frances C. Arrillaga Alumni Center) to the SIEPR building next door where several breakout sessions will be held. There will also be comfortable seating available in the conference building lobby.

### FAITH & WORSHIP LOCATIONS

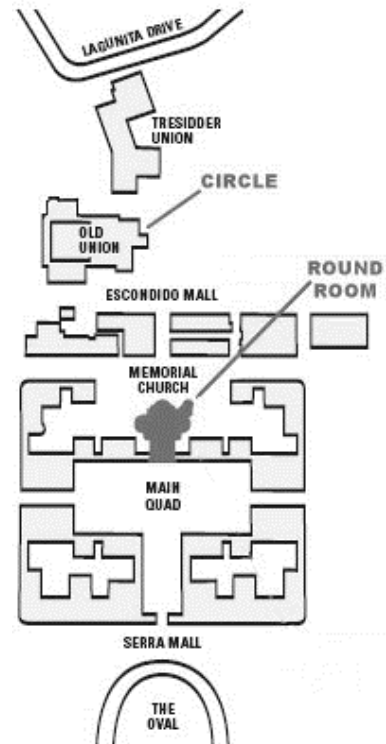
CENTER FOR INTER-RELIGIOUS COMMUNITY, LEARNING AND EXPERIENCES (CIRCLE)  
OLD UNION, 3RD FLOOR

The CIRCLE Sanctuary is a large interfaith center on the 3rd floor of the Old Union building at Stanford. It is generally open and available for prayer use. There are wudu facilities right next to the Sanctuary door, for those who may need to wash.

We have this space reserved all day on Thursday (7/7), and much of the day Friday (7/8). Jumuaa prayers are held in the CIRCLE Sanctuary every Friday at 1:15pm. Old Union building is closed on weekends in the summer, so the space will not be available Saturday (7/9).

MEMORIAL CHURCH  
450 SERRA MALL  
STANFORD, CA 94305-2090

For Christians and others who want a beautiful space for quiet reflection, Stanford Memorial Church is open Monday through Friday, 8am-5pm.



### WIRELESS ACCESS AT STANFORD

Select SSID **Stanford Visitor** from your device's list of available wireless networks. Open a browser and load any URL; you will be redirected to an access page. Click **Accept** to acknowledge the terms of use. Your browser will be sent to a confirmation page, and from there you can get online.

### LACTATION ACCOMMODATIONS

A lactation room (small internal conference room on the first floor near Fisher Conference Center) is available for nursing mothers. Please inquire at the front desk, and staff will direct you to the room.

### CEU INFORMATION



Palo Alto University is approved by the American Psychological Association to sponsor continuing education for psychologists. Palo Alto University maintains responsibility for this program and its content.

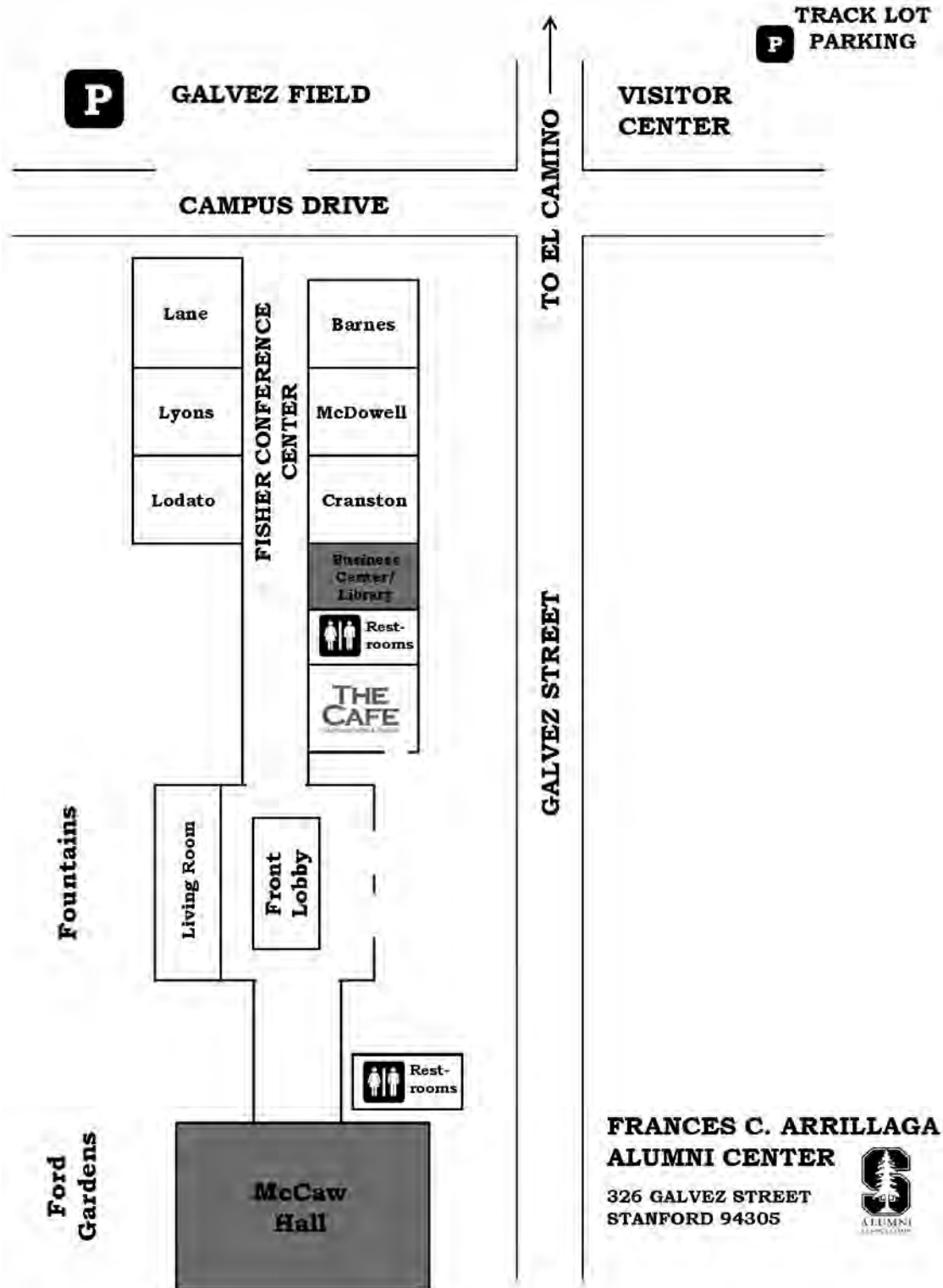


PAU makes every effort to provide events at facilities that abide by the standards set by the Americans with Disabilities Act (ADA).

Conference programming designated as Continuing Education (CE) Sessions are marked throughout the program with the **"Approved"** stamp (see left).

MAP OF FRANCES C. ARRILLAGA ALUMNI CENTER

FRANCES C. ARRILLAGA ALUMNI CENTER  
 326 GALVEZ STREET  
 STANFORD, CA 94305-6105



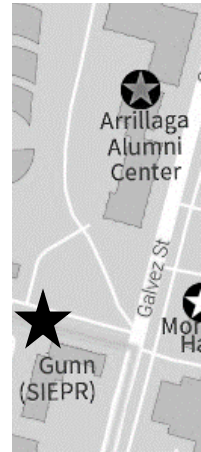
## MAP OF GUNN / STANFORD INSTITUTE FOR ECONOMIC POLICY RESEARCH (SIEPR)

JOHN A. AND CYNTHIA FRY GUNN BUILDING  
STANFORD INSTITUTE FOR ECONOMIC POLICY RESEARCH (SIEPR)  
366 GALVEZ STREET  
STANFORD, CA 94305-6015

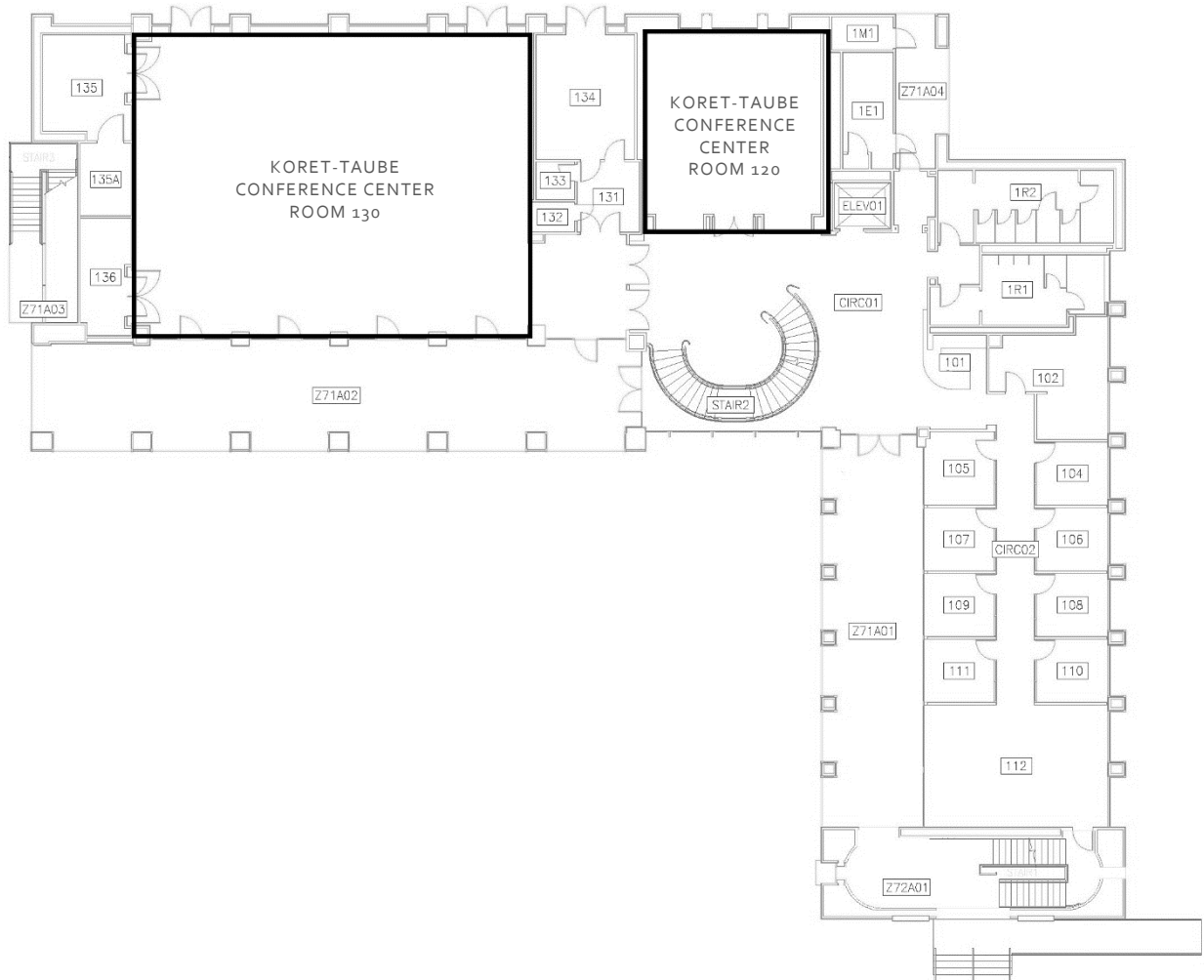
Note: All plenary sessions and most concurrent sessions will take place at the Frances C. Arrillaga Alumni Center, located at 326 Galvez Street, Stanford, CA 94305.

Additional concurrent sessions will take place in the Gunn / SIEPR building, located at 366 Galvez Street, Stanford, CA 94305.

Please wear comfortable walking shoes as you may need to walk between the two buildings throughout the day.

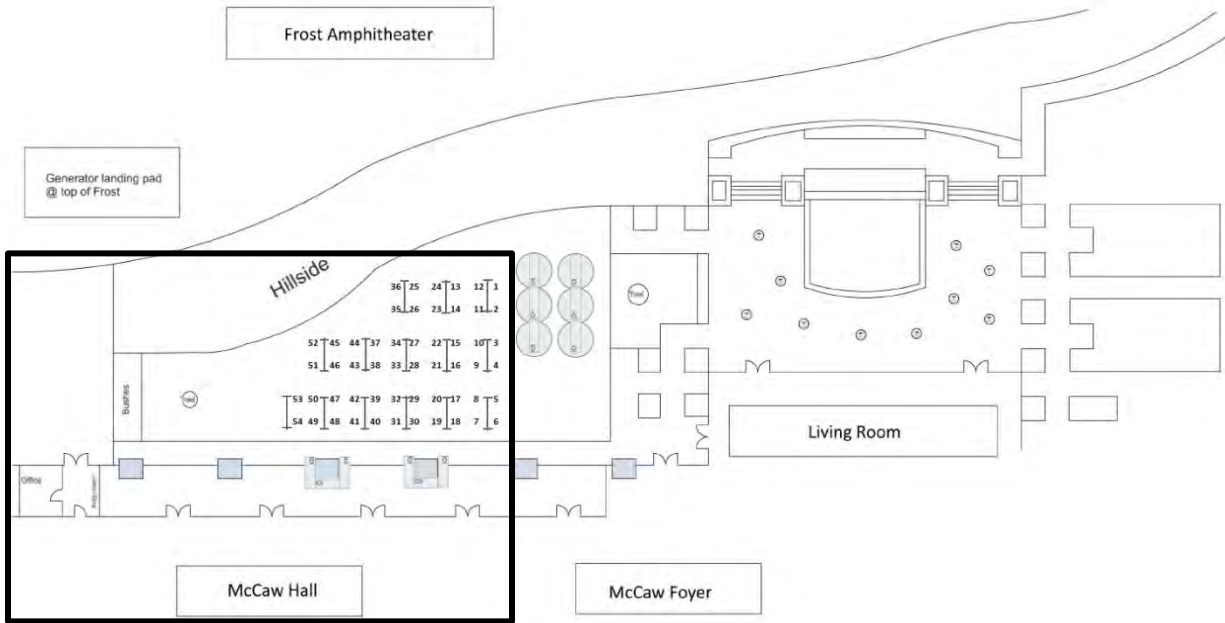


### GROUND / 1<sup>ST</sup> FLOOR MAP

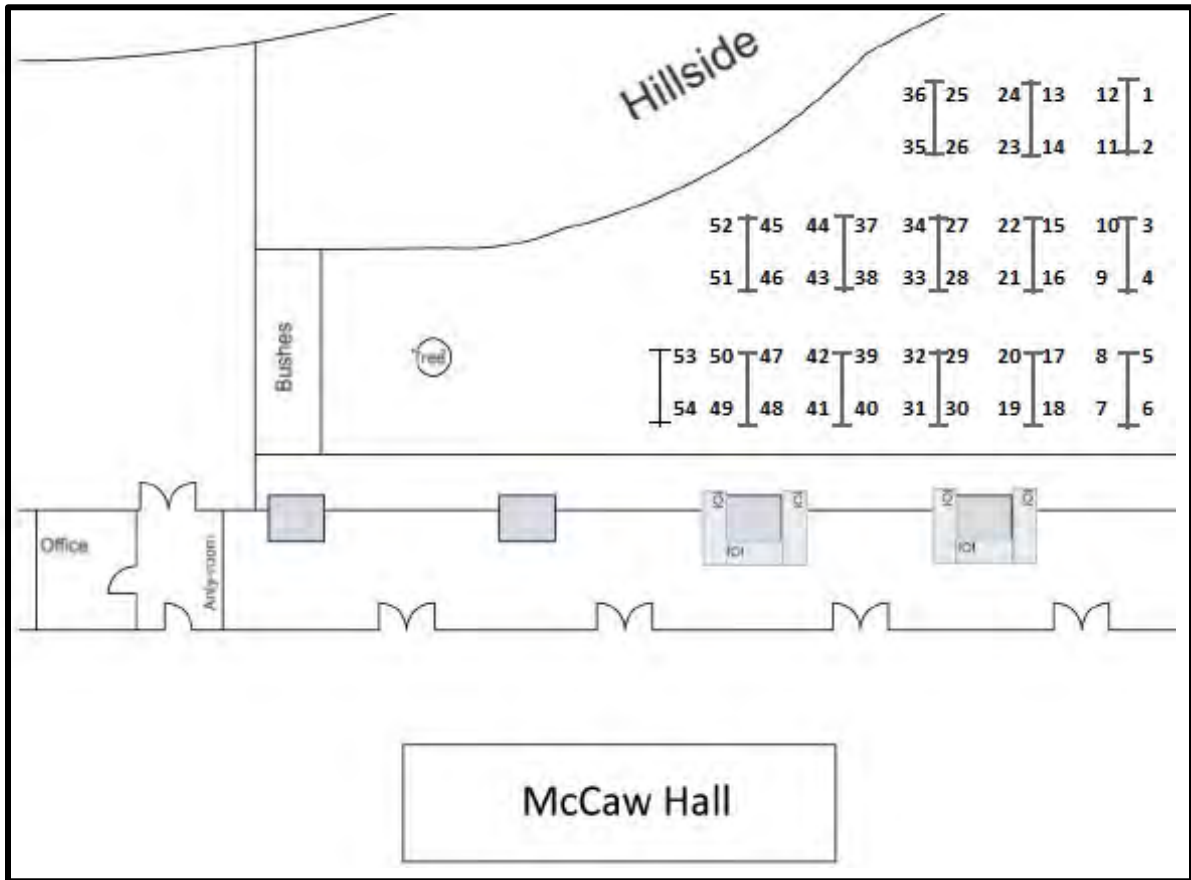




# MAP OF FORD GARDENS



SELECTED AREA ENLARGED FOR POSTER ASSIGNMENT LOCATIONS





Located across from the  
entrance of Stanford University

One block to Downtown Palo Alto  
and Stanford Shopping Center

The Poolside Grill offers outdoor dining  
and is a great place for family celebrations

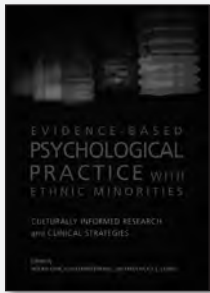
Walking distance to the Cal Train Station  
for an easy trip to San Francisco or San Jose

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## Division 45 Book Series: Cultural, Racial, and Ethnic Psychology



**Evidence-Based Psychological Practice With Ethnic Minorities**  
Culturally Informed Research and Clinical Strategies  
*Edited by Nolan Zane, Guillermo Bernal, and Frederick T.L. Leong*

2016. 320 pages. Hardcover.  
List: \$69.95 | APA Member/Affiliate: \$49.95  
ISBN 978-1-4338-2089-2

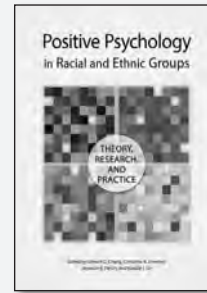
Also available on Amazon Kindle®



**The Cost of Racism for People of Color**  
Contextualizing Experiences of Discrimination  
*Edited by Alvin N. Alvarez, Christopher T.H. Liang, and Helen A. Neville*

2016. 456 pages. Hardcover.  
List: \$69.95 | APA Member/Affiliate: \$49.95  
ISBN 978-1-4338-2095-3

Also available on Amazon Kindle®



**Positive Psychology in Racial and Ethnic Groups**  
Theory, Research, and Practice  
*Edited by Edward C. Chang, Christina A. Downey, Jameson K. Hirsch, and Natalie J. Lin*

2016. 464 pages. Hardcover.  
List: \$69.95 | APA Member/Affiliate: \$49.95  
ISBN 978-1-4338-2148-6

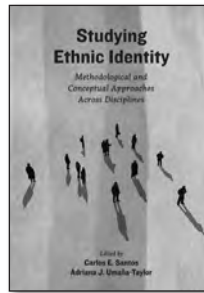
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**APA Handbook of Multicultural Psychology**  
Volume 1: Theory and Research  
Volume 2: Applications and Training  
*Editor-in-Chief Frederick T. L. Leong*

*Associate Editors:*  
Lillian Comas-Díaz, Gordon C. Nagayama Hall,  
Vonnice C. McLoyd, and Joseph E. Trimble

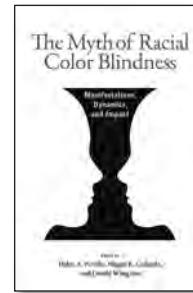
2014. 1,275 pages. Hardcover.  
List: \$395.00 | APA Member/Affiliate: \$195.00  
ISBN 978-1-4338-1255-2



**Studying Ethnic Identity**  
Methodological and Conceptual Approaches Across Disciplines  
*Edited by Carlos E. Santos and Adriana J. Umaña-Taylor*

2015. 256 pages. Hardcover.  
List: \$69.95 | APA Member/Affiliate: \$49.95  
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ISBN 978-1-4338-2073-1 | Item # 4318136

Also available on Amazon Kindle®





## LEADING JOURNALS IN PSYCHOLOGY

### ***Asian American Journal of Psychology***

Official Journal of the Asian American Psychological Association (AAPA)

*Editor: Bryan S.K. Kim, PhD*

Published quarterly • ISSN: 1948-1985

**1.388** 2015 Impact Factor\* • [www.apa.org/pubs/journals/aap](http://www.apa.org/pubs/journals/aap)

### ***Journal of Latina/o Psychology***

Official Journal of the National Latina/o Psychological Association (NLPA)

*Editor: Azara Santiago-Rivera, PhD, NCC*

Published quarterly • ISSN: 2168-1678 • [www.apa.org/pubs/journals/lat](http://www.apa.org/pubs/journals/lat)

### ***Journal of Personality and Social Psychology®***

*Editors: M. Lynne Cooper, PhD (Personality Processes and Individual Differences Section),  
Kerry Kawakami, PhD (Interpersonal Relations and Group Processes Section),  
and Elliot R. Smith, PhD (Attitudes and Social Cognition Section)*

Published monthly • ISSN: 0022-3514

**4.736** 2015 Impact Factor\* • Indexed in MEDLINE® • [www.apa.org/pubs/journals/psp](http://www.apa.org/pubs/journals/psp)

### ***Psychology of Sexual Orientation and Gender Diversity®***

Official Journal of APA Division 44

(Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues)

*Editor: John Gonsiorek, PhD*

Published quarterly • ISSN: 2329-0382 • [www.apa.org/pubs/journals/sgd](http://www.apa.org/pubs/journals/sgd)



## OTHER JOURNALS OF INTEREST

### ***American Psychologist®***

Official Journal of the American Psychological Association

*Editor-in-Chief: Anne E. Kazak, PhD, ABPP*

Nine yearly issues • ISSN: 0003-066X

**5.454** 2015 Impact Factor\* • Indexed in MEDLINE® • [www.apa.org/pubs/journals/amp](http://www.apa.org/pubs/journals/amp)

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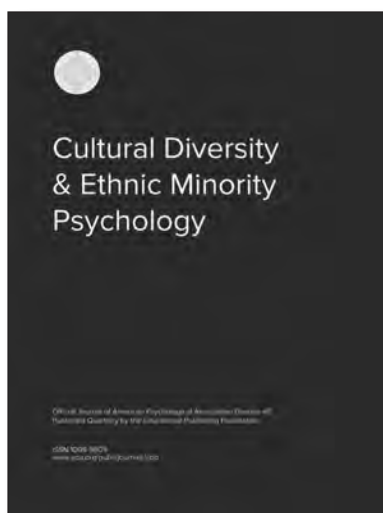


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# APA JOURNALS®

Publishing on the Forefront of Psychology

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(Society for the Psychological Study of Culture, Ethnicity, and Race)**



***Editor: Richard M. Lee, PhD***

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***Cultural Diversity & Ethnic Minority Psychology***® publishes peer-reviewed, original research, theoretical and conceptual articles, and case studies that promote the development of knowledge and understanding, application of psychological principles, and scholarly analysis of social-political forces affecting racial/ethnic minorities.

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## PRE-CONFERENCE SCHEDULE-AT-A-GLANCE

	PROFESSIONAL DEVELOPMENT WORKSHOPS		NATIVE AMERICAN PRE-CONFERENCE
7:30-8:00am COFFEE & BREAKFAST: Ford Gardens			
8:00-8:15am WELCOME: McCaw Hall			
8:15-10:00am	PUBLISHING FCC - Barnes / McDowell / Cranston		REVISITING HISTORICAL TRAUMA RESEARCH IN THE 21 <sup>ST</sup> CENTURY* FCC – Lyons/Lodato
10:15am-12:00pm	RESEARCH METHODS WITH ETHNIC MINORITY POPULATIONS FCC – Barnes / McDowell / Cranston		RESEARCH IN THE IDENTIFICATION & TREATMENT OF ADVERSE CHILDHOOD EXPERIENCES IN INDIAN COUNTRY FCC – Lyons / Lodato
12:15-1:15pm LUNCH: Ford Gardens			
1:30-3:15pm	ALMOST EVERYTHING YOU WANTED TO KNOW ABOUT APPOINTMENT, PROMOTION, & TENURE FCC – Barnes / McDowell / Cranston	CBPR AIMED AT HEALTH EQUITY IN INTERVENTION RESEARCH FCC – Lyons / Lodato	SUCCEEDING IN A MULTICULTURAL WORLD: PSYCHOLOGICAL RESEARCH AND PROFESSIONAL DEVELOPMENT CONCERNING AMERICAN INDIAN/ ALASKA NATIVE AND FIRST NATION STUDENTS FCC – Lane
3:30-5:00pm	THINKING OUTSIDE THE BOX OF ACADEMIA: ALTERNATIVES FOR CAREER SUCCESS* FCC – Barnes / McDowell / Cranston		LOOKING FORWARD: RESEARCH IN INDIAN COUNTRY – PRESENTERS PANEL AND COMMUNITY DIALOGUE FCC – Lyons/Lodato
5:15-6:30pm OPENING CEREMONY & PLENARY SESSION I: McCaw Hall			
OHLONE WELCOME Vince Medina			
STANFORD GSE WELCOME Dean Dan Schwartz, Stanford Graduate School of Education			
"THE THING HAPPENED AS HE WISHED" UNBUNDLING AN AMERICAN INDIAN CULTURAL PSYCHOLOGY* Dr. Joseph P. Gone (University of Michigan)			
6:30-8:00pm EVENING RECEPTION: Dwight Family / Palm Court			

Note: FCC = Fisher Conference Center; \* = CEU Approved Session

THURSDAY, JULY 7<sup>th</sup> (PRECONFERENCE)

# PROFESSIONAL DEVELOPMENT WORKSHOPS

7:30 – 8:00AM

## COFFEE & BREAKFAST

FORD GARDENS

Buffet tables will be located outside at Ford Gardens. Feel free to eat your breakfast indoors or outdoors.

\*Food sponsored by **University of Michigan**

\*Beverages sponsored by **Youth Empowerment Society**

8:00 – 8:15AM

## WELCOME

McCAW HALL

### Conference Co-Chair Welcome

*Dr. Teresa LaFromboise, Stanford University*

*Dr. Joyce Chu, Palo Alto University*

### Division 45 President Welcome

*Dr. Jacqueline Gray, University of North Dakota*

8:15 – 10:00AM

## PUBLISHING

FISHER CONFERENCE CENTER – BARNES / MCDOWELL / CRANSTON



*Dr. Kevin Cokley, Professor of Educational Psychology and African and African American Diaspora Studies (The University of Texas at Austin), Editor-in-Chief for The Journal of Black Psychology*

*Dr. Richard Lee, Professor of Psychology (University of Minnesota), Editor-in-Chief for Cultural Diversity and Ethnic Minority Psychology, Consulting Editor for Asian American Journal of Psychology*

10:15AM – 12:00PM

## RESEARCH METHODS WITH ETHNIC MINORITY POPULATIONS

FISHER CONFERENCE CENTER – BARNES / MCDOWELL / CRANSTON



*Dr. Fred Leong, Professor of Psychology (Michigan State University) and Director of the Consortium for Multicultural Psychology Research*

*Dr. Tiffany Yip, Associate Professor of Psychology (Fordham University)*

12:15 – 1:15PM

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**LUNCH**

FORD GARDENS

Buffet tables will be located outside at Ford Gardens. Feel free to eat your lunch indoors or outdoors.

\*Food sponsored by **APA Division 45**

\*Beverages sponsored by **Youth Empowerment Society**

1:30 – 3:15PM

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**ALMOST EVERYTHING YOU WANTED TO KNOW ABOUT APPOINTMENT,  
PROMOTION, AND TENURE**

FISHER CONFERENCE CENTER – BARNES / McDOWELL / CRANSTON



*Dr. Robert Sellers, Vice Provost for Equity, Inclusion and Academic Affairs and Professor of Psychology and Education (University of Michigan)*

*Dr. Nolan Zane, Professor of Psychology and Asian American Studies (University of California, Davis)*

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**COMMUNITY-BASED PARTICIPATORY RESEARCH AIMED AT HEALTH EQUITY IN  
INTERVENTION RESEARCH**

FISHER CONFERENCE CENTER – LYONS / LODATO



*Dr. Lisa Goldman Rosas, Assistant Scientist at Palo Alto Medical Foundation Research Institute, Instructor of Medicine at Stanford University School of Medicine Prevention Research Center, and Research Director for the Program on Prevention Outcomes and Practices (Stanford School of Medicine)*

*Rhonda McClinton-Brown, MPH, Executive Director of Office of Community Health (Stanford School of Medicine)*



*Jill Evans, MPH, Research Program Director of Office of Community Health (Stanford School of Medicine)*

*Jan Vasquez, MPH, CHES, Research Director of Pathways to American Indian & Alaska Native Wellness (PAAW)*

*American Indian Community Action Board Members*

**THINKING OUTSIDE THE BOX OF ACADEMIA: ALTERNATIVES FOR CAREER SUCCESS**

FISHER CONFERENCE CENTER – BARNES / McDOWELL / CRANSTON



*Dr. Luba Botcheva, Director of Research and Strategic Projects (Mental Health Association of San Francisco)*

*Dr. Jayne Lee, Retail Strategy – Trends and Insights Group (Apple Inc.)*

*Nishi Moonka, M.Ed., Managing Director (Resource Development Associates)*

*Discussant: Dr. Alvin Alvarez, Dean of the College of Health and Social Sciences (San Francisco State University) and Director of the Leadership Development Institute for the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests*



This pre-conference workshop will explore alternative careers for mental health professionals outside of academia. Aims of the presentation are to inform and motivate participants to expand the scope of psychology work beyond traditional research or clinical practice realms, and to utilize psychology research expertise as a key mechanism for change in areas such as: decreasing mental health disparities, policy and advocacy work, marketing and strategy to diverse customers, and the development and evaluation of programs that serve underserved ethnic minority communities. The panelists will discuss their respective career trajectories in the fields of technology, consultation, as well as policy development and advocacy. For example, panelists will discuss the role of psychologists' skills in decreasing mental health service disparities and advocating for policy change within county behavioral health systems. Panelists will also address the use of psychology research skills related to program evaluation, program development, and grant writing to assist non-profit organizations in serving underserved populations. Finally, panelists will model how psychology research training is transferrable to technology environments and strategy and marketing within industry. Within the presentation, speakers will address the transferability and applicability of their psychological training to their respective careers.

**Learning Objectives:**

1. Know how psychologists' analytical skills are utilized to advance programmatic, organizational, and policy change within county mental health systems
2. Be able to describe how program evaluation, program development, and grant writing tasks are essential to decreasing mental health and community disparities for non-profit organizations serving ethnic minority communities
3. Understand career trajectories for application of psychology outside of academia, including technology industries

5:15 – 6:30PM

**OPENING CEREMONY**

McCAW HALL

**Ohlone Welcome***Vince Medina***Stanford Graduate School of Education Welcome***Dr. Dan Schwartz, Dean of the Stanford Graduate School of Education***PLENARY SESSION I**

McCAW HALL



“THE THING HAPPENED AS HE WISHED”: UNBUNDLING AN  
AMERICAN INDIAN CULTURAL PSYCHOLOGY

*Dr. Joseph P. Gone, Professor of Psychology and American Culture  
(University of Michigan)*



One of the chief questions confronting mental health professionals who serve American Indian communities is how best to offer genuinely helpful services that do not simultaneously and surreptitiously reproduce colonial power relations. To ensure that counselors and therapists do not become psycho-missionaries of the new millennium, it is crucial to recognize the sometimes divergent cultural foundations of mental distress, disorder, and well-being in “Indian Country.” In this presentation, I will survey several tantalizing facets of an alternate indigenous cultural psychology that continue to shape life and experience on a Montana Indian reservation. I will trace this distinctive cultural psychology to documented myths reflecting an aboriginal cosmology, and reflect on the implications of such inquiry for a more inclusive, pluralist psychology.

**Learning Objectives:**

1. Explain a “postcolonial predicament” for mental health services in American Indian communities
2. Describe distinctive features of indigenous Gros Ventre cultural psychology that contrast with mainstream psychology
3. Be able to summarize the implications of this research for pursuing greater diversity and pluralism in the field of psychology

6:30 – 8:00PM

**EVENING RECEPTION**

DWIGHT FAMILY LIVING ROOM / PALM COURT

\* Sponsored by **PGSP-Stanford Psy.D. Consortium**\* Music/entertainment by **Pat Wilder Live**

**PGSP-STANFORD**  
**Psy.D. CONSORTIUM**  
*Welcomes*  
**APA Division 45**

**and shares its mission to develop,  
evaluate and provide evidence-based  
treatments to diverse populations.**



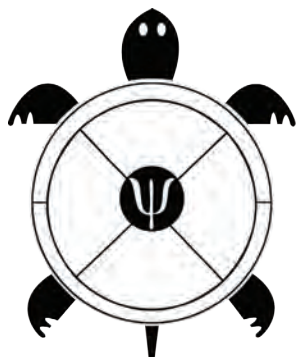
**PGSP - STANFORD Psy.D. CONSORTIUM**



**<http://www.paloalto.edu/graduate-programs/pgsp-psyd-stanford-consortium>**

Founded in 2002, the PGSP-Stanford Psy.D. Consortium is a unique, APA-accredited clinical psychology doctoral program run jointly by the Department of Psychiatry and Behavioral Sciences at Stanford University School of Medicine and the Pacific Graduate School of Psychology at Palo Alto University. As a practitioner-scholar program intended for individuals seeking careers devoted primarily to the direct delivery of clinical psychological services, the program emphasizes evidence-based practice and seeks to graduate culturally competent clinicians and researchers. We are proud to have several graduates who were APA minority fellows and students who have founded and participated in diversity-focused student groups.





# Seven Generations Center of Excellence in Native Behavioral Health



The Seven Generations Center of Excellence (SGCoE) supports Native Americans working toward becoming or currently serving as mental health professionals. We offer many programs to encourage, train, and retain current and future Native behavioral health professionals in Indian Country.

**A multi-faceted effort, the SGCoE has programs for:**

- Tribal communities
- Students transitioning from tribal high schools or tribal colleges
- UND Native American undergraduates pursuing behavioral health degrees
- Native American students with a Bachelor's degree in behavioral health
- Graduate students
- Native faculty

**Learn more about the Seven Generations Center of Excellence in Native Behavioral Health**

## **sgcoe.org**

**info@sgcoe.org | 701.777.6084**

THURSDAY, JULY 7<sup>th</sup> (PRECONFERENCE)

# NATIVE AMERICAN PRE-CONFERENCE

7:30 – 8:00AM

## COFFEE & BREAKFAST

FORD GARDENS

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\*Food sponsored by **University of Michigan**

\*Beverages sponsored by **Youth Empowerment Society**

8:00 – 8:15AM

## WELCOME

McCAW HALL

### Conference Co-Chair Welcome

*Dr. Teresa LaFromboise, Stanford University*

*Dr. Joyce Chu, Palo Alto University*

### Division 45 President Welcome

*Dr. Jacqueline Gray, University of North Dakota*

8:15 – 10:00AM

## REVISITING HISTORICAL TRAUMA RESEARCH IN THE 21ST CENTURY

FISHER CONFERENCE CENTER – LYONS / LODATO



HISTORICAL TRAUMA AND UNRESOLVED GRIEF INTERVENTION:  
A TRIBAL BEST PRACTICE

*Dr. Maria Brave Heart, Research Associate Professor, Department of Psychiatry and Behavioral Sciences (University of New Mexico)*



HISTORICAL TRAUMA AND PUBLIC NARRATIVES: WHERE PAST AND PRESENT  
MEET TO FRAME COMMUNITY HEALTH

*Dr. Nathaniel Mohatt, Research Scientist, Mental Health Program (Western Interstate Commission for Higher Education)*

The presentation will trace the development of clinical intervention approaches for addressing trauma, complicated or prolonged grief, and depressive symptoms in the collective historical context. Observations of work to date and recommendations for future clinical intervention research and practice will be included. The second portion of the talk will describe a model for how historical trauma functions as a public narrative for particular groups or communities. This narrative model is based on a review of the international literature on historical and intergenerational trauma across numerous disparate groups and cultures. The first part of the

8:15 – 10:00AM

presentation will review the development of seminal work on the Historical Trauma and Unresolved Grief Intervention, a Tribal Best Practice, and the current National Institute of Mental Health-funded pilot clinical intervention research utilizing this approach. Historical trauma, the cumulative collective wounding across generations, inclusive of the individual lifespan, will be described. The historical trauma response will be elucidated as a construct which can be incorporated in outpatient psychotherapy. The second part of the presentation will present a broad take on historical trauma to consider the experience and research from multiple and diverse cultural groups and communities, as well as the diverse types of mass-experienced traumas. The narrative model of historical trauma connects present-day experiences and circumstances to the trauma so as to influence health. Treating historical trauma as a public narrative shifts the research discourse away from an exclusive search for past causal variables that influence health to identifying how present-day experiences, their corresponding narratives, and their health impacts are connected to public narratives of historical trauma for a particular group or community.

**Learning Objectives**

1. Participants will gain knowledge on the historical trauma and a narrative model, including how narratives link and combine past and present and the research on the relationships between narratives and health
2. Participants will be able to identify three historical trauma response features
3. Participants will be able to describe integration and application of historical trauma theory in outpatient psychotherapy
4. Learn how historical trauma narratives can function as either a source of distress or resilience

10:15AM – 12:00PM

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**RESEARCH IN THE IDENTIFICATION AND TREATMENT OF ADVERSE CHILDHOOD EXPERIENCES IN INDIAN COUNTRY**

FISHER CONFERENCE CENTER – LYONS / LODATO




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**ADVERSE CHILDHOOD EXPERIENCES IN HIGH-RISK RESERVATION CONTEXT**

*Dr. Teresa Brockie, Nurse Researcher (National Institutes of Health)*




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**LIFE IS SACRED: UNDERSTANDING SUICIDE IN AMERICAN INDIAN/ALASKA NATIVE COMMUNITIES THROUGH RESEARCH**

*Victoria O'Keefe, M.S., Doctoral Candidate (Oklahoma State University)*

THURSDAY, JULY 7<sup>th</sup> (PRECONFERENCE)

12:15 – 1:15PM

**LUNCH**

FORD GARDENS

Buffet tables will be located outside at Ford Gardens. Feel free to eat your lunch indoors or outdoors.

\*Food sponsored by **APA Division 45**

\*Beverages sponsored by **Youth Empowerment Society**

1:30 – 3:15PM

**SUCCEEDING IN A MULTICULTURAL WORLD: PSYCHOLOGICAL RESEARCH AND PROFESSIONAL DEVELOPMENT CONCERNING AMERICAN INDIAN/ ALASKA NATIVE AND FIRST NATION STUDENTS**

FISHER CONFERENCE CENTER – LANE



CULTURALLY GROUNDED INTERVENTIONS TO ENHANCE ACADEMIC PERFORMANCE FOR NATIVE STUDENTS

*Dr. Stephanie Fryberg, Associate Professor of American Indian Studies (University of Washington)*



SUCCEEDING THROUGH INDIGENOUS WORLDVIEWS

*Dr. Jan Hare, Associate Professor in Language and Literacy Education (University of British Columbia)*

3:30 – 5:00PM

**LOOKING FORWARD: RESEARCH IN INDIAN COUNTRY – PRESENTERS PANEL AND COMMUNITY DIALOGUE**

FISHER CONFERENCE CENTER – LYONS / LODATO

*Speakers: Dr. Maria Brave Heart, Dr. Nathaniel Mohatt, Dr. Teresa Brockie, Victoria O'Keefe, Dr. Stephanie Fryberg, Dr. Jan Hare, Dr. Joseph P. Gone, and Dr. Teresa LaFromboise*



5:15 – 6:30PM

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**OPENING CEREMONY**

McCAW HALL

**Ohlone Welcome**

*Vince Medina*

**Stanford Graduate School of Education Welcome**

*Dr. Dan Schwartz, Dean of the Stanford Graduate School of Education*

5:15 – 6:30PM

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**PLENARY SESSION I**

McCAW HALL



“THE THING HAPPENED AS HE WISHED”: UNBUNDLING AN AMERICAN INDIAN CULTURAL PSYCHOLOGY

*Dr. Joseph P. Gone, Professor of Psychology and American Culture (University of Michigan)*



One of the chief questions confronting mental health professionals who serve American Indian communities is how best to offer genuinely helpful services that do not simultaneously and surreptitiously reproduce colonial power relations. To ensure that counselors and therapists do not become psycho-missionaries of the new millennium, it is crucial to recognize the sometimes divergent cultural foundations of mental distress, disorder, and well-being in “Indian Country.” In this presentation, I will survey several tantalizing facets of an alternate indigenous cultural psychology that continue to shape life and experience on a Montana Indian reservation. I will trace this distinctive cultural psychology to documented myths reflecting an aboriginal cosmology, and reflect on the implications of such inquiry for a more inclusive, pluralist psychology.

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6:30 – 8:00PM

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**EVENING RECEPTION**

DWIGHT FAMILY LIVING ROOM / PALM COURT

\*Sponsored by **PGSP-Stanford Psy.D. Consortium**

\*Music/entertainment by **Pat Wilder Live**

# ***University of Michigan***

## ***Diversity Postdoctoral Fellowship***

Consistent with its long-standing commitment to diversity, the Department of Psychology at the University of Michigan is seeking applications for a ***combined postdoc and tenure-track faculty appointment*** for outstanding candidates whose research, teaching, service, and/or advocacy will contribute to ***our diversity mission***. We seek candidates whose research brings a critical perspective to understanding the experiences of groups that are historically under-represented (by race, ethnicity, gender, social class, sexual orientation, etc.) within psychology as well as candidates who have demonstrated a commitment to diversifying the field through their teaching, mentoring, and/or service.

Fellows must affiliate with one of the eligible areas of Psychology within the Department (Biopsychology, Clinical, Developmental, Education and Psychology, Social Psychology, Gender and Feminist Psychology). Fellows will have up to 2 years to develop their independent research program without teaching and service responsibilities before entering the tenure-track. The Department is committed to providing mentoring and resources to support the fellows. Pending a positive review during the second year of the post-doctoral fellowship, fellows will be invited to move into a tenure-track assistant professor position.

Candidates must have a Ph.D. in a relevant discipline by September 1, 2017. Application materials include: 1) a letter of intent, 2) curriculum vitae, 3) a statement of current and future research plans, 4) a statement of teaching philosophy, experience, and evidence of teaching excellence, as well as 4) three letters of recommendations. In addition, all applicants must submit a brief (1 page) statement describing how they will contribute to the diversity mission of the Psychology Department.

***Please contact [psych.chair@umich.edu](mailto:psych.chair@umich.edu) with the subject line "Diversity Postdoc Inquiry" to receive a copy of this job announcement.*** The University of Michigan is an equal opportunity/affirmative action employer and is supportive of the needs of dual career couples.



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

Commission on Ethnic Minority  
Recruitment, Retention and Training in  
Psychology II

TRAVEL GRANTS  
FOR STUDENTS OF COLOR  
IN PSYCHOLOGY

**Deadline: November 15, 2016**

The CEMRRAT2 Task Force's Travel Grant for Students of Color in Psychology intends to serve as a source of funding for graduate students to help defray travel expenses associated with attending and presenting research at a professional conference. Eligible applicants for these grant funds are graduate students of color at the masters and/or doctoral level who will be presenting at a conference in the field of psychology.

For more information visit:  
[www.apa.org/about/awards/cemrrat2-travel.aspx](http://www.apa.org/about/awards/cemrrat2-travel.aspx)

## SCHEDULE-AT-A-GLANCE

7:30-8:00am		REGISTRATION & BREAKFAST: Ford Gardens			
8:00-9:30am		WELCOME & KEYNOTE SPEAKER: McCaw Hall PSYCHOLOGICAL SCIENCE, PRACTICE, AND POLITICS: THE INTERFACE OF CLINICAL NEUROPSYCHOLOGY AND THE DEATH PENALTY* Dr. Antonio Puente (University of North Carolina – Wilmington; President-Elect of APA)			
9:45-11:15am	MULTIRACIALS IN CONTEXT* FCC – Lodato	RAÍCES FUERTES: DEVELOPING LA CLÍNICA LATINA TO ADDRESS COMMUNITY NEED* FCC – Lyons	ETHNIC/RACIAL IDENTITY WITHIN DIVERSE CONTEXTS* FCC – Lane	OVERCOMING ADVERSITY: REDUCING THE STIGMA OF MENTAL ILLNESS W/ASIANS* FCC – McDowell	MOTHERS TO ALL/ MOTHERS FOR HIRE G/S – Johnson 224
	PAPER SESSION A: TRAUMA, VICTIMIZATION & ABUSE IN ETHNIC & SEXUAL MINORITY COMMUNITIES FCC – Cranston	PAPER SESSION B: ACADEMIC PERFORMANCE, EDUCATION, & ACHIEVEMENT IN ETHNIC MINORITY & INT. STUDENTS FCC – Barnes	PAPER SESSION C: ADVANCES & INNOVATIONS IN RACIAL/ETHNIC MICRO-AGGRESSION & DISCRIMINATION RESEARCH* G/S – KTCC 130	COMMUNITIES IN THE DRIVER'S SEAT: PARTNERING FOR BETTER HEALTH* G/S – KTCC 120	RACE-RELATED STRESS AMONG SPORT & PERFORMANCE POPULATIONS G/S – Doll 320
11:30am-12:30pm		POSTER SESSION: Ford Gardens			
12:30-1:30pm		LUNCH: Ford Gardens   MENTOR/MENTEE LUNCH: McCaw Hall			
1:45-3:15pm	CLINICAL PSYCHOLOGY OF ETHNIC MINORITIES: INTEGRATING RESEARCH & PRACTICE FCC – Lane	CONTESTING STRUCTURAL DISPOSSESSION - A CRITICAL RECLAIMING OF IDENTITY & 'DIVERSITY'* FCC – Lodato	RESEARCH ON SENSITIVE TOPICS W/ ETHNIC MINORITY COMMUNITIES* FCC – Lyons	PAPER SESSION D: THE IMPORTANCE OF LANGUAGE & LINGUISTICS FOR ETHNIC MINORITIES G/S – KTCC 120	PAPER SESSION E: DEVELOPMENTAL CONSIDERATIONS FOR ADJUSTMENT OF ETHNIC MIN. YOUTH FCC – McDowell
	PAPER SESSION F: CULTURAL FACTORS IN PARENTING & ADOLESCENCE FCC – Cranston	PAPER SESSION G: MENTORSHIP AND STEM EDUCATION FOR ETHNIC MINORITIES FCC – Barnes	CHALLENGES & SUCCESSSES IN DEVELOPING INTERNATIONAL RESEARCH COLLABS* G/S – Johnson 224	SOUTH ASIAN MENTAL HEALTH G/S – Doll 320	THE JOURNEY TOWARDS A CULTURALLY COMPETENT INSTITUTION* G/S – KTCC 130

Note: FCC = Fisher Conference Center; G/S = Gunn / SIEPR Building; KTCC = Koret-Taube Conference Center;  
\* = CEU Approved Session



## SCHEDULE-AT-A-GLANCE

3:30-5:00pm	<p>PSYCHOLOGISTS AT THE FRONT LINE*</p> <p>FCC – Lane</p>	<p>DEEP &amp; SURFACE CULTURAL CONSIDERATIONS FOR INTERVENTIONS TARGETING ASIAN AMERICANS*</p> <p>FCC – McDowell</p>	<p>TREATMENT OF DEPRESSION AMONG CULTURALLY DIVERSE POPULATIONS*</p> <p>FCC – Barnes</p>	<p>PAPER SESSION H: INNOVATIONS IN MULTICULTURAL CONSIDERATIONS FOR CLINICAL PRACTICE</p> <p>FCC – Cranston</p>	<p>PAPER SESSION I: ETHNIC MINORITIES IN HEALTH PREVENTION &amp; CAREGIVING</p> <p>FCC – Lyons</p>
	<p>PAPER SESSION J: RACIAL CONSTANCY &amp; RACE-RELATED SCHOOL &amp; POLICING</p> <p>FCC – Lodato</p>	<p>INDIGENOUS LANGUAGE DISRUPTIONS: INTERVENTIONS FOR CHILDREN &amp; FAMILIES</p> <p>G/S – Johnson 224</p>	<p>WORKING CREATIVELY W/ SOUTH ASIAN IMMIGRANT ADOLESCENTS IN GROUP SETTINGS</p> <p>G/S – KTCC 120</p>	<p>INTER-DISCIPLINARY APPROACHES TO MENTAL HEALTH SERVICES FOR LATINO COMMUNITIES*</p> <p>G/S – KTCC 130</p>	<p>#BLACKLIVES MATTER'S IMPACT ON THE MENTAL HEALTH OF BLACK YOUNG ADULTS</p> <p>G/S – Doll 320</p>
5:15-6:45pm	<p>WELCOME FROM PALO ALTO UNIVERSITY &amp; PLENARY SESSION II: McCaw Hall</p> <p>PALO ALTO UNIVERSITY PRESIDENTS Drs. Maureen O'Connor and Allen Calvin</p> <p>THE INTERSECTION OF ETHNICITY AND LGBTQ ISSUES IN RESEARCH AND HEALTH DISPARITIES* Dr. Kimberly Balsam (Palo Alto University) &amp; Dr. Eduardo Morales (CSPP – Alliant International University)</p>				
6:45-8:00pm	<p>EVENING RECEPTION: Dwight Family / Palm Court</p>				

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\* = CEU Approved Session

FRIDAY, JULY 8<sup>TH</sup>

7:30 – 8:00AM

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## REGISTRATION & BREAKFAST

FORD GARDENS

Buffet tables will be located outside at Ford Gardens. Feel free to eat your breakfast indoors or outdoors.

\*Food sponsored by **Palo Alto University**

\*Beverages sponsored by **Alliant International University**

8:00 – 9:30AM

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## WELCOME

McCAW HALL

### Conference Co-Chair Welcome

*Dr. Teresa LaFromboise, Stanford University*

*Dr. Joyce Chu, Palo Alto University*

### Division 45 President Welcome

*Dr. Jacqueline Gray, University of North Dakota*

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## KEYNOTE SPEAKER

McCAW HALL



PSYCHOLOGICAL SCIENCE, PRACTICE, AND POLITICS: INTERFACE  
OF CLINICAL NEUROPSYCHOLOGY AND THE DEATH PENALTY

*Dr. Antonio Puente, President-Elect of the American Psychological Association  
(APA) and Professor of Psychology (University of North Carolina – Wilmington)*



The interface among legal, social and neuropsychological domains will be considered in death penalty cases. The history of lynchings of Hispanics, high probabilities of being executed if Spanish speaking and shifting demographics of Hispanics in the US will set the foundations for this presentation. A careful analysis of the application of DSM, ICD & AAIDD criteria to assess intellectual disability will be considered next. Third, the assessment of intellectual disability using both IQ and adaptive measures will be presented using both a traditional North American psychometric as well as a Russian (i.e., Vigotsky-Luria) approaches. The limitations of both will be considered and potential solutions will be highlighted. Final commentary of the state of affairs of how ethnic minorities defendants as well as psychological science is viewed by society will be outlined.

### Learning Objectives:

1. The participant will understand the history of Spanish speakers and death penalty cases
2. The participant will be able to apply current criteria for the assessment of intellectual disabilities
3. The participant will understand how legal, social and psychological domains interface in complex social issues

**MULTIRACIALS IN CONTEXT**

FISHER CONFERENCE CENTER – LODATO

*Chair: Chanel Meyers (University of Hawaii)*

According to the U.S. Census, people who identified with more than one race rose 32 percent between 2000 and 2010 (U.S. Census, 2010). This growing multiracial population will likely expand our conceptualization of racial categories, as identifying with more than one race opens up new racial combinations that are not able to fit within our current monoracial categories (Chen & Hamilton, 2012). In hopes of better understanding multiracial individuals through both the perceiver and target perspective, these talks will examine how malleable multiracial is and the issues that present itself as a result. In our first talk, Holmes investigates whether or not biracial prototypicality differs by racial composition, gender, and perceiver race. Next, Chen examines how social context and racial saliency influences perceivers' judgment of multiracial faces. Albuja then demonstrates that how multiracial individuals choose to self-represent ones' race has varying and potentially negative consequences depending on identity they choose to highlight. Lastly, Meyers highlights how multiracials' self-identification has varying consequences on their own well-being and sense of belonging to others. These studies speak to the important role context has in how multiracials navigate their social world.

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**IS THERE A BIRACIAL PROTOTYPE?**
*Olivia Holmes (University of Illinois at Chicago)*


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**CONTEXTUAL DIVERSITY SHAPES THE PERCEPTION OF MULTIRACIALS**
*Dr. Jacqueline Chen (University of California Irvine)*


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**STRATEGIC RACIAL PRESENTATION: PERCEPTIONS OF "PASSING" AS WHITE FOR BIRACIALS**
*Analia Albuja (Rutgers University)*


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**CHECK YOURSELF: THE MALLEABILITY OF RACIAL IDENTIFICATION IN MULTIRACIAL INDIVIDUALS**
*Chanel Meyers (University of Hawaii at Manoa)***Learning Objectives:**

1. Be able to examine multiracial identity through both the perceiver and target perspective
2. Know how contexts shifts the way multiracial individuals are perceived
3. Understand how a multiracial individuals' identity and well-being are malleable depending on contextual cues

## RAÍCES FUERTES: DEVELOPING LA CLÍNICA LATINA TO ADDRESS COMMUNITY NEED

FISHER CONFERENCE CENTER – LYONS

*Chair: Dr. Ricardo Muñoz (Palo Alto University)*



Despite being one of the fastest growing minority groups in the United States, Latinos still face significant barriers to accessing adequate mental health care. A shortage of culturally and linguistically appropriate services, along with cultural stigma and financial hardship, further exacerbate mental health disparities for Latinos. Concerned with the unmet mental health needs and growing disparities within local Latino communities, Palo Alto University faculty set out to create a specialized Latino mental health clinic within its university-run training clinic, the Gronowski Center. Dubbed “La Clínica Latina,” this clinic was designed to meet community-defined clinical needs of Latino clients, while providing clients access to culturally and linguistically appropriate mental health services. This symposium will address three distinct parts of establishing a community mental health specialty clinic, 1) implementation climate and stakeholder buy-in, 2) recruitment and marketing, and 3) culturally-responsive service provisions for Latino clients. Individual presentations will provide an overview of key considerations and challenges encountered during each phase of clinic development. The primary objectives are to demonstrate the power of mental health providers and administrators to significantly impact mental health disparities, and to encourage others to develop specialty clinics to meet the needs of underserved Latino communities.

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### DEVELOPING LA CLÍNICA LATINA: IMPLEMENTATION CLIMATE AND STAKEHOLDER BUY-IN

*Ashley Elefant (Palo Alto University), Margareth V. Del Cid (Palo Alto University), Dr. Elizabeth Revilla (Clinical Supervisor and Director, La Clinica Latina, Palo Alto University), & Dr. Ricardo Muñoz (Palo Alto University)*

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### RECRUITMENT FOR CREATING A CULTURALLY COMPETENT LATINO SPECIALTY CLINIC

*Lauren Vail (PGSP - Stanford Psy.D. Consortium), Monique Cano (Palo Alto University), Dr. Elizabeth Revilla (La Clinica Latina, Palo Alto University), & Dr. Ricardo Muñoz (Palo Alto University)*

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### PATIENT-CENTERED CARE: ADAPTING TREATMENT TO FIT THE NEEDS OF LATINOS

*Joanna Servin (Palo Alto University), Marissa Vasquez (Palo Alto University), Dr. Elizabeth Revilla (La Clinica Latina, Palo Alto University), and Dr. Ricardo Muñoz (Palo Alto University)*

#### Learning Objectives:

1. Describe the constructs of implementation climate, stakeholder buy-in, recruitment, and the role each play in developing a community mental health subspecialty clinic for Latino clients. Identify and apply strategies to reduce barriers in establishing a specialized mental health clinic for Latino populations
2. Consider the ethical and practical implications of culturally-informed adaptation of clinic practices and policies to serve Latino populations
3. Discuss future directions for improving mental health services for Latino populations in a community mental health setting

**ETHNIC/RACIAL IDENTITY WITHIN DIVERSE CONTEXTS**

FISHER CONFERENCE CENTER – LANE

*Chair: Sheena Mirpuri (Fordham University)**Discussant: Dr. Robert Sellers (University of Michigan)*

As the United States increasingly becomes more diverse (Colby & Ortman, 2014), and ethnicity/race becomes ever more salient, an added dimension of identity development for minority youth includes the role that ethnicity/race plays in their lives. Research examining ethnic/racial identity (ERI) and its implications for youth has burgeoned over recent decades (Schwartz et al., 2014), suggesting increasing interest among researchers to understand ERI processes for minority youth. The proposed symposium includes presentations that explore the outcomes of ERI, including emotional and academic consequences, and the antecedents of ERI, including ethnic/racial socialization (ERS). These relationships are investigated using three different datasets of diverse samples of ethnic/racial minority adolescents through cross-sectional, longitudinal, and daily diary study designs. The first presentation considers the joint influence of ERS and ERI on discrimination and depressive symptoms among high school students. The second presentation examines how ethnic/racial incongruence in the transition from middle to high school moderates the relationship between ERI and subjective and objective academic outcomes. The third presentation considers how sleep quality mediates the relationship between ERI and daily life satisfaction. Finally, the fourth presentation examines the interaction between ERS and daily intragroup contact in predicting ERI.

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**JOINT INFLUENCE OF ERS AND ERI ON DISCRIMINATION-DEPRESSIVE SYMPTOMS ASSOCIATION**

*Sandra Donnay (Fordham University), Dr. Tiffany Yip (Fordham University), & Dr. Fatima Varner (University of Texas at Austin)*

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**TRANSITION TO HIGH SCHOOL: ETHNIC/RACIAL IDENTITY AND ACADEMIC ACHIEVEMENT**

*Sheena Jeswani Mirpuri (Fordham University), Dr. Tiffany Yip (Fordham University), & Dr. Joshua Brown (Fordham University)*

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**ETHNIC/RACIAL IDENTITY, SLEEP QUALITY, AND DAILY LIFE SATISFACTION**

*Jennefer Ortega (Fordham University), Bridgette Betzler (Fordham University), Sheena Jeswani Mirpuri (Fordham University), & Dr. Tiffany Yip (Fordham University)*

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**LINKING ETHNIC SOCIALIZATION AND DAILY INTRAGROUP CONTACT TO ETHNIC IDENTITY**

*Meera Aladin (Fordham University), Dr. Yijie Wang (Fordham University), & Dr. Tiffany Yip (Fordham University)*

**Learning Objectives:**

1. Learn about ethnic/racial identity within diverse contexts, including how intragroup contact or ethnic/racial incongruence influences ethnic/racial identity
2. Understand multiple measurements of ethnic/racial identity and examine three questions: 1) When and why should we use developmental measures (e.g., MEIM), content measures (e.g., MIBI) of ethnic/racial identity? 2) When are groupings based on identity statuses meaningful? and 3) When should we consider ethnic/racial identity as fixed (i.e., measured at one time point) versus fluid (i.e., repeatedly measured)?
3. Examine how our research methods (e.g., cross-sectional, longitudinal, experience sampling) inform what we know about ethnic/racial identity from between-persons and within-persons perspectives

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**OVERCOMING ADVERSITY: REDUCING THE STIGMA OF MENTAL ILLNESS WITH ASIANS**

FISHER CONFERENCE CENTER – McDOWELL



*Chair: Dr. Jorge Wong (Asian Americans for Community Involvement)*

Mental illness and stigma are persistent and common among Asian and Asian American populations. Seeking psychological treatment carries a heavy cultural stigma of lacking individual will and characterological weakness. Psychological mindedness and treatment are highly stigmatized and misunderstood by Asians and Asian American populations. Stigma reduction strategies can address and improve Asian and Asian Americans understanding and willingness to seek mental health services before it becomes a crisis. Public health educational and outreach strategies via visual and social media can increase the psychological mindedness of Asian and Asian American populations. An ethnic specific focused stigma reduction media intervention was developed to engage the Asian and Asian American public, professional and policy making bodies to better reduce the stigma associated with mental illness and increase the likelihood of seeking mental health services for Asians and Asian Americans. The media intervention proved to be not only a cost effective educational and outreach strategy but an effective stigma reduction intervention that can be applied through group and individual modalities.

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A VIDEO INTERVENTION EFFECTIVE IN REDUCING PUBLIC STIGMA WITH ASIANS

*Dr. Shanna Kim (Palo Alto University)*

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VIDEO INTERVENTION IN REDUCING SELF-STIGMA IN ASIAN AMERICANS

*Freda P. Feng (Palo Alto University)*

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GROUP VERSUS INDIVIDUAL INTERVENTIONS IN DECREASING STIGMA OF MENTAL ILLNESS

*Dr. Kelly Chau (Asian Americans for Community Involvement)*

**Learning Objectives:**

1. Participants will differentiate public stigma and self-stigma
2. Participants will describe the advantages and disadvantages of group versus individual administration of video interventions in reducing stigma.
3. Participants will recognize advantages and disadvantages of ethnic matching in video intervention for mental illness stigma reduction.

FRIDAY, JULY 8<sup>TH</sup>

SYMPOSIA 9:45 – 11:15AM

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**MOTHERS TO ALL/MOTHERS FOR HIRE**

GUNN/SIEPR BUILDING – JOHNSON CONFERENCE ROOM 224

*Chair: Dr. Bedford Palmer (Saint Mary's College of California)*

This symposium focuses on those paid childcare providers who toil long hours for little pay, as they provide care for privileged mothers and their children. Some of these women travel great distances in order to work, while others must relocate entirely. Those who have children of their own are often forced to sacrifice the needs of their children, for the needs of those to whom they provide service. We found that in paid childcare providers concerns for their own children's welfare and futures are expressed, while employers (i.e., mothers paying for childcare) seemed to react defensively when surveyed about the wellbeing of the children of paid childcare providers.

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**IDENTIFYING RESILIENCE AMONG FAMILIES OF COLOR**

*Kaleen Carimbocas (University of San Francisco)*

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**THE HELP REVISITED**

*Dr. Michael Connor (CSPP Alliant International University)*

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**PAPER SESSION A: TRAUMA, VICTIMIZATION, AND ABUSE IN ETHNIC AND SEXUAL MINORITY COMMUNITIES**FISHER CONFERENCE CENTER – CRANSTON

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**SEXUAL VICTIMIZATION EXPERIENCES IN SEXUAL AND ETHNIC MINORITY WOMEN***Gabriela Lopez (University of New Mexico)**Collaborator(s): Dr. Elizabeth A. Yeater (University of New Mexico) & Dr. Steven P. Verney (University of New Mexico)*

Rape and attempted rape are two of the most severe types of trauma one can experience. Women tend to develop posttraumatic stress disorder and other negative psychological outcomes at higher rates than men regardless of the traumatic experience. Being a sexual minority increases women's chances of lifetime victimization, and being an ethnic minority in addition appears to increase these women's victimization rates. The purpose of this study is to explore the larger context in which sexual and ethnic minority women experience sexual victimization. Heterosexual (71.3%) and lesbian or bisexual (28.2%) women (63.5% White, 35.9% ethnic) recruited across the United States completed questionnaires of victimization history severity, childhood traumatic experiences, trauma symptoms, and maladaptive coping mechanisms. Results revealed that both ethnicity ( $R^2 = .06$ ,  $F(1, 178) = 10.59$ ,  $p = .001$ ) and sexual identity ( $R^2 = .04$ ,  $F(1, 178) = 7.37$ ,  $p = .007$ ) predicted the severity of trauma symptoms, with more diverse women experiencing higher rates of trauma. Indeed, sexual and ethnic minority women report more severe trauma, which appears to be associated with developing mental health issues. It is important to understand the role of minority women in sexual victimization so that researchers can intervene and treat minority related mental health disparities.

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**SECOND GENERATION ARAB AMERICANS: CORRELATES WITH PARENT'S PRE-MIGRATION TRAUMAS***Dr. Norma Kehdi (University of Southern California)*

This study examined the correlation between parents' premigration traumas and second generation Arab Americans' acculturation strategy, degree of ethnic identity, and emotional distress. The participants were 132 second generation Arab Americans who were born in the United States, had two immigrant parents from Arab countries, and were over 18 years of age. The majority of participants (68.2%) reported knowledge of their parents experiencing at least one type of traumatic event prior to migrating to the U.S.; the mean number of traumas by those who had knowledge of parental trauma was 4.7. The majority of participants (62.9%) were found to use the integrated acculturation strategy, and no significant differences were found in acculturation strategy between Arab American Christians and Muslims. The majority of participants in the study demonstrated a moderately high level of ethnic identity. The main hypothesis in the study was that correlations would be present between parental premigration trauma and the participant's acculturation, ethnic identity, and emotional distress. None of these correlations were found to be statistically significant, though qualitative information gathered by participants provided important themes. This presentation would describe the rationale and findings of this dissertation study.



**PAPER SESSION A (CONT.)**

FISHER CONFERENCE CENTER – CRANSTON

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RACE AND MEDIA EFFECTS IN CHILD SEXUAL ABUSE CASES*Dr. Deborah Alley (University of California, Davis)**Collaborator(s): Daniel Bederian-Gardner (University of California, Davis) & Dr. Gail S. Goodman (University of California, Davis)*

Media play an important role in shaping how Black female sexuality is perceived. Movies and music videos frequently depict Black females as promiscuous. We examined if such depictions promote a stereotype that harms Black victims of sexual assault/rape. We hypothesized that individuals who explicitly endorse the validity of the stereotype and/or were exposed to sexualized video clips depicting Black females (to activate the stereotype) would judge young Black female child sexual abuse (CSA) victims as more culpable for their victimization, less harmed and traumatized, and less credible witnesses. Participants, randomly assigned to conditions, watched a Black sexual, White sexual, or neutral video, and then read a CSA case in which victim race (Black, White) and victim age (6, 10 years) varied. Participants then provided victim ratings. Structural equation modeling revealed that participants who viewed the Black sexual video rated Black compared to White child victims as less credible witnesses. Explicit stereotype endorsement coupled with viewing the Black sexual video resulted in Black compared to White child victims being judged as less traumatized. Our findings expand the stereotyping literature, highlighting the influence biases may play in sexual assault cases involving Black girls--even as young as 6 years of age.

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HISPANIC DIVORCING PARENTS: INTIMATE PARTNER ABUSE AND SYSTEM UTILIZATION*Dr. Melissa Tehee (Utah State University)**Collaborator(s): Dr. Connie J. A. Beck (University of Arizona)*

Little is known about intimate partner abuse (IPA) in divorcing Hispanic parents including how divorcing Hispanic parents utilize legal, social, or community services in regards to their experience of IPA. This study aimed to understand the utilization of civil court processes in addition to social, community, and health services within the context of IPA. Data sources included records from the civil court and mediation services, measures of IPA, and law enforcement records. This study focused on a subsample from a larger study that included 187 Hispanic couples and 467 non-Hispanic White couples. Results revealed that overall Hispanic and Non-Hispanic White couples had similar interactions with the civil court system, ranging from time to complete the divorce and interactions with the court after divorce. Within the Hispanic group, couples with at least one partner preferring Spanish were significantly less likely to complete the divorce process, and had fewer contacts with the court after the divorce was finalized. Hispanic couples who were identified as experiencing IPA were significantly less likely to utilize certain helping services, but not others. Possible explanations, limitations, future directions, and implications to maximize the safety and welfare of those involved with the family court system are explored.

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**PAPER SESSION B: ACADEMIC PERFORMANCE, EDUCATION, AND ACHIEVEMENT IN ETHNIC MINORITY AND INTERNATIONAL STUDENTS**FISHER CONFERENCE CENTER – BARNES

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**USE OF NATIVE LANGUAGE AND CULTURE IN PREDICTING ACADEMIC ACHIEVEMENT***Dr. Mark Van Ryzin (University of Oregon)**Collaborator(s): Claudia Vincent (University of Oregon)*

Students from American Indian/Alaska Native (AI/AN) backgrounds have typically experienced poor academic and behavioral outcomes. In response, the educational community has recommended that teachers integrate Native Language and Culture (NLC) into instruction to create a welcoming and culturally relevant environment. This can include using AI/AN languages to teach, integrating AI/AN themes into curricula, and/or integrating AI/AN culture into the educational environment. However, existing evidence from large-scale quantitative studies finds a negative effect of the use of NLC on student achievement. In this study, we evaluated the ability of the family and school context to moderate this effect. Using the NIES/NAEP dataset, we found that use of NLC had a more positive effect on achievement among students whose families identified most strongly with their Native culture (i.e., spoke Native language, attended Native ceremonies), and who were in schools with larger percentages of AI/AN students. Previous research pointing to a negative effect for the use of NLC does not take into account important aspects of student background and the learning context. When these factors are included, a more nuanced picture emerges, supporting earlier contentions that the use of NLC can be effective in enhancing academic achievement for at least some Native students.

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**EXPLORING THE ROLE OF ENGAGEMENT ON ACADEMIC PERFORMANCE ACROSS 3 GENERATIONS OF LATINO/A ADOLESCENTS***Dr. Ioakim Boutakidis (California State University Fullerton)**Collaborator(s): Dr. James Rodriguez (California State University, Fullerton)*

Prior research has pointed to the greater importance of academic engagement on academic performance for Latino/a adolescents compared to non-Latinos (Boutakidis, Rodriguez, Knutson-Miller, Barnett, 2013). The current study attempts to determine how generational status impacts these associations. This is particularly important when studying Latino/a students given their generational diversity in the U.S. The current study surveyed 473 Latino adolescents attending a public junior high school in Southern California. Participants completed measures of academic engagement and reported on their sociodemographic characteristics (e.g., ethnicity, generational status, gender). Official transcripts were used to determine grade-point-averages. Univariate analyses were conducted with academic engagement (high/low median splits) and generational status entered as fixed factors, and gender, grade level, and enrollment in Federally subsidized lunch program (as a proxy of low income status) all entered as covariates. Results indicated that, overall, those with high academic engagement outperformed their counterparts with low academic engagement. Additionally, GPAs dropped as generational status increased (1st--3rd). And most interestingly, as generational status increased, so did the apparent benefit of higher academic engagement, with 3rd generation Latino/as experiencing the biggest increase in GPA from low to high engagement. The implications of these results for school administrators and student intervention programs are discussed.

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**PAPER SESSION B (CONT.)**

FISHER CONFERENCE CENTER – BARNES

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**THE IPS METHOD: GRADUATE STUDENT EXPERIENCES WITH MULTICULTURALLY FOCUSED EDUCATION***William Bloxham (John F. Kennedy University)**Collaborator(s): Dr. Stephen Carlson (John F. Kennedy University), Manmeet Rattu (John F. Kennedy University), Stephanie Phan (John F. Kennedy University), Andre Austell (John F. Kennedy University), & Claire Reclosado-Baclay (John F. Kennedy University)*

APA's Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change have sounded the call for psychology programs to take up diversity issues and include multicultural training into their curriculums. While many programs have included a course or two on diversity, the Integrated Professional Seminar (IPS) method incorporates diversity training and self-exploration throughout the curriculum. Every class touches on some aspect of diversity, but it takes center stage in a set of core classes, called IPS-I, IPS-II and IPS-III, which are designed to enhance student understanding of important issues through lived experiences with colleagues and exercises aimed at self and other exploration. Based on the tripartite model outlined in Sue's work, *Counseling the Culturally Diverse* (1982), The Core IPS classes combine group process, practicum consultation, and multicultural proficiency to help students build a holistic awareness of themselves, their biases, and their cultural backgrounds. With this knowledge they can respectfully engage with people of various cultures. Students undergoing this training have a unique understanding of how and why the method works, and can articulate the ways that this model has helped them confront their biases. These attributes make them ideal candidates to speak to the strengths and weaknesses of this method.

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**A SOCIAL JUSTICE APPROACH TO INTERNATIONAL STUDENT ADJUSTMENT***Zhenni Wang (University of Illinois at Urbana-Champaign)**Collaborator(s): Dr. Carla D. Hunter (University of Illinois at Urbana-Champaign)*

Education and diversity initiatives aimed at increasing international students' enrollment are full of contradictions that inadvertently place international students at disadvantages that can affect their meaningful participation in campus life and in U.S. society. Additionally, there are growing concerns about international students' adjustment and the deleterious consequences that can result from difficult cross-cultural transitions. In response, the presentation calls for a social justice approach to educational programming and research focused on international student adjustment. We will introduce several tools (e.g., network modeling) that we have used to identify multiple stakeholders in order to work collaboratively to facilitate international students' well-being. Examples from institutional reports will also be used to frame our social justice process and network tool development. At the conclusion of the presentation, we will highlight educational programming implications and we will also discuss the implications of a social justice approach for conducting research with international students.

## PAPER SESSION C: ADVANCES AND INNOVATIONS IN RACIAL/ETHNIC MICROAGGRESSION AND DISCRIMINATION RESEARCH

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 130



### PRESENTING A SCALE TO ASSESS ACCEPTABILITY OF RACIAL MICROAGGRESSIONS

*Yara Mekawi (University of Illinois at Urbana-Champaign)*

*Collaborator(s): Dr. Nathan R. Todd (University of Illinois Urbana-Champaign)*

Racial microaggressions are brief intentional or unintentional messages that communicate hostility or denigration to a target person or group (Sue et al., 2007). Research has documented the negative impacts of racial microaggressions on minorities' mental health (e.g., Donovan et al., 2013). Though scales have been developed to assess experiences of microaggressions (Nadal, 2011; Torres-Harding et al., 2012), scales do not exist to document attitudes about committing racial microaggressions (e.g., how acceptable people believe it is for people who are White to say different types of racially microaggressive comments to a racial/ethnic minority group member). Focusing on acceptability of racial microaggressions is important because it helps to reveal whether certain types of racial microaggressions are viewed as more "acceptable" to say, as well as who may be more likely to endorse certain racial microaggressions. Thus, this presentation will focus on the construction of a new scale, the Acceptability of Racial Microaggressions Scale that assesses attitudes about the acceptability of committing racial microaggressions. Based on data from over 800 students, we will present three studies (EFA, CFA, and test-retest reliability) to discuss the emerging factors and evidence for validity. We also discuss implications for educating students about the unacceptability of racial microaggressions.

### CHINESE AMERICANS' COPING WITH PERCEIVED DISCRIMINATION: A MULTIPLE MEDIATION MODEL

*Jaeyoun Shin (San Francisco State University)*

*Collaborator(s): Dr. Alvin Alvarez (San Francisco State University) & Arielle Smith (San Francisco State University)*

Racial discrimination is a major life stressor for Asian Americans resulting in adverse psychological outcomes (Alvarez & Shin, 2014). Despite the importance of choosing healthy coping strategies (Wei, Ku, Russell, Mallinckrodt, & Liao, 2008), minimal research has explored the roles of different coping strategies, the mechanism by which coping influences discrimination's impact and how this varies with gender. Thus, the current study investigated (a) the mediating effects of coping on the relationships between perceived discrimination and both psychological distress and self-esteem among a community-based sample of Chinese Americans (N=217) and (b) gender differences in mediation. Multiple mediation analyses indicated that the total indirect effect of the fifteen coping strategies – particularly behavioral disengagement - were negatively related to self-esteem and positively related to psychological distress. Mental disengagement, venting, and substance use were positively associated with psychological distress. Significant gender differences were found. For men, mental disengagement, behavioral disengagement, and venting were positively associated with psychological distress while mental and behavioral disengagement were negatively associated with self-esteem. Women experienced more psychological distress with the use of venting or substance use and lower self-esteem with the use of behavioral disengagement. Clinical and research implications will be discussed.

**PAPER SESSION C (CONT.)**

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 130

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**THE SOCIAL INJUSTICE OF MICRO AGGRESSIONS: ACADEMIA AS A HOSTILE WORKPLACE**
*Dr. Bonita Cade (Roger Williams University)*

This study explored the extent to which faculty, administrators and staff of color experience micro aggressions in the workplace, in the community where the work place is located and in places where they reside during their employment. The study explored the possible relationship between the level of institutional diversity and the experience of micro aggressions. Participants worked in both public and private academic settings that were predominately Caucasian. All regions of the continental United States were sampled. In addition, participants were academic administrators, staff personnel as well as those in faculty positions both fulltime and adjunct. Although the majority of respondents were African American the second largest representation was Asian American with fewer participants being of Hispanic and South Pacific descent. Micro aggressions were shown to occur and resulted in subjective experiences of stress and discomfort in the work environment. The resulting hostile environment can act as a deterrent to creativity and productivity which is crucial in the academe. The continued existence of racial micro -aggressions may act as a deterrent for people of color when evaluating offers to work in predominately white institutions of higher education or to remain after their initial employment contract.

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**RACIAL/ETHNIC MICROAGGRESSIONS AND MENTAL HEALTH: A FOCUS GROUP STUDY**
*Dr. Manijeh Badiie (California State University, San Bernardino)**Collaborator(s): Theresa Strand (California State University, San Bernardino)*

Modern discrimination often takes subtle forms. Microaggressions reflect a subtle form of discrimination which consists of everyday slights or indignities that make people feel like the “other” group (Nadal, Griffin, Wong, Hamit & Rasmus, 2012; Sue, 2010). The purpose of our study was to explore the experiences and impacts of racial and ethnic microaggressions. Microaggressions are often unconscious and can be targeted at various groups based on factors such as ethnicity, gender, socioeconomic status, and physical capability. Being the target of microaggressions can result in feeling like an outsider (Sue, 2010). Microaggressions, like many forms of discrimination, have been shown to be linked with mental health, specifically, depression and anxiety (Nadal et al., 2012). Our research is comprised of two focus groups conducted on the impact of racial and ethnic microaggressions on mental health. Audio recordings of the groups were transcribed and open coding and focus group procedures were used to analyze the data for common themes across multiple ethnic groups, including African American, Hispanic, Indian, and Multiracial ethnicities. Preliminary themes include parenting styles that largely impact cultural values, shame regarding ethnic identity, cultural-detachment regarding language and physical appearance, societal and professional barriers, and cultural empowerment.

**Learning Objectives:**

1. Be able to identify the predominant types of racial micro aggression experienced by faculty, staff and administrators of color that work in predominantly White institutions in the academe
2. Understand the mediating effects of coping on the relationships between perceived discrimination and both psychological distress and self-esteem, and gender differences
3. Understand how microaggressions relate to mental health for ethnic and racial minorities
4. Acquire knowledge about the use of a new scale that assesses attitudes about the acceptability of racial microaggressions

**COMMUNITIES IN THE DRIVER'S SEAT: PARTNERING FOR BETTER HEALTH**

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 120

*Dr. Monica C. Skewes (Montana State University) & Dr. Julia Lechuga (The University of Texas at El Paso)*

Community-Based Participatory Research (CBPR; Isreal et al., 2005) is a research framework commonly used in public health and health psychology research with medically underserved and ethnic minority populations. Using CPBR yields many benefits to psychology research, including greater trust in researchers, improved focus on topics that are important to the community, greater participation and retention in studies, and improved sustainability of intervention programs. CBPR is crucial for conducting ethical research on sensitive and taboo topics with minority populations. Moreover, we argue, CBPR approaches enhance the validity of research findings. Some ethnic minority groups (e.g., American Indian/Alaska Natives) mandate CBPR for studies taking place in their communities, and some topic areas (e.g., sexual risk taking) cannot be successfully studied in certain groups in the absence of a trusting and equitable partnership between researchers and community members. Developing community-academic research partnerships benefits both the process and outcome of research in numerous ways. In this interactive discussion, we will discuss the benefits and barriers of using CBPR in health psychology research, using our research experiences as illustrations. We will argue that, through CBPR, psychology research can be a tool of social justice and activism.

**Learning Objectives:**

1. Gain awareness of ethical concerns in health disparities research
2. Understand the principles of CBPR and how this framework benefits psychology research with ethnic minority populations
3. Identify strategies for building long-term, trusting relationships with ethnic minority communities that will open doors to future research collaborations
4. Understand psychology research as a tool of social activism

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**RACE-RELATED STRESS AMONG SPORT & PERFORMANCE POPULATIONS**

GUNN/SIEPR BUILDING – DOLL CONFERENCE ROOM 320

*Jessica Jackson (New Mexico State University) & Jamey Leeanne Rislin (New Mexico University)*

The deleterious effects of racial discrimination on the health of African-American's, physiologically, physically and psychologically have long been documented. African American sport and performance populations are a specialized group that has been left out of research exploring race related stress despite the prevalence of their accounts of discrimination. Recent social tensions and injustices have reawakened an advocacy movement among athletes on the national stage. Furthermore, the rise of prominent African-American artists (i.e. dancers) in traditionally culturally homogenous spaces has sparked a discussion about race and how racism impacts these artists. Recent research suggests that African American student-athletes and artists may experience specific and unique stressors. There are increasing calls from scholars to examine the importance of race in sports/performance populations and how racialized experiences impact athletes and artists. Current literature suggests that African American student-athletes and artists may experience specific and unique stressors that warrant additional attention. This interactive discussion seeks to move beyond the question, does discrimination exist in the spheres of athletics and the arts and start a conversation about how athletes/artists are affected. Facilitators will briefly review existing literature and engage participants in discussion about potential roles for psychologist to address these issues within this population.

**Learning Objectives:**

1. Develop awareness about the role of race-related stress among sport and performance populations
2. Recognize the social justice implications of racial/ethnic minority athletes/artists self-advocating against discrimination in their respective fields
3. Know how race-related stress (e.g. stereotype threat, discrimination and etc.) impacts performance outcomes and flow
4. Be able to identify clinical strategies to discuss the impact of race-related stress and coping strategies within counseling sessions, specifically with athletes and artists

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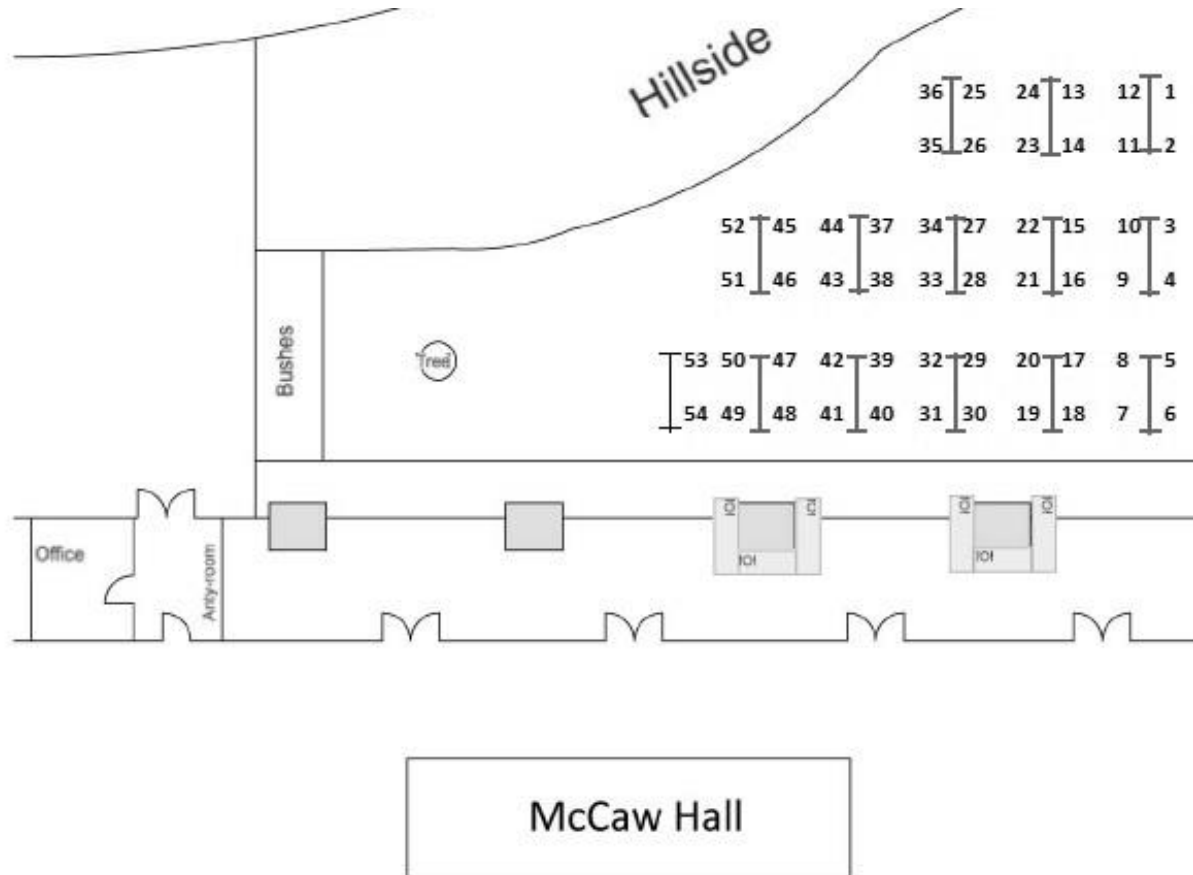
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FRIDAY, JULY 8<sup>TH</sup>

POSTER SESSION 11:30AM – 12:30PM

## POSTER SESSION

FORD GARDENS



## POSTER BOARD ASSIGNMENTS

FORD GARDENS

- 1. Exploring Religious Coping Amongst Ethnically Diverse Survivors of Sexual Victimization**  
*Tyonna Adams (Pepperdine University), Annie Varvayan (Pepperdine University), Carissa Gustafson (Pepperdine University), & Dr. Thema Bryant-Davis (Pepperdine University)*
- 2. Understanding Family Cultural Socialization Effects on Arab American Adolescent Development**  
*Menatalla Ads (University of Detroit Mercy) & Dr. Libby Balter Blume (University of Detroit Mercy)*
- 3. Effects of Racial Friendship Composition on Perceptions of Black-White Biracials**  
*Darren Agboh (The Graduate Center, CUNY) & Dr. Daryl Wout (John Jay College of Criminal Justice, CUNY)*
- 4. Superwoman Schema and Perception of Microaggressions among African American Women**  
*Blanka Angyal (University of Kentucky), Dr. Danelle Stevens-Watkins (University of Kentucky), & Dr. Richard Joseph Waddington (University of Kentucky)*
- 5. The Relationships Among Sociocultural Factors and Verbal and Performance IQ Scores in AI/AN Adults**  
*Justina Avila (University of New Mexico) & Dr. Steven Verney (University of New Mexico)*

**POSTER BOARD ASSIGNMENTS (CONT.)**

## FORD GARDENS

6. **Stigma and Acculturation in Mental Health Services Utilization Among Latinos**  
*Joanne Bartos (Northwest University)*
7. **Professional Quality of Life and Acculturation Among Diverse Nursing Staff**  
*Rose Marie Bauldry (California School of Professional Psychology), Rebecca E French (California School of Professional Psychology - Alliant International University - San Francisco), Cassie N Ross (American School of Professional Psychology at Argosy University), Benjamin H Dickter (Palo Alto University), Brian A Maruyama (Palo Alto University), Sarah A Shadi (California School of Professional Psychology - Alliant International University - San Francisco)*
8. **Acculturation-Related Stress and Parental Overprotection among Hispanic Parents**  
*Julia Belfer (Nova Southeastern University)*
9. **Experiences with Racism and Depressive Symptoms Mediated by Anti-Black Attitudes**  
*Imani Byrd (Eastern Michigan University) & Dr. Stephen Jefferson (Eastern Michigan University)*
10. **Stress in Ethnic Minority Students Involved in Federal Support Services**  
*Lily Cahnman (Roosevelt University) & Dr. Amy Dexter (Roosevelt University)*
11. **Bicultural Self-Efficacy among Hispanic Students: The Moderating Role of Gender**  
*Dr. Carlos Calderon (California State University, Fresno) & Dr. Rosa I. Toro (California State University, Fresno)*
12. **Race-Based Marginalization Moderates Asian Americans' Self-Esteem and Private Racial Regard**  
*Hsiu-Lan Cheng (University of San Francisco), Dr. Jenny C. Su (St. Lawrence University), Dr. Jing Zhang (The Ohio State University), Helen Kim (New Mexico State University), Susanna La (New Mexico State University), Jessica Lopez (New Mexico State University), & Jamey L. Rislin (New Mexico State University)*
13. **The Effects of Racial Socialization on Black-White Biracial Adults**  
*Johanna Collier (University of Missouri – St. Louis), Dr. Matthew J. Taylor, (University of Missouri - St. Louis), & Dr. Elizabeth Muenks (The Ohio State University)*
14. **"How Filipino Are You?" Accurate Measurement of Filipino American Enculturation**  
*Arwin Angelae Cotas (The Wright Institute), Crystal Faith Cajilog (The Wright Institute), & Dr. Alicia del Prado, (The Wright Institute)*
15. **The Impact of Acculturation and Ethnic Identity on Iranian Americans**  
*Sahar Dorani (The Wright Institute) & Dr. Alicia del Prado (Wright Institute)*
16. **Longitudinal Trajectories of Mentoring Indigenous College Students in the Sciences**  
*Jillian Fish (University of Minnesota, Twin Cities) & Dr. Moin Syed (University of Minnesota, Twin Cities)*
17. **Relationship between Ethnic Identity & Reading Motivation among African-American Children**  
*E'leyna Garcia (Howard University) & Allison Bond (Catholic University)*
18. **Latina Adolescent Mothers' Parenting Attitude: Relations to Parenting Stress**  
*Marissa Gastelle (Kent State University), Aimee Hammer (Kent State University), & Dr. Josefina Grau (Kent State University)*
19. **Ready for Marriage? How Iranian College Students View Mate Selection**  
*Sourena Haj-Mohamadi (Alliant International University-LA)*
20. **Assessing Health Literacy In Urban Older American Indians**  
*Andrea Henckel (University of New Mexico), Patricia Rodriguez Espinosa (University of New Mexico), & Dr. Steven P. Verney (University of New Mexico)*

**POSTER BOARD ASSIGNMENTS (CONT.)**

## FORD GARDENS

**21. Purpose in Life as a Tool for Managing Life Stress**

*Judy Hong (University of Houston), Mary Odafe (University of Houston), David Talavera (University of Houston), Soumia Cheref (University of Houston), Leigh Noblin (University of Houston), & Dr. Rheeda Walker (University of Houston)*

**22. Community Recommendations for Suicide Prevention for African Americans**

*Jung Eui Hong (Teachers College, Columbia University), Wyatt D'Emilia (Teachers College, Columbia University), Sydneyjane Varner (Teachers College, Columbia University), Kavitha Rao (Teachers College, Columbia University), Monica Martinez (Mental Health Association San Francisco), Daniel Esparza (Mental Health Association San Francisco), Eduardo Vega (Mental Health Association San Francisco), & Dr. Luba Botcheva (Mental Health Association San Francisco)*

**23. Hope Springs: Moderating the Link Between Discrimination and Depressive Symptoms**

*Amardeep Khahra (Palo Alto University), Dr. Alvin Thomas (Palo Alto University), Cortney Beasley (Palo Alto University), Dr. Kira Hudson Banks (Saint Louis University), & Dr. Laura Kohn-Wood (University of Miami)*

**24. Persuading About Identity-Relevant Topics: Benefits of Text-Based Persuasion**

*Peter Leavitt (University of Arizona) & Dr. Daniel Sullivan (University of Arizona)*

**25. Examining Television Representations of Race & Women and Student Preferences**

*Brittany Linton (The University of Texas at Austin), Jennifer Archer (The University of Texas at Austin), Kadie R. Rackley (The University of Texas at Austin), Susan Broyles (The University of Texas at Austin), Elysia Sotiriou, (The University of Texas at Austin), & Tristyn Burcham (The University of Texas at Austin)*

**26. An Uphill Battle: Exploring the Challenges Facing Latina/o College Students**

*Dr. Jasmin Llamas (Santa Clara University), Vidur Malik (Santa Clara University), & Casey Blackburn (Santa Clara University)*

**27. Improving Wellness for Asian Americans with Serious Mental Illness**

*Kris Pui-Kwan Ma (DePaul University), Katherine Chun (Asian Community Mental Health Services), Joyce Lim (Asian Community Mental Health Services), Catherine Powell (Asian Community Mental Health Services), & Dr. Anne Saw (DePaul University)*

**28. Perspectives on Support/Barriers of Wellness Interventions for Asian Americans with SMI**

*Kris Pui-Kwan Ma (DePaul University), Katherine Chun (Asian Community Mental Health Services), Joyce Lim (Asian Community Mental Health Services), Catherine Powell (Asian Community Mental Health Services), & Dr. Anne Saw (DePaul University)*

**29. Academic and Cultural Socialization in Latino Parents and Adolescents**

*Aixa Marchand (University of Michigan) & Dr. Deborah Rivas-Drake (University of Michigan)*

**30. Perioperative Anxiety and Coping in Latino Children – Consulting Patient Stakeholders**

*Ariana Martinez (University of California Irvine), Dr. Michelle A. Fortier (University of California Irvine; CHOC Children's Hospital), Dr. Alvina Rosales (University of California Irvine; CHOC Children's Hospital), Dr. Belinda Campos (University of California Irvine), & Dr. Zeev N. Kain (University of California Irvine; CHOC Children's Hospital; Yale University School of Medicine)*

**31. Early Adversity and the Cardiovascular Health of Mexican American Children**

*William Martinez (University of California, Berkeley), Leeann Bui (University of California, Berkeley), Ernesto Rivera (University of California, Berkeley), Minbo Bai (University of California, Berkeley), Dr. Megan M. Johnson (University of California, Berkeley), Dr. William Martinez (University of California, Berkeley), Dr. Julianna Deardorff (University of California, Berkeley), Kathryn Kogut (University of California, Berkeley), Dr. Kim G. Harley (University of California, Berkeley), & Dr. Brenda Eskenazi (University of California, Berkeley)*

**POSTER BOARD ASSIGNMENTS (CONT.)**

## FORD GARDENS

32. **Call to Action: Culturally Appropriate Neuropsychological Assessment with Underserved Populations**  
*Kacey Marton (Palo Alto University)*
33. **Condom Use Barriers among African American Substance Users**  
*Caravella McCuistian (University of Cincinnati), Dr. A. Kathleen Burlew (University of Cincinnati), & Dr. Bridgette Peteet (University of Cincinnati)*
34. **Substance Use Patterns among Ethnic Minority College Students**  
*Brittany Miller (University of Cincinnati), Caravella McCuistian (University of Cincinnati), Dr. Bridgette Peteet (University of Cincinnati), & Quiera Lige (University of Cincinnati)*
35. **The Additive Impact of Multiple Minority Stressors on Treatment Variables**  
*Kimberley Miller (Palo Alto University), Dr. Peter Goldblum (Palo Alto University), Christopher Edwards (Palo Alto University), & Dr. Larry Beutler (Palo Alto University)*
36. **Perceptions of Older Americans Indians Navigating the Health Care System**  
*Ivette Miramontes (University of New Mexico), Patricia Rodriguez-Espinosa (University of New Mexico), Justina Avila (University of New Mexico), & Dr. Steve P. Verney (University of New Mexico)*
37. **Attachment Disruption and Coping Strategies among Newcomer Immigrant Adolescents**  
*Holly Muller (Palo Alto University), Thomas A. Brewer (Palo Alto University), Dhruval Desai (Palo Alto University), & Dr. Sita G. Patel (Palo Alto University)*
38. **The Subjective Experiences of the School-to-Prison Pipeline**  
*Kristy Nguyen (Adelphi University), Kristy Tram Nguyen (Adelphi University), Dr. Jennifer Durham (Adelphi University), Marlon Louison (Adelphi University), & Jamal Waire (Adelphi University)*
39. **Listening to How Israeli-Iranian Women Sexuality in their Careers**  
*Nicole Ohebshalom (Tel Aviv University)*
40. **Utilizing Cognitive Bias Modification to Reduce Intergroup Anxiety**  
*Timothy Ovia (University of Cincinnati), Paige A Lloyd (Miami University), Marie E. Parson (Miami University), Dr. Kurt Hugenburg (Miami University), Dr. Elise M. Clerkin (Miami University) & Dr. Allen R. McConnell (Miami University)*
41. **Points of Connection: Language Use in Environmental Education**  
*Indira Phukan (Stanford University), Dr. Nicole M. Ardoin (Stanford University), Lynne Zummo (Stanford Graduate School of Education), & Fiona Noonan (Stanford University)*
42. **Social Support Predicts Coparenting Quality Change among Young, Ethnically-diverse Parents**  
*Alyssa Poblete (George Washington University) & Dr. Christina B. Gee (George Washington University)*
43. **The Impact of Individual and Institutional Factors on Science Identity**  
*Christen Priddie (Virginia State University), Dr. John Fife (Virginia State University), Dr. Cheryl Talley (Virginia State University), & Dr. Oliver Hill (Virginia State University)*
44. **Emotion Regulation Strategies: Buffer against Perceived Discrimination?**  
*Yekun Qin (University of Minnesota), Adam Beaupre (University of Minnesota), Dr. Jenny Su (St. Lawrence University), Dr. Richard M. Lee (University of Minnesota), & Alison Hu (University of Minnesota)*
45. **Does GSA Support Moderate Ill Effects of Victimization Among LGBTQ Youth?**  
*Derrick Reyes (New York University), Dr. Hiro Yoshikawa (New York University), & Dr. Paul Poteat (Boston College)*
46. **Cognitive, Verbal, and Executive Skills in Monolingual/Bilingual Preterm Preschoolers**  
*Rebecca Rieger (University of New Mexico), Natalia C. Moss (University of New Mexico), Dr. Robin K. Ohls (University of New Mexico Hospital), & Dr. Jean R. Lowe (University of New Mexico Hospital)*

FRIDAY, JULY 8<sup>TH</sup>

POSTER SESSION 11:30AM – 12:30PM

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## POSTER BOARD ASSIGNMENTS (CONT.)

FORD GARDENS

47. **Latino Men's Health: Understanding Alexithymia, Machismo and Acculturation**  
*Jamey Rislin (New Mexico State University), Dr. Ivelisse Torres Fernández (New Mexico State University), & Jessica Jackson (New Mexico State University)*
48. **Perception of Campus Environment and Engagement in Ethnic Diversity Issues**  
*Aaron Matthew Simmons (University of California, Davis), Dr. Alan Ka Ki Chan (University of California, Davis), Izabela Villanueva (University of California, Davis), & Dr. Nolan Zane (University of California, Davis)*
49. **The Impacts of Racial Socialization on Racial Identity**  
*Leah Spivey (University of Michigan), Taylor Ferguson (University of Michigan), & Hoa Nguyen (University of Michigan)*
50. **The Influence of Internalized Racial Oppression on Mental Health**  
*Jadah Stephens (Saint Louis University), Tanisha Thelemaque (Saint Louis University), Dr. Kira Hudson Banks, (Saint Louis University), & Alexis Cross (Saint Louis University)*
51. **Potential Child Developmental Delays and Hispanic Parents' Stress Levels**  
*Amanda Tan (Palo Alto University), Jennifer Coleman (Palo Alto University), & Sarah Naff (Palo Alto University)*
52. **Ethnic and Sexual Orientation Minority Status: Effects on Academic Self-Efficacy**  
*Izabela Villanueva (University of California, Davis), Dr. Alan Ka Ki Chan (University of California, Davis), Aaron Matthew Simmons (University of California, Davis), & Dr. Nolan Zane (University of California, Davis)*
53. **Breaking the Bamboo Ceiling: Perceptions and Stereotypes of Asian Leaders**  
*Amy Westmoreland (University of Michigan) & Dr. Fiona Lee (University of Michigan)*

LUNCH 12:30 – 1:30PM

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## LUNCH

FORD GARDENS

Buffet tables will be located outside at Ford Gardens. Feel free to eat your lunch indoors or outdoors.

\*Food sponsored by **Palo Alto University**

\*Beverages sponsored by **Alliant International University**

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## MENTOR/MENTEE LUNCH

McCAW HALL

Feel free to join any table in McCaw to network as a mentor or mentee, around topics of interest. A Master list of topics and sign-ups is located at the Registration table.

# APASA

## ASIAN PACIFIC AMERICAN

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### PSYCHOLOGICAL STUDENT ASSOCIATION

APASA is proud to support the APA Division 45 Conference and dedicated to furthering research and raising awareness of Asian and Pacific Islander (API) mental health issues.

APASA open to all members of the Palo Alto University community who are interested in Asian and Pacific Islander (API) mental health issues - both in clinical practice and research.

We provide support on and activities such as:

- Mentorship opportunities
- Professional development
- Academic and research support
- Research about API issues in mental health
- Connect graduate students with API mentors in the mental health field
- Provide resources for scholarships and fellowships related to API issues
- Discuss clinical practice issues related to API mental health services
- Increase awareness of API mental health issues in the community-at-large, and address disparities
- Promote self-care and reflective practice by providing a forum for discussing issues such as coping with graduate student life, navigating multiple identities, gender issues, etc.
- Help add to the national voice for API psychologists

Please contact us at [APASA@paloaltou.edu](mailto:APASA@paloaltou.edu) to join our association and find out more!

# PULSO

**Palo Alto  
University  
Latino Student  
Organization**



**2015-16 PULSO Student Board**

**PULSO was established by students and faculty of Palo Alto University to promote cultural competence in Latino mental health care and collaborate to reduce mental health disparities in the Latino community.**

## **Benefits:**

- **Trainings and resources for working with Latino populations**
- **Travel grants**
- **Professional networking and mentorship with PULSO alum**
- **Self-care and cultural enrichment events**



**Dia de los Muertos "Un-masking stigma" mask decorating party**



**Dr. Ricardo Muñoz leading "Trabajando Juntos: Addressing Mental Health Needs in the Latino Community" lecture**

**Contact us to join!  
PULSO@gmail.com**

**Not a student at PAU? We welcome inter-institution collaborations!**



**Photos from First Annual Cultural Scavenger Hunt in the Mission District of San Francisco**





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## CLINICAL PSYCHOLOGY OF ETHNIC MINORITIES: INTEGRATING RESEARCH AND PRACTICE

FISHER CONFERENCE CENTER – LANE

*Chair: Dr. Frederick Leong (Michigan State University)*

The IOM Report on Unequal Treatment documented many health disparities for racial and ethnic minorities. In terms of mental health treatment, the Supplement to the Surgeon General's report on Mental Health (DHHS, 2001) concluded that when compared with whites, ethnocultural groups (ECG): 1) had less access to, and availability of, mental health services; 2) were less likely to receive needed mental health services; 3) were more likely to receive mental health services of a poorer quality; and 4) were underrepresented in mental health research. Despite the increasing demand for psychotherapy among ethnic minority populations, the field of clinical psychology in its current state has not adequately addressed the need for services and reduced the existing mental health disparities among ECGs. Given the mental health disparities among ECGs presented by: lack of research, unmet need for services, and unequal therapies provided, the current Symposium has assembled the leading experts in the field of clinical psychology of ECGs to provide a state-of-the-art review on effective culturally sensitive and evidence-based treatments. Each of the four presenters will discuss the major challenges and recommended approaches on psychotherapy for various racial and ethnic minority groups.

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### CLINICAL DIAGNOSIS WITH ASIAN AMERICANS: CULTURAL VALIDITY AND MEASUREMENT EQUIVALENCE

*Dr. Zornitsa Kalibatseva (Stockton University)*

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### INTEGRATING APPROACHES TO ADVANCE RESEARCH ON CULTURALLY INFORMED EVIDENCE-BASED TREATMENTS

*Dr. Nolan Zane (University of California, Davis), Lauren Berger (University of California, Davis), & Dr. Cindy Huang (University of California, Davis)*

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### PSYCHOTHERAPY FOR DEPRESSION IN ADULT LATINOS: A SYSTEMATIC REVIEW

*Cristina Adames (University of Puerto Rico), Maily Almonte (University of Puerto Rico), Nadira Yusuf (University of Puerto Rico), and José Delgado (University of Puerto Rico)*

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### PSYCHOTHERAPIES FOR NATIVE AMERICANS

*Dr. Yolanda Flores Niemann (University of North Texas)*

**CONTESTING STRUCTURAL DISPOSSESSION: A CRITICAL RECLAIMING OF IDENTITY AND 'DIVERSITY'**

FISHER CONFERENCE CENTER – LODATO



*Chair: Devin Heyward (The Graduate Center of the City University of New York)*

Critical bifocality as defined by Weis and Fine (2012) invites us to “make visible the linkages, tensions, and solidarities within and among groups across time and space” (Weis & Fine, 2012, p.174). This symposium will bring four papers together that illuminate the relations between groups to structures of power, social policies, history, and sociopolitical formations. Each talk builds on critical bifocality using a critical race theory lens, attending to how structural dynamics live inside the bodies of people of color and are resisted through reclaiming identity and building solidarities (Crenshaw, 1995; Bernal, 2002). In the original piece on critical bifocality, Weis & Fine (2012) found linkages between circuits of dispossession and privilege by applying theoretical and empirical attention to structures and lives. In this symposium, the authors will discuss how bridging critical race theory and critical bifocality informs methodology, making it necessary to illuminate the circuits of disinvestment and histories of structural violence that influence how individuals understand their identities, relationships to other people, and interactions with institutions. Finally, we explore possibilities for resistance through asserting the right to theorize our own experiences as women of color producing scholarship, engaging in activism work, and conducting research in our racial/ethnic communities.

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**INDO-CARIBBEANS IN THE U.S.: A CRITICAL TRACING OF DIASPORIC KNOWLEDGE**

*Arita Balaram (The Graduate Center - CUNY)*

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**THE ILLUSION OF INCLUSION: COMPLICATING AND BRIDGING THE DIVERSITY NARRATIVE**

*Priscilla Bustamante (The Graduate Center – CUNY) & Tellisia Williams (The Graduate Center – CUNY)*

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**SHIFTING IDENTITIES WITH LGBTQ AND GNC YOUTH THROUGH PAR**

*Allison Cabana (The Graduate Center – CUNY), Dr. Michelle Fine (The Graduate Center – CUNY), & Dr. Maria Torre (The Graduate Center - CUNY)*

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**TECHNOLOGY, RACIAL IDENTITY, AND ETHICS**

*Devin A. Heyward (The Graduate Center - CUNY)*

**Learning Objectives:**

1. Become familiar with how to conduct research attentive to multiple levels of knowledge building (i.e. individual, group, structural)
2. Know the basic concepts of critical bifocality using a critical race theoretical lens
3. Be able to examine how difference is constructed and theorized in diversity discourses
4. Understand the intersections between identity, history, and meaning-making

## RESEARCH ON SENSITIVE TOPICS WITH ETHNIC MINORITY COMMUNITIES

FISHER CONFERENCE CENTER – LYONS

*Chair: Dr. Monica Skewes (Montana State University)*



Some ethnic minority populations suffer disproportionate rates of health problems related to mental health, HIV risk, and substance abuse. There is a great deal of stigma surrounding these sensitive topics, and this stigma may be compounded for ethnic minorities due to stereotyping and prejudice. Furthermore, cultural proscriptions regarding talking about taboo topics may serve as barriers to research. At the same time, ethnic minorities are underrepresented in the published psychology literature on these topics. More research is needed to reduce health disparities in these areas, but investigators must be cautious to avoid further stigmatizing or otherwise harming participants. Research on sensitive topics with ethnic minority populations must proceed carefully if it is to result in benefits to communities. In this symposium, three speakers will share lessons learned from conducting research focused on topics viewed as private and sometimes shameful by community members. The presenters have successfully gathered data on suicide from a sample of Alaska Native rural college students, on HIV risk with Latino crack users, and on substance abuse with American Indian adults residing in reservation communities. The keys to success in all cases were building trusting, collaborative relationships, enlisting support from insiders, and approaching the research with compassion.

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### LESSONS LEARNED DURING QUALITATIVE RESEARCH WITH ALASKA NATIVE SUICIDE SURVIVORS

*Christopher R. DeCou (Idaho State University) & Dr. Monica C. Skewes (Montana State University)*

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### MOTIVATIONS TO PARTICIPATE IN A COMMUNITY-LEVEL RISK REDUCTION INTERVENTION

*Dr. Julia Lechuga (The University of Texas at El Paso)*

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### BEYOND THE FIREWATER MYTH: ALCOHOL RESEARCH WITH AMERICAN INDIAN COMMUNITIES

*Dr. Monica C. Skewes (Montana State University)*

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### LESSONS LEARNED

*Dr. Art Blume (Washington State University)*

#### Learning Objectives:

1. Understand social, cultural, and logistical barriers to conducting community-based research with ethnic minority populations
2. Understand the importance of studying sensitive and stigmatized topics for addressing ethnic minority health disparities
3. Identify strategies for recruiting and retaining ethnic minorities in research on topics such as mental health, sexual behavior, and substance abuse
4. Identify strategies for building long-term, trusting relationships with ethnic minority communities that will open doors to future research collaborations

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**PAPER SESSION D: THE IMPORTANCE OF LANGUAGE AND LINGUISTICS FOR ETHNIC MINORITIES**

 GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 120
 

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 **LATINO EMERGING ADULTS: LANGUAGE AND IDENTITY**
*Dr. Judith Kent (National Louis University)*

Latinos are projected to approach 26% of the U.S. population by 2060 (U.S. Census Bureau, 2015) and are well-positioned for participation in widespread cultural exchanges and global commerce (Koval, 2010). However, low rates of educational attainment threaten this potential. To better understand how language and identity relate to educational persistence, this study examined the ethnic and personal identity and bilingual proficiency of 106 Latino emerging adults. Survey instruments included Phinney's (1992) and Roberts et al.'s (1999) MEIM, Rosenberg's (1966) Self-Esteem Scale, Adams's (1998) Objective Measure of Ego Identity Status, and parallel self-reports of Spanish and English proficiency. Two-way MANOVAS revealed a statistically significant gender difference in ethnic identity with females scoring higher ( $p = .03$ ); a significant difference was found in the ego identity status of foreclosure according to level of education, with those participants with more education subscribing more to the values and beliefs of others ( $p = .05$ ). Results of multiple regression analyses included high predictive values of gender and foreclosure for self-reported Spanish proficiency. Further, Spanish proficiency emerged as a significant predictor of ethnic identity. The study presents compelling evidence to include language as a variable in studies of education persistence, identity, and empowerment of diverse groups.

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 **LINGUISTIC BELONGING**
*Lisel Murdock-Perriera (Stanford University)*
*Collaborator(s): Dr. Kathryn Boucher (University of Indianapolis) and The College Transition Collaborative (CTC)*

Social belonging can play a crucial role in academic success. Interventions on belonging during the transition to college have been shown to improve academic outcomes among students of color and first-generation college students, arguably by disrupting destructive cycles of belonging uncertainty. Recent work indicates that such interventions can even have long-term effects on career satisfaction and success, as mediated by mentorship, for African American students. One underexplored potential source of belonging uncertainty is related to language; most of the students who benefit from belonging interventions speak languages or dialects in the home that are unsanctioned in college, for example Spanish; African American English; or working-class White English. This paper examines more than 400 "saying-is-believing" essays written by incoming college students as part of a belonging intervention. The authors identify and analyze the frequency with which threats to belonging are associated with language, the sources of these threats (peers, teachers, professors) and the nature of the threats along various dimensions of language type (writing, speaking, reading, and listening). The authors hypothesize that interactions related to language may be influential contributors to belonging and belonging uncertainty.

**PAPER SESSION D (CONT.)**

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 120

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**LINGUISTIC DIVERSITY AND CLASSROOM PRACTICE: TEACHER EXPLORATION OF CRITICAL LANGUAGE PEDAGOGY**
*Quentin Sedlacek (Stanford University)*

America is a racially and linguistically diverse nation, yet its teaching force does not reflect this diversity. Fifty percent of American schoolchildren are students of color, yet over four-fifths of American schoolteachers are white, and many of these identify as monolingual. Enduring residential segregation means that many of these teachers are likely to have grown up in mostly- or all-white communities, which research suggests may sometimes contribute to the development of stereotypical beliefs, color-blind ideologies, and even aversion to interracial interaction (Jayakumar, 2015). The author argues that teacher education programs must address these findings in order to prepare teachers (both white teachers and teachers of color) who value diversity and hold high expectations for students of color and ESOL students. One approach to such preparation is to train teachers in critical language pedagogy (CLP), an instructional model which problematizes relationships between language, race, and power (Godley & Minnici, 2008). However, there is little research documenting the effects of such training. How might teacher thinking and teacher pedagogy evolve when teacher training presents unfamiliar and potentially self-threatening ideas? This paper presents preliminary findings from a mixed-methods study using surveys and qualitative interviews of teacher participants in a recent CLP training.

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**NEED FOR 'NATIVE LANGUAGE' IN MENTAL HEALTHCARE: A SYSTEMATIC REVIEW**
*Dung Jidong (University of East London)*

In recent time, the use of native language or mother-tongue is increasing receiving attention for its pivotal role in psychological intervention. Approximately 80 per cent of psychological intervention entails verbal communication known as 'talk-cure' and as such, the language of psychotherapy is essential especially for service-users who are non-speakers of the mainstream professionals' language. Many service-users have experienced misdiagnoses due to lack of linguistic understanding of the providers' language of psychotherapy. This article examined the importance of native language in psychological intervention. A systematic literature search was conducted to extract relevant information from PsycINFO, PubMed, ScienceDirect, EBSCO database to identify articles published from 1996 to 2016 on the impact of the language of communication in mental healthcare provision. A total of 57 articles were identified in addition with consultation with expert sources and a reviewed of reference lists of included articles. Of the 57 articles, 12 met the inclusion criteria of peer-reviewed articles that reported primary data on the implication of service-users' limited language proficiency on providers' mainstream language and mental healthcare provision. This study concluded that the used of native language in modern mental healthcare provision is very essential to maximise the effectiveness of psychological intervention.

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**PAPER SESSION E: DEVELOPMENTAL CONSIDERATIONS FOR ADJUSTMENT OF ETHNIC MINORITY YOUTH**FISHER CONFERENCE CENTER – MCDOWELL

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**PREDICTORS OF SEXUAL DECISION-MAKING AND BEHAVIOR AMONG HBCU STUDENTS***Dr. Naomi Hall (Winston-Salem State University)*

Due to their enhanced risk for sexually transmitted infections (STIs), including HIV, the need to target Black/African American (BA/A) youth and emerging adults is substantial (CDC, 2014). There is a significant contribution to be made in understanding factors related to risk in an effort to design prevention interventions specifically targeted to BA/A college students. Unfortunately, there is a dearth of literature focusing on college students attending historically Black colleges and universities (HBCUs) (Younge et al., 2013). This presentation examines five factors (ethnic identity, religiosity/spirituality, mental health, substance use, and condom attitudes) documented in literature as psychosocial and sociocultural factors impacting sexual decision-making and subsequent sexual behavior among young BA/A. The study included 351 BA/A students ( $M = 20.42$ ,  $SD = 1.71$ , range 18-24 years) attending an HBCU in the southeastern US. Results from a computerized confidential survey reveal the three strongest predictors of sexual decision-making and behavior: substance use, religiosity, and condom attitudes. Contrary to other research with similar populations, mental health variables were not significantly related to decision-making or behavior. The findings, along with implications, signal the need for more research with this population in order to increase prevention efforts for HBCU students.

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**EMERGING DATA ON THE ROLE OF THE IMPOSTOR PHENOMENON***Dr. Kevin Cokley (University of Texas at Austin)*

The impostor phenomenon is the experience among academically or professionally successful individuals of feeling like phonies and intellectual frauds (Clance & Imes, 1978; Clance, 1985). Historically impostorism research has focused on gender dynamics; however, the nature of the construct lends itself to being a potentially important variable in ethnic minority psychology. In this presentation empirical data from 3 studies is presented to illustrate the importance of including the impostor phenomenon in understanding mental health and academic outcomes among students of color and among women and men.

Supporting References:

- (1) Cokley, K., Awad, G., Smith, L., Jackson, S., Awosogba, O., Hurst, A., Stone, S., Blondeau, L., & Roberts, D. (2015). The roles of gender stigma consciousness, impostor phenomenon and academic self-concept in the academic outcomes of women and men. *Sex Roles*, 73, 414-426.
- (2) Cokley, K., McClain, S., Enciso, A., & Martinez, M. (2013). An examination of minority status stress, impostor feelings and mental health among ethnic minority college students. *Journal of Multicultural Counseling and Development*, 41(2), 82-95.

**PAPER SESSION E (CONT.)**

FISHER CONFERENCE CENTER – MCDOWELL

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**THE JOURNEY TO COLLEGE FOR FIRST-GENERATION LATINO STUDENTS***Victoria Christine Rodriguez (Stanford University)**Collaborator(s): Dr. Amado Padilla (Stanford University)*

A growing number of charter high schools boast a one hundred percent 4-year college acceptance rate for their graduates, many of who identify as an ethnic minority and are the first in their families to attend a postsecondary institution. These students are considered “college-ready” given their performance on standardized entrance exams, GPAs, and successful navigation through the college application process. However, some charter networks are beginning to track their alumni, and have found that once in college, students are struggling to persist. My dissertation research stems from one such study. The struggles alumni from one particular charter high school faced were ones beyond high GPAs, including microaggressions because of their Latino or first-generation identities (Yosso, Smith, Ceja, Solorzano, 2009). My dissertation, a case study, goes back into the high school to investigate how the various actors at the school define “college readiness,” foster a “college-going identity” (Tierney, 1999) among students, and a “culture of college” (Cabrera and Padilla, 2004) at the school. It examines what the college preparatory process looks like above and beyond high expectations and a college preparatory curriculum, including discussions about how others at college may perceive them.

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**HOME-SCHOOL VALUE CONFLICTS DURING THE TRANSITION TO COLLEGE***Yolanda Vasquez-Salgado (University of California, Los Angeles)**Collaborator(s): Dr. Gerardo Ramirez (University of California, Los Angeles) & Dr. Patricia Greenfield (University of California, Los Angeles)*

Transitioning from an ecology characterized by collectivistic values to a more individualistic ecology can create value conflict (Greenfield, 2009). My research focuses on home-school value conflict – conflict between family obligation and academic obligation – during the transition to college (Vasquez-Salgado, Greenfield & Burgos-Cienfuegos, 2015). Study 1 surveys predictors and consequences of home-school value conflicts (N = 101; 34% Latino; 35% First-generation college). Study 2 experimentally tests the causal impact of such conflicts on cognitive attention (N = 58; 100% Latino first-generation college students). Findings suggest that Latino first-generation college students are most susceptible to home-school value conflicts and provide a sociodemographic mechanism that leads to students’ experiences with these conflicts. They also provide a mechanism by which conflict leads to lower college GPA. Findings also demonstrate that home-school value conflicts are disruptive to students’ cognitive attention, not either set of obligations (i.e., family obligation, academic obligation) in isolation. Overall, my studies suggest that home-school value conflict is one important factor in the academic difficulties experienced by Latino first-generation college students. Ideas for interventions to address this problem will be offered.

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**PAPER SESSION F: CULTURAL FACTORS IN PARENTING AND ADOLESCENCE**FISHER CONFERENCE CENTER – CRANSTON

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**A CULTURAL COMPARISON OF PARENTAL EMOTION BELIEFS AND PRACTICES***Dr. Grace Cho (St. Olaf College)**Collaborator(s): Dr. Yoonkyung Jeong (Catholic University of Korea)*

Parents play a key role in children's emotion socialization. Emotionally-competent children tend to have parents who value emotions and teach emotion expression and regulation strategies. However, this research has focused on Western parents, with little known about the beliefs and strategies of Asian parents. Although some research suggests Asians are less expressive and more restrictive of their emotions than Americans, it is unclear whether such differences exist in the parenting context. 123 Korean mothers/fathers and 106 American mothers/fathers of preschoolers completed the PBAF, which assesses beliefs about children's emotions, and the CCNES, which assesses use of "supportive" and "nonsupportive" strategies when dealing with children's expressions of emotions. Results from 2(culture) x 2(parent gender) x 2(child gender) MANOVAs revealed significant cultural and gender variation in how parents think about and respond to children's emotions. Significant main effects of culture (U.S.>Korea,  $p<.001$ ) and gender (mothers>fathers,  $p<.001$ ) were found for PBAF, as well as CCNES-nonsupportive strategies (U.S.<Korea,  $p<.001$ ; mothers<fathers,  $p=.02$ ). An interaction was found for CCNES-supportive strategies ( $p=.002$ ), with mothers utilizing more supportive strategies than fathers in the U.S., but used similarly for Korean mothers and fathers. Interestingly, PBAF significantly predicted CCNES scores for Korean parents, but associations were inconsistent for American parents.

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**MATERNAL ATTACHMENT AND DEPRESSION AMONG PERINATAL LATINAS***Elizabeth Carter (Palo Alto University)*

Rates of depression among Latinas during pregnancy and postpartum have been increasing in recent years. Despite increasing prevalence rates, only a fraction of women with perinatal depression receive treatment. Even in developed countries, about half of the cases go undetected. In addition, Latinas, as compared to Caucasians, are less likely to seek out mental health resources. A risk factor that has been identified for depression among non-Latina samples is insecure maternal attachment. This finding, however, has not yet been replicated among Latina samples. The current study utilized an online survey format to collect data from pregnant and postpartum Latinas worldwide. A total of 123 Latinas (i.e., 80 pregnant and 43 postpartum) from 16 countries successfully completed depression (EPDS), maternal attachment (MAAS or MPAS), and social support measures. Out of the pregnant subsample, 15 Latinas completed the same measures at one month postpartum. Results from this study showed that antenatal maternal attachment at baseline was a significant predictor of depression scores at follow-up. Specifically, maternal attachment during pregnancy was associated with increased rates of depression postpartum. Findings from this study should serve to inform prevention and intervention approaches for pregnant and postpartum Latinas who are at risk for developing depression.



**PAPER SESSION F (CONT.)**

FISHER CONFERENCE CENTER – CRANSTON

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 POSITIVE PARENTING AND SCHOOL READINESS IN THE CONTEXT OF POVERTY
*Erin Bogan (University of Michigan)*

Early childhood is an important time for children to gain critical skills that prepare them to learn in academic settings. Research suggests that parents play a crucial role in informing the development of early foundational skills (e.g., Downer, & Mendez; Jagers, Bingham, & Hans, 1996). Moreover, the role of parenting becomes increasingly more important for preschoolers' early school-related outcomes in the context of poverty. Low-income parents have less access to quality, formal preschool education where children have opportunities to build and exercise skills that will prepare them to learn (Fantuzzo, Perry, & McDermott, 2004). It is, therefore, important to understand the ways that parents may contribute to children's early learning, and the positive parenting practices that have direct implications for preschoolers' early readiness outcomes. In the current presentation, I will explain findings from my dissertation research which examines relationships between parenting strengths, identified in the five dimensions of the Black Parenting Strengths in Context Scale (BPSC; Mattis & McWayne, 2015), and preschoolers academic and social school readiness using the Learning Express (LE), in a sample of low income families (N= 172). Regression analyses show that parenting practices relate to children's early cognitive and socioemotional learning skills.

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 THE ASSOCIATION BETWEEN SOCIOCULTURAL FACTORS, RELIGIOUS IDENTITY AND PSYCHOLOGICAL SYMPTOMS IN ARAB AMERICAN MUSLIM ADOLESCENTS
*Dr. Sawssan Ahmed (California State University, Fullerton)**Collaborator(s): Dr. Angela-MinhTu D. Nguyen (California State University, Fullerton)*

Although the topic of ethnic identity, religiosity, and their role in adolescents' lives have been explored extensively, little is known about what factors correlate with religious identity, particularly in groups that place an important emphasis on religion and for whom religious and ethnic identity may sometimes be conflated. The purpose of this study was to explore 1) the contribution of socio-demographic factors (gender, age, generational status) and socio-cultural variables (family support, religious support, acculturation), to religious identity, and 3) the relationship between religious identity and psychological adjustment in a sample of Arab American Muslim adolescents. With data from 204 self-identified Arab American Muslim high school students (ages 13-18), we found that religious identity was significantly correlated with family support, religious support, an affinity towards mainstream culture, and an affinity to heritage culture. However, regression analyses revealed that only gender, religious support, and an affinity towards heritage culture significantly predicted religious identity. With regard to gender, female adolescents reported greater religious identity than male adolescents. The final presentation will explore the relationship between religious identity and anxiety, depression, internalizing and externalizing symptoms. Implications for community leaders and service providers as well as suggestions for future research will be discussed.

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**PAPER SESSION G: AN EXAMINATION OF MENTORSHIP AND SCIENCE/MATH EDUCATION FOR ETHNIC MINORITY YOUTH AND COLLEGE STUDENTS**FISHER CONFERENCE CENTER – BARNES

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**EXAMINING NATURAL MENTORING RELATIONSHIPS AMONG UNDERREPRESENTED COLLEGE STUDENTS OVER TIME***Andrea Negrete (University of Virginia)**Collaborator(s): Dr. Aisha N. Griffith (University of Virginia), & Dr. Noelle M. Hurd (University of Virginia)*

Underrepresented college students face unique challenges that impact their retention (Schreiner et al., 2011); however, natural mentoring relationships may serve as a key resource for fostering their academic success (Lenz, 2014). To explore such relationships during the transition to college, we surveyed 340 first-year college students at a predominantly white institution at the beginning and end of their freshman year. Students were first generation, economically disadvantaged, and/or members of historically underrepresented racial/ethnic minority groups. More than half (66.5%) began college with a natural mentor. Yet, there was an average drop in the total number of natural mentors possessed by students from fall to spring semester. Notably, the proportion of natural mentors who were former educators (e.g., high school teacher, coach) decreased while the proportion of university-affiliated adults increased. Fairly consistent across semesters were the percentage of familial natural mentors. Analyses are currently being conducted to examine whether student demographic characteristics and level of school involvement predict having, retaining, or gaining mentors across freshmen year. Analyses will also explore whether certain mentor relationship characteristics (e.g., closeness, type of support, race-match) predict natural mentor retention. Implications of study findings for the promotion of academic success among underrepresented college students will be discussed.

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**INTERSECTIONALITY AND THE GENDER GAP IN STEM***Amira Halawah (University of Michigan)**Collaborator(s): Dr. Rona Carter (University of Michigan), & Allison Shimmel (University of Michigan)*

The lack of racial/ethnic and gender diversity in science, technology, engineering, and math (STEM) fields continues to warrant attention. Research has revealed that gender gaps in STEM attitudes and interest vary between racial groups (Riegle-Crumb, Moore, & Ramos-Wada, 2010; Riegle-Crumb & King, 2010), suggesting that consideration of multiple identities is needed to understand the processes contributing to the lack of diversity in STEM. Using data from The Maryland Adolescent Development In Context Study linear regressions were run to examine if the gender gap in adolescents' (N = 881; 51% female; 67% Black; ages 16-19) perceived math ability varied as a function of belief in gendered academic stereotypes about science and math and if this relationship was moderated by race. The association between gender and perceived math ability was moderated by belief in gendered academic stereotypes and race, indicating that the gender gap in perceived math ability is highest among Whites, and belief in gendered academic stereotypes results in the least change in math ability perceptions for Black girls. These findings suggest that gendered academic stereotypes about science and math may be less salient for Black girls, implying that the relevance of some identities may vary depending one's context.

**PAPER SESSION G (CONT.)**

FISHER CONFERENCE CENTER – BARNES

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**THE CASE FOR MORE FACULTY OF COLOR: EDUCATIONAL IMPACTS OF RACIAL/ETHNIC MATCHING OF STUDENTS AND FACULTY**
*Dr. Jasmin Llamas (Santa Clara University)**Collaborator(s): Khoa Nguyen (Santa Clara University)*

Racial/ethnic disparities among students of color have been well documented. Despite policies to increase educational access, graduation rates of students of color remain relatively stagnant (Nevarez, 2001). Research suggests that hiring more faculty of color can reduce academic disparities, yet faculty of color remain underrepresented (Fairlie et al., 2011). A longitudinal model was tested using data from the National Longitudinal Survey of Freshmen to determine how racial/ethnic climate impact GPA and graduation rates. Faculty Match, or having a professor of the same race/ethnicity, was included as a mediating factor. The model converged and fit indices indicated good model fit. Model results found that a poor racial climate negatively predicted senior year GPA. Faculty Match positively predicted GPA and GPA positively predicted graduation. A test of indirect effects demonstrated an indirect relationship between racial climate and GPA through Faculty Match. These results come at the heels of national attention focused on the lack of faculty of color (Arnett, 2015). Findings stress the need for diverse faculty to enhance student success ultimately improving grades and retention (Fairlie et al., 2011). Given the student benefits, a focus on the hiring and retaining of faculty of color may be key in addressing academic disparities.

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**IS THIS MATH? COMMUNITY APPROACHES TO PROBLEM-SOLVING IN AN INDIGENOUS VILLAGE**
*Felicia Darling (Stanford University)*

In Yucatec Maya middle schools in the Yucatán, math scores are low and drop out rates are high. Although addressing larger social and economic causes may ameliorate these issues, improving math instruction may be a more immediate, feasible solution. Stronger Yucatec Maya ethnic identity and sense of school belonging are linked to positive academic outcomes for indigenous students (Casanova, 2011; Reyes, 2009). If formal schooling could reinforce cultural identities and foster a sense of belonging, then students might simultaneously maintain their ties to their cultural identity while excelling academically. This six-month, ethnographic, mixed-methods study explores community approaches to problem-solving relevant to middle school math classrooms. Findings indicate: (1) there is tension between school and community math; (2) community members possess specialized, practical mathematical expertise that was previously overlooked in the research around rural, impoverished students, and (3) school math instruction capitalizes on two cultural approaches, autonomy and improvisational expertise, to a limited extent. Findings have implications for policy and math instruction pertaining to Yucatec Maya in México. Also, constructs of autonomy and improvisational expertise are relevant for teaching problem-solving in Common Core Math classrooms in the U.S.

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**CHALLENGES AND SUCCESSES IN DEVELOPING INTERNATIONAL RESEARCH COLLABORATIONS**

GUNN/SIEPR BUILDING – JOHNSON CONFERENCE ROOM 224

*Dr. Huynh-Nhu (Mimi) Le (George Washington University) & Dr. Alinne Barrera (Palo Alto University)*



Mental and substance use disorders are the leading cause of disability worldwide.<sup>1</sup> Certain groups may be at higher risk of experiencing mental health problems, including poor, minority and indigenous groups, the elderly, and people experiencing discrimination and human rights violations.<sup>2</sup> However, multiple barriers from structural to individual limit screening of mental disorders and access to evidence-based interventions especially in low and middle-income countries.<sup>3</sup> Nevertheless, mental health is increasingly being recognized as a global health priority, as demonstrated by the adoption of the World Health Organization’s Comprehensive Mental Health Action Plan by 194 countries.<sup>2</sup> This call to action emphasizes the importance of increasing efforts toward international collaborations and expanding psychologists’ knowledge of international issues. This interactive session aims to: (a) increase awareness of the global burden of mental illness; (b) address the successes and challenges of conducting international research given structural and contextual differences between countries and research collaborators; and (c) identify psychologists’ resources for international research. Two clinical psychologists will share their experiences in doing research on perinatal depression to reach women in Spain and Vietnam and across multiple countries (Internet), with the goal of discussing and integrating attendee feedback on how best to engage in international research collaborations.

**Learning Objectives:**

1. Gain knowledge and awareness of the burden of global mental health
2. Be able to identify successes and challenges/issues in conducting international research
3. Be able to identify resources for investigators interested in pursuing international research (e.g., APA Office of International Affairs, APA Division 52 International Psychology, NIMH Office of Global Mental Health)

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**SOUTH ASIAN MENTAL HEALTH**

GUNN/SIEPR BUILDING – DOLL CONFERENCE ROOM 320

*Nina Kaur (Alliant International University (SF)-California School of Professional Psychology) & Preet Kaur Sabharwal (Argosy University at American School of Professional Psychology)*

The presentation will begin by describing the historical and geographical aspects of the South Asian community. The presentation will seek to address cultural, social and familial factors, which should be considered during the therapeutic process (referral process, informed consent, confidentiality, and risk assessments). The presenters will discuss some protective factors that can be strengthened to help this community cope with life transitions such as utilization of spirituality within sessions, collaboration with cultural brokers within the community, and involving appropriate family members. The presentation will also address communication strategies that are essential when working with South Asian clients and their families (i.e. eye contact, cultural rules about touch, gifts). A vignette of a South Asian client will be distributed to have the audience brainstorm how to provide culturally competent (informed) mental health services. The presenters hope to stimulate an interactive discussion during this portion to allow the audience to rely on their own experiences as well as what they have learned in the presentation to determine what the appropriate interventions may be for this particular case. The presenters will provide handouts containing list of resources on South Asian mental health.

**Learning Objectives:**

1. Be able to identify who the South Asian community is and define and recognize the effect of culture on South Asian clients overall sense of well-being
2. List key elements of effective cross-cultural communication and utilize resources to plan/prepare work in a cross-cultural context
3. Increase self-awareness for cultural competency and sensitivity when working with the South Asian community

**THE JOURNEY TOWARDS A CULTURALLY COMPETENT INSTITUTION**

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 130

*Dr. Joyce Chu (Palo Alto University), Dr. Peter Goldblum (Palo Alto University), Dr. June Klein (Palo Alto University), Dr. Ricardo Muñoz (Palo Alto University), Dr. Teceta Tormala (Palo Alto University), & Dr. Lynn Waelde (Palo Alto University)*



Though race/ethnicity/culture research may thrive in institutional environments that are culturally competent, it has been historically difficult to transform universities or academic programs from monocultural or nondiscriminatory organizations, to multicultural organizations that actualize deep commitment to diversity initiatives (Sue, 2001). Goals of this interactive session are to provide guidance and facilitate discussion about challenges and steps on the journey to cultural competence within one's home institution. This discussion will be facilitated by faculty of the Diversity Committee at Palo Alto University (PAU), the co-host institution of this year's Division 45 conference. We will open with brief remarks about PAU's 10-year journey towards a model institution whose faculty, students, research, curricula, clinical training, hiring practices, and institutional climate are advanced in the domains of diversity competencies. Examples of PAU's commitment to diversity include: 1) 35% of core faculty who identify as ethnic or sexual minorities; 2) a Latino/a Spanish training clinic and 11 labs that research African American, Asian American, Latino/a, race-related trauma, LGBTQ, and immigrant psychology; 3) institutional data that tracks a positive diversity climate; 4) diversity competencies infused throughout curricula; and 4) funding for diversity-related programming and student organizations. Brief remarks will be followed by extensive discussion amongst attendees.

**Learning Objectives:**

1. Know how to plan and implement institution-wide diversity efforts through domain-based initiatives
2. Know strategies to integrate diversity cultural competencies throughout one's curricula
3. Know how to perform institutional assessments to track institutional transformation on domains of cultural competency
4. Be able to identify innovative programmatic efforts to advance diversity initiatives within an institution



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- Clinical protocol development for LGB and Trans clients

Peter Goldblum, Ph.D., MPH, Co-Director [pgoldblum@paloaltou.edu](mailto:pgoldblum@paloaltou.edu)

Kimberly Balsam, Ph.D. Co-Director [kbalsam@paloaltou.edu](mailto:kbalsam@paloaltou.edu)

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**PSYCHOLOGISTS AT THE FRONT LINE**

FISHER CONFERENCE CENTER – LANE

*Chair: Dr. Kathleen Burlew (University of Cincinnati)*

National events have created opportunities for psychologists to engage in social justice efforts. Although potential roles vary, the appropriate role depends on the characteristics of the situation and the ways in which psychologists are willing to engage. Two chapters of the Association of Black Psychologists (St. Louis and Cincinnati) worked with protesters and allies responding to the shooting of a black male by a white police officer. However, their specific activities differed significantly. The St. Louis chapter engaged with activists on the front line during the protests. This level of crisis management had its benefits and challenges. Several outlets were available for processing, but unfortunately the ongoing activism and stigma towards mental health services contributed to delays in individuals seeking help. The initial protest period was short in Cincinnati, but more protests are expected when the case goes to court. A training session with activists in anticipation of community response was conducted. Since the shooting involved university police, the chapter also provided evidence-based feedback to the local university including potential strategies for addressing recruitment, retention, and intergroup interactions. The goal of this symposium is to share these different approaches to social justice involvement and to engage the audience in discussion.

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**TRAINING LOCAL BLACK LIVES MATTER ACTIVISTS IN PEER SUPPORT**

*Dr. Kathleen Burlew (University of Cincinnati) & Dr. Anna Cash Ghee (Xavier University)*

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**PITFALLS OF ADDRESSING TRAUMA AMIDST ACTIVISM**

*Dr. Kira Hudson Banks (Saint Louis University)*

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**PROMOTING AND ADVANCING DIVERSITY WITHIN THE UNIVERSITY DURING RACE-RELATED EVENTS**

*Dr. Adam M. Evans (Private Practice)*

**Learning Objectives:**

1. Describe multiple ways psychologists can engage in social justice during and after community protests
2. Know the challenges of treating trauma in the context of ongoing protest and activism
3. Identify how psychologists can advocate during protest periods for strategies aimed at recruiting and retaining students and faculty of color

## DEEP AND SURFACE CULTURAL CONSIDERATIONS FOR INTERVENTIONS TARGETING ASIAN AMERICANS

FISHER CONFERENCE CENTER – McDOWELL



*Chair: Dr. Anne Saw (DePaul University)*

Healthcare needs for Asian Americans are complex and reflect intersections between culture, race, ethnicity, language, discrimination, stigma, physical health, and mental health (Clough et al., 2013). The general consensus among researchers and practitioners is that effective interventions for traditionally underserved individuals should be culturally and linguistically tailored (Smedley et al., 2003) and engage members of targeted communities (Etz et al., 2008; IOM, 2001). These goals for intervention development and implementation may be even more important for Asian Americans, who represent at least 23 distinct ethnicities and are largely foreign born (US Census Bureau, 2011). Interventions may target surface (e.g., language) or deep structure (i.e., cultural, psychological, historical, and environmental influences), and these two dimensions differentially influence behavior change with surface structure enhancing acceptability and deep structure enhancing salience (Resnicow et al., 1999). In this symposium, we present three community-based health interventions that attempt to better engage specific groups of Asian Americans (i.e., individuals with mental illness; parents; smokers and their families) to promote healthy behaviors and reduce risky health behaviors. Presenters will provide an overview of their intervention and its target population, highlight deep and surface cultural considerations, present findings on outcomes, successes and challenges, and discuss lessons learned.

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### ENHANCING WELLNESS FOR ASIAN IMMIGRANTS WITH SERIOUS MENTAL ILLNESS

*Dr. Anne Saw (DePaul University), Pui-Kwan (Kris) Ma (DePaul University), Catherine Powell (Asian Community Mental Health Services), Joyce Lim (Asian Community Mental Health Services), & Dr. Katherine Chun (Independent Contractor)*

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### ADDRESSING SOCIAL VALIDITY IN PARENTING INTERVENTIONS FOR ASIAN IMMIGRANT PARENTS

*Dr. Cindy Y. Huang (University of California, Davis) & Dr. Nolan Zane (University of California, Davis)*

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### A FAMILY-BASED SMOKING CESSATION INTERVENTION FOR VIETNAMESE AMERICANS

*Dr. Janice Y. Tsoh (University of California, San Francisco), Dr. Jin Kim (University of California, San Francisco), Ching Wong (University of California, San Francisco), Khanh Le (University of California, San Francisco), Dr. Ginny Gildengorin (University of California, San Francisco), Dr. Nancy Burke (University of California, Merced and University of California, San Francisco), Dr. Stephen McPhee (University of California, San Francisco), & Dr. Tung T. Nguyen (University of California, San Francisco)*

#### Learning Objectives:

1. Describe three community-based health interventions for Asian American immigrants
2. Discuss short-term intervention effects on health behaviors
3. Discuss strategies for addressing cultural, linguistic, and other issues pertaining to Asian American immigrants' health needs

## TREATMENT OF DEPRESSION AMONG CULTURALLY DIVERSE POPULATIONS

FISHER CONFERENCE CENTER – BARNES

*Co-Chairs: Dr. Zornitsa Kalibatseva (Stockton University) & Dr. Antonio Polo (DePaul University)*

*Discussant: Dr. Ricardo F. Muñoz (Palo Alto University)*



Existing mental health service utilization disparities for racially and ethnically diverse populations have spurred an increasing amount of research on psychological treatments with these populations. Racial and ethnic disparities exist in the diagnosis and treatment of depression, which is one of the most common and debilitating disorders (Alegría et al., 2008; Shao et al., 2015). This symposium examines the treatment of depression and promotion of positive coping skills and psychological health with culturally diverse populations. The first study examines the effects of parental characteristics (e.g., nativity, stress, depression) on treatment outcomes of depressed Latino youth. The second study focuses on the characteristics of counseling center clients who received treatment for depression, the effectiveness of the treatment, and the role of race and ethnicity in treatment outcome. The third study investigates a cultural movement intervention with elderly Vietnamese immigrants and reports increased self-efficacy and energy levels and decreased depression symptoms among the participants. The fourth study examines the extent to which depression treatment studies report on demographic, design, and analytical characteristics in order to determine the relevance of these interventions to ethnic minority participants.

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### PARENTAL NATIVITY AND THE TREATMENT OUTCOMES OF DEPRESSED LATINO YOUTH

*Ashley Castro (DePaul University), Bridget Makol (DePaul University), Amanda Wagstaff (DePaul University), & Dr. Antonio Polo (DePaul University)*

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### COUNSELING CENTER STUDENT CHARACTERISTICS AND DEPRESSION TREATMENT OUTCOME

*Dr. Zornitsa Kalibatseva (Stockton University) & Dr. John Taylor (Michigan State University)*

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### PROMOTING PSYCHOLOGICAL HEALTH OF ELDERLY ASIAN IMMIGRANTS THROUGH CULTURALLY-BASED INTERVENTIONS

*Dr. Cindy Y. Huang (University of California, Davis)*

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### EXTERNAL VALIDITY AND REPRESENTATIVENESS OF DEPRESSION TRIALS: 1980 TO PRESENT

*Bridget Makol (DePaul University), Ashley Castro (DePaul University), Nicole Colon-Quintana (DePaul University), Sisi Guo (University of California, Los Angeles), Amanda Wagstaff (DePaul University), Jessica Guadalupe Pérez-Chávez (DePaul University), Nataly Ibarra (DePaul University), & Dr. Antonio Polo (DePaul University)*

#### Learning Objectives:

1. Learn about interventions for depression among Latino and ethnic minority youth and learn about the impact of a coping skills, cognitive behavioral, group intervention on depressed youth with parents of U.S. and immigrant backgrounds
2. Learn about the client characteristics associated with treatment outcome for depression among college students
3. Improve understanding of culturally-based interventions and their impact on mental health outcomes for Asian immigrant populations

FRIDAY, JULY 8<sup>TH</sup>

SYMPOSIA 3:30 – 5:00PM

4. Learn about the extent to which youth and adult treatment studies targeting depression report on demographic, design, and analytical characteristics that are critical to determine the effects of these interventions on ethnic minority participants and to understand ways to improve reporting guidelines for published studies



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**PAPER SESSION H: INNOVATIONS IN MULTICULTURAL CONSIDERATIONS FOR CLINICAL PRACTICE**FISHER CONFERENCE CENTER – CRANSTON

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**UTILIZATION AND TREATMENT OUTCOMES IN AN ONLINE EMOTIONAL SUPPORT PROGRAM***Marcus Rodriguez (Duke University)**Collaborator(s): Treg Thomas (Regent University), Vanja Kopilas (Pepperdine University), and Dr. Glen Moriarty (Regent University)*

Racial and ethnic disparities in the utilization of mental health services are well documented in the literature. Public and internalized mental illness stigma, concerns about prejudice, and access to resources continue to be significant barriers to help seeking. New approaches are needed to address these barriers and the increasing demand for mental health services, particularly among diverse ethnic and minority populations and in limited-resource settings. The present study aims to explore whether an anonymous online emotional support program can help bridge the treatment gap. The study sample consisted of 229 participants with mild to severe stress. Participants were primarily female (70%) and White (73.9%), but also included 7.9% Asians, 6.6% Blacks, and 6.6% Latinos. Engagement in the intervention was associated with significant decreases in symptoms, as measured using the Depression Anxiety and Stress Scale (DASS-21). Follow-up results showed that Black participants with moderate to severe baseline stress benefited the most from the online intervention. Specifically, they reported significantly greater decreases in stress and depressive symptoms compared to White participants. Moreover, Black and Latino men remained in the program longer than any other participants. Clinical implications, potential psychological pathways of these effects, limitations, and future directions are discussed.

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**MULTICULTURAL CONSULTATION MODEL IN PSYCHIATRIC INPATIENT SETTINGS***Dr. Valerie Jackson (Stanford University)**Collaborator(s): Dr. Carmen C. Velazquez (California's Department of State Hospitals—Napa)*

California's Department of State Hospitals--Napa (DSH-Napa) is a psychiatric hospital service a culturally-diverse civil and forensic population, yet culturally-responsive diagnosis and treatment may be constrained due to limited resources and information. A new model of Multicultural Consultation has been developed at DSH-Napa which addresses this issue in two-fold: (1) consultation questions about potential cultural factors affecting patient presentation and treatment response are sent to a multicultural consultation psychology team; and (2) multicultural consultation is incorporated into the APA-accredited psychology pre-doctoral internship program in order to provide culturally-oriented training to increase the workforce in this much-needed area. Consultations are requested by psychologists and psychiatrists, then completed by a Pre-doctoral Psychology Intern supervised by a Clinical Neuropsychologist. Recommendations are presented to multidisciplinary treatment teams of psychology, psychiatry, nursing, social work, and occupational therapy. In this presentation, we will: (1) discuss the model of our multicultural consultation program and review case examples of multicultural consultations; (2) provide a framework for establishment at other multidisciplinary inpatient facilities, with a focus on educating providers on how best to utilize the consultant and integrate recommendations into treatment planning; and (3) describe training approaches for capacity-building of culturally-informed psychologists.

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**PAPER SESSION H (CONT.)**

FISHER CONFERENCE CENTER – CRANSTON

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**BEYOND THE CODES: ADVANCING ETHICAL TRAINING IN MULTICULTURAL PRACTICE***Joelle Taknint (University of Victoria)*

In an increasingly diverse and globalized society, there is increased demand for practitioners to develop greater cultural competencies in their clinical practice. While this is upheld as a goal of many graduate training programs, the actual application of the APA ethical principles and codes to the realities of multicultural clinical practice has rarely been analyzed and discussed. In this paper, drawing from a thorough review of the research, I discuss new conceptualizations for ethical practice with culturally diverse clients (e.g., social constructivist approaches to ethical decision making). I outline key ethical codes that guide current practice and discuss the limits of these codes in helping practitioners in training to work effectively with culturally diverse communities. Special consideration is given to the ethical tensions between advocacy and advancement of social justice in psychological practice with culturally diverse clients and ethical guidelines that restrict practitioners to more narrow and traditional definitions of psychological practice. Recommendations for how we can make use of our ethical guidelines in the training and development of psychologists not just as practitioners, but also as allies and advocates for diverse cultural communities are provided.

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**POST-FERGUSON ADOPTION OF TRAUMA-INFORMED INTERVENTIONS IN COMMUNITIES OF COLOR***Dr. Kimberly Applewhite (Boston Children's Hospital/Harvard Medical School)*

The death of Michael Brown in Ferguson, MO, served as both a major catalyst in modern-day civil rights movements led by people of color, as well as a graphic representation of various injustices in which Black men and women were victims to inappropriate use of power and force. The number and magnitude of these events within the past year raises important questions for the impact of racially implicated tragedies on communities of color as a whole. Many researchers speculate that even exposure to such events in the media can lead to symptoms of trauma and otherwise impacted mental health. This presentation will detail the use of two trauma-informed therapeutic frameworks (TF-CBT and Sanctuary) combined with psychoeducational models designed to elucidate the experience of people of color (ABC model of engagement and Racial Identity Development statuses), as applied to both a community mental health setting and an integrated mental health clinic at a metropolitan medical center. The presenter will discuss qualitative outcomes of the group, as well as the unique challenges of effective service delivery in the various settings.

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**PAPER SESSION I: ENGAGEMENT OF AND AGE CONSIDERATIONS FOR ETHNIC MINORITIES IN HEALTH PREVENTION AND CAREGIVING INTERVENTIONS**

FISHER CONFERENCE CENTER – LYONS

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**ASSESSING ACCEPTABILITY FOR STRIVING TOWARDS EMPOWERMENT AND MEDICATION ADHERENCE (STEP-AD)**
*Dr. Sannisha Dale (Massachusetts General Hospital/Harvard Medical School)**Collaborator(s): Catherine Pierre-Louis (Massachusetts General Hospital), Dr. Laura M. Bogart (RAND Corporation), Dr. Conall O’Cleirigh (Massachusetts General Hospital/Harvard Medical School & The Fenway Institute), & Dr. Steven A. Safren (University of Miami & The Fenway Institute)*

Background: Black women represent the largest proportion of women with HIV in the U.S., and have worse HIV health outcomes/behaviors (e.g. medication adherence, viral load) compared to other racial/ethnic groups. No existing evidence-based intervention addresses real-world psychosocial issues that this group faces in order to improve HIV health outcomes. Our proposed intervention aims to enhance coping strategies for trauma, racial discrimination, HIV-related stigma/discrimination, and traditional female gender roles and improve medication adherence. Method: Thirty Black women living with HIV participated in semi-structured interviews. Using grounded theory, participants’ transcripts were coded for feedback about the proposed intervention. Results: Twenty-nine participants expressed enthusiasm for the proposed intervention (e.g., “This is exactly what people need”; “I think that it would be an excellent idea and I think it would be very very very beneficial”). Participants also noted the importance of having a Black woman as the interventionist (e.g. “talking to someone Black or of color would make people open up” and “would probably be inviting if you’re dealing with another Black woman”). Conclusion: Black women with HIV are eager for interventions that are delivered by members of their community, and that address health behaviors from the nexus of real-world adversities that they face.

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**FACTORS ASSOCIATED WITH ADOPTION OF HPV VACCINATION: IMPLICATIONS FOR INTERVENTION DEVELOPMENT**
*Dr. Julia Lechuga (The University of Texas at El Paso)**Collaborator(s): Erica Landrau-Cribbs (The University of Texas at El Paso)*

Latina women have a higher cervical cancer incidence rate than non-Latina whites. The rate of cervical cancer for Latinas is 14.2 per 100,000 population compared to the 8.2 rate in non-Hispanic white women (ACS, 2009). The Human Papillomavirus (HPV) is the primary cause of 70% of cervical cancer cases. In 2006, the FDA licensed a vaccine that protects against HPV. Unfortunately, the vaccination rate among Latino females is approximately 60% (CDC, 2014c), which is below the 70% needed to achieve population level immunity. The purpose of the study is to understand the influence of culture-related factors on HPV vaccination initiation in Latina mothers such as acculturation, familism, frequency, topics, and level of comfort engaging in sexuality-related discussion, beliefs that facilitate or hinder sexuality-related discussions, and mother-daughter connectedness. We conducted a study with 65 mother-daughter dyads. Results indicated that a greater proportion of mothers who have vaccinated their daughters report engaging in conversations about sexuality than mothers who had not vaccinated. Results also indicate that belief that daughter obtained information about sexuality from other sources was associated with reduced engagement in sexuality related conversations. Acculturation was associated with increased sexuality-related discussions and vaccination uptake. Results with daughters corroborated findings with mothers.



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**PAPER SESSION J: SOCIAL, DEVELOPMENTAL, AND POLICY OUTCOMES OF RACIAL CONSTANCY AND RACE-RELATED SCHOOL AND POLICING PRACTICES**

 FISHER CONFERENCE CENTER – LODATO
 

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 'I, TOO AM (MY COLLEGE)': AFFIRMING IDENTITY AND AFFORDING INCLUSION
 

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*Dr. Tiffany Brannon (University of California, Los Angeles)*
*Collaborator(s): Dr. Hazel Rose Markus (Stanford University), Dr. Valerie Jones Taylor (Spelman College), & Dr. Gregory Walton (Stanford University)*

In the context of stereotypes and stigma, identity for members of negatively stereotyped groups (e.g., African Americans, Latino Americans) can serve as a barrier to physical and psychological inclusion within key gateway institutions (e.g., schools, workplaces). Yet, in the context of claimed and valued cultural ideas and practices, these same identities can serve as a powerful and consequential source of self, meaning and motivation. Across studies, the present research provides evidence that school settings can affirm identity among members of negatively stereotyped groups—by, for instance, strategically and creatively incorporating diverse cultural ideas and practices within academic courses or extracurricular activities—and, in turn, afford an increased sense of inclusion. Using experimental methods and longitudinal datasets, the present research demonstrates that such efforts to affirm identity is related to benefits (a) among members of negatively stereotyped groups (i.e., better problem solving, task persistence, higher GPAs, and degree persistence) and (b) across intergroup lines (i.e., reduced implicit bias, increased outgroup cultural interests, and enhance outgroup closeness). Taken together, these findings suggest that schools and workplaces have a powerful yet often untapped opportunity to leverage identity in negatively stereotyped and/or low power groups to advantageously impact an array of meaningful social outcomes.

 REVISITING RACIAL CONSTANCY IN ADOLESCENTS IN A "POST-RACIAL" SOCIETY
 

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*Dr. Christy Byrd (University of California, Santa Cruz)*

Racial constancy is the understanding that one's race is stable across time and superficial changes (i.e., hair color). Like gender constancy, it is assumed to be based on concrete operational cognitive development and established by middle childhood. However, previous studies found that only 60% of 10-11 year-olds understood racial constancy (e.g., Semaj, 1980). Furthermore, few studies in the past 20 years have measured constancy and no studies have tested constancy in older adolescents. The current study measured cognitive development and gender and racial constancy in an online sample of 6th to 12th graders (25% White, 25% African American, 25% Asian American, and 25% Latino). The results indicated that 53% have racial constancy, and it was not significantly associated with age, although it was moderately correlated with gender constancy ( $r = .36, p < .001$ ). Racial constancy was also not significantly associated with racial identity exploration, commitment, or racism awareness. However, some participants' responses suggested that they were transferring beliefs about being transgender to beliefs about race, so demonstrating constancy may be more complex than assumed. The results will be related to changes in societal notions of transgender, the potential of being "trans-racial", and the concept of a post-racial society.

FRIDAY, JULY 8<sup>TH</sup>

PAPER SESSIONS 3:30 – 5:00PM

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**PAPER SESSION J (CONT.)**

FISHER CONFERENCE CENTER – LODATO

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SCHOOL POLICE AND THE CRIMINALIZATION OF BLACK AND LATINO YOUTH

*Dr. Yamanda Wright (University of Texas at Austin / Texas Appleseed)*

*Collaborator(s): Morgan Craven, J.D. (Texas Appleseed), & Dr. Rebecca Bigler (University of Texas at Austin)*

Black and Latino grade school students are overexposed to harsh punishments known to predict future involvement in the juvenile and criminal justice systems. Though many groups have examined how teachers' exclusionary discipline practices (e.g., suspensions, expulsions) contribute to the "school-to-prison pipeline," students' interactions with school police officers are also likely to play a role. Black and Latino students' interactions with school police officers are, however, vastly understudied, in part because such interactions are infrequent relative to those with other school officials, making it difficult for researchers to access large groups of affected students. We therefore examined the nature and long-term correlates of students' interactions with school police officers through a study of currently incarcerated youth. Participants were 431 youth (ages 13 to 18) living in five juvenile detention centers across the state of Texas. Youth completed paper-and-pencil surveys, including open-ended and Likert-rated items, concerning the nature and frequency of their past experiences with police officers on school grounds. Results concerning race and age differences in youths' experiences will be presented, and the implications for policy related to school policing will be discussed.

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**INDIGENOUS LANGUAGE DISRUPTIONS: INTERVENTIONS FOR CHILDREN AND FAMILIES**

GUNN/SIEPR BUILDING – JOHNSON CONFERENCE ROOM 224

*Dr. Alanaise Goodwill (University of British Columbia) & Dr. Jan Hare (University of British Columbia)*

Indigenous scholars have advised that there is a need to understand the worldviews of a culture prior to applying techniques or theories for healing and wellness. While there is a growing body of research that addresses culturally grounded interventions for Indigenous peoples, less attention has been paid to the role of Indigenous languages and dialects in the healing and helping of Indigenous children and families utilizing Indigenous and mainstream mental health programs and services. Indigenous languages are intimately connected to identity and transmit their worldviews. This interactive discussion will bring attention to how practitioners and researchers might ameliorate Indigenous language disruptions and consider Indigenous languages, and resulting language patterns, so as to ensure strength-based, culturally-relevant, and family-focused approaches in child and family interventions.

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**WORKING CREATIVELY WITH SOUTH ASIAN IMMIGRANT ADOLESCENTS IN GROUP SETTINGS**

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 120

*Ulash Thakore-Dunlap (The Wright Institute) & Dr. Patricia Van Velsor (San Francisco State University)*

Recent data show that the South Asian American population was the fastest growing major ethnic group in the United States in the period 2000 to 2010 (AAF/SAALT, 2012). As the South Asian population grows, counselors must meet the needs of South Asian immigrant youth in mental health clinics and other community settings. One way to deliver services to South Asian adolescents is through group counseling, and group work provides a place for clients to explore supports and challenges as well as to develop connections to others who share similar experiences. Grounded in both theory and practice, this interaction discussion will involve participants in an interactive discussion of the challenges of South Asian immigrant adolescents in the context of the current sociopolitical climate in the US and what that means in terms of building relationships with South Asian youth in clinical work. The presenters will engage participants in creative discussions to expand their repertoire of culturally appropriate clinical interventions and techniques for use in group work with South Asian adolescents. Considerations for building relationships with South Asian and other immigrant youth as well as knowledge of ways to develop culturally responsive interventions is foundational to clinical work in the US today.

## INTERDISCIPLINARY APPROACHES TO MENTAL HEALTH SERVICES FOR LATINO COMMUNITIES

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 130

*Emily Harrington (University of Denver) & Melanie Heto (University of Denver)*



Culturally-responsive services from bilingual professionals are shown to improve Spanish-speaking clients' access to psychological services (Barrio et al., 2008). Research also suggests that integrated primary care increases access to mental health services for Latino/a clients. When physical and mental health services are offered in one location it reduces the amount of time clients are absent from work and family, facilitating increased access to services (Ruiz, Aguirre, & Mitschke, 2013). Drawing from this collaborative model and seeking to improve local access to psychological services for Spanish-speaking clients, the University of Denver's Graduate School of Professional Psychology is launching the creation of an interdisciplinary bilingual mental health resource center. This center is collaborating across disciplines to provide multiple services in one location, which include: mental health, case management, legal services, and career counseling. This center provides training and bilingual supervision to students, which research suggests is vital as many bilingual mental health professionals reported they did not receive sufficient training in providing culturally-responsive services (Castaño, Biever, González, & Anderson, 2007). The proposed interactive discussion will foster crucial dialogue related to the innovative training of bilingual psychologists and the provision of services to Latino communities.

### Learning Objectives:

1. Be able to generate ways to improve access to mental health services for Latino communities
2. Identify ways to increase interdisciplinary collaboration in providing culturally-relevant services for Latino/a clients
3. Identify methods for training culturally-responsive bilingual psychologists to work with Spanish-speaking clients

## #BLACKLIVESMATTER'S IMPACT ON THE MENTAL HEALTH OF BLACK YOUNG ADULTS

GUNN/SIEPR BUILDING – DOLL CONFERENCE ROOM 320

*Jasmine Jenkins (University of Georgia) & Tiffany Grimes (University of Georgia)*

In the past decade, social media has become a primary form of communication among young adults (Pantic, 2014). Hashtags such as #BlackLivesMatter, create a shortcut for users to retrieve messages with similar content and for the most common messages to appear frequently on users' newsfeeds (Bonilla & Rosa, 2015; Saxton, Niyirora, Guo, & Waters, 2015). Social media sites serve as a platform to rapidly spread messages regarding current social and political events (Bylander, 2015). The #BlackLivesMatter hashtag is predominantly used by young Black adults to shed light on racial injustices in America (Olteanu, Weber, & Gatica-Perez, 2016). #BlackLivesMatter's posts include videos of the police killing Black people (Eric Garner, Tamir Rice, etc.), images of Black dead bodies (Trayvon Martin, Mike Brown, etc.), and news reports of violent injustices (Sandra Bland, Aiyana Jones, etc.). These posts spread awareness, fuel emotions, and ignite social justice activism; but to what extent does it also cause trauma and distress in Black young adults? Could these ubiquitous trending topics produce anxiety, depression, and anger? Should psychologists examine the potential harmful effects of #BlackLivesMatter? How do we foster the benefits of the #BlackLivesMatter movement while protecting young Black adults from its potential negative and unintended consequences?

**WELCOME**

McCAW HALL

**Palo Alto University Welcome***Dr. Maureen O'Connor, President of Palo Alto University**Dr. Allen Calvin, President of Palo Alto University***PLENARY SESSION II**

McCAW HALL



THE INTERSECTION OF ETHNICITY AND LGBTQ ISSUES IN  
RESEARCH AND HEALTH DISPARITIES

*Dr. Kimberly Balsam, President-Elect of the American Psychological Association's Division 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues) and Professor of Psychology (Palo Alto University)*



*Dr. Eduardo Morales, Distinguished Professor of Psychology (CSPP – Alliant International University)*

The dynamics of how the intersectionalities of LGBTQ and ethnic minority identities are examined through a model of minority stress. Challenges in examining the stressors in research and implications for practice are presented. In addition to understanding the dynamics affecting LGBTQ, there are practices in funding that are inconsistent with stated priorities by funding agencies for this population. Reviewers of grants for funding appear to participate in disenfranchising organizations of these communities causing their disappearance in the U.S. landscape. Policy makers participate in these disenfranchising organizations in a manner that goes against their own priorities for funding in order to address the various health disparities known in these communities. Apparent favoritism seems to play a role for larger organizations that seem to present an ability to address the health disparities. An examination of how power and privilege plays a role among grant reviewers and funding agencies is explored. Presenters will engage plenary attendees in discussing the complexities of these dynamics and encourage them to share their own reflections and experiences, as well as, explore ways to change dynamics in order to minimize bias in the funding review processes and in turn can affect changes in funding research and the health disparities faced by various ethnicities who are also LGBTQ.

**Learning Objectives:**

1. Know how to account for intersectionality in research, examine minority stress, and understand the unique aspects of these issues for those who are of various ethnicities and identify as Lesbian, Gay Bisexual, Transgender, and/or Queer (LGBTQ) resulting in health disparities
2. Understand how funding policies are not practiced in the review of grants for these groups of various ethnicities and identify as LGBTQ
3. Examine how power and privilege plays a role in creating and maintaining health disparities in practice and research

FRIDAY, JULY 8<sup>TH</sup>

6:45 – 8:00PM

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**EVENING RECEPTION**

DWIGHT FAMILY LIVING ROOM / PALM COURT

\*Sponsored by **Stanford Psychology Department**

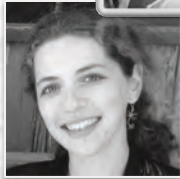
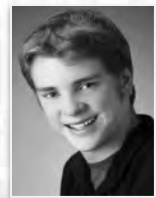
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We investigate how the human mind develops throughout the lifespan, trying to identify the origins of mental processes and understand the experience of various age groups as well as individual differences.

**Social Psychology**

We explore the interplay between individual minds and the social world. Topics include cultural diversity in thinking, stereotyping, social norms, conflict resolution, morality, helping and aggression, identity and the self.

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We investigate the human brain, from the functional organization of large scale cerebral systems to microscopic neurochemical processes. Topics include the neural substrates of perception, memory, learning, neurological disorders, affect, stress and motivation.

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# SCHEDULE-AT-A-GLANCE

7:30-8:00am REGISTRATION AND BREAKFAST: Ford Gardens					
8:00-9:30am HONORING BERTHA HOLLIDAY, PH.D. & PLENARY SESSION III: McCaw HONOREE Dr. Bertha Holliday CULTURAL DIFFERENCES IN IDEAL AFFECT: IMPLICATIONS FOR MENTAL HEALTH AND OTHER IMPORTANT THINGS* Dr. Jeanne Tsai (Stanford University)					
9:45-11:15am	RACIAL DISCRIMINATION, COPING, & IDENTITY IN THE LIVES OF AFRICAN AMERICANS* G/S – Doll 320	ADDRESSING MENTAL HEALTH DISPARITIES THROUGH BETTER OUTREACH, TRAINING, & SERVICES FCC – McDowell	ASSESSMENT & PREDICTORS OF DEPRESSION AMONG CULTURALLY DIVERSE POPULATIONS* FCC – Barnes	PAPER SESSION K: ADVANCES IN ETHNIC & RACIAL IDENTITY RESEARCH FCC – Lane	PAPER SESSION L: CBPR & DIVERSITY AWARDS AS KEY AVENUES FOR PROGRESS IN RESEARCH FCC – Cranston
	PAPER SESSION M: CLINICAL & PSYCHOLOGICAL PROCESSES OF INTEREST IN VARIED ETHNIC & UNDERSERVED GROUPS FCC – Lyons	PAPER SESSION N: UNIQUE RESILIENCE, SUBSTANCE USE, & CULTURAL PREFERENCES FOR CARE & LANGUAGE FCC – Lodato	RESEARCH TRAINING & MENTORING FOR MINORITY & INTERNATIONAL UCC TRAINEES* G/S – Johnson 224	CBPR WITH ETHNIC MINORITIES: CHALLENGES & RECS G/S – KTCC 120	UNDER-REPRESENTED FACULTY: ISSUES AFFECTING RECRUITMENT & RETENTION G/S – KTCC 130
11:30am-12:30pm POSTER SESSION: Ford Gardens					
12:30-1:30pm LUNCH: Ford Gardens   MENTOR/MENTEE LUNCH: McCaw Hall					
1:45-3:15pm	STRATEGIZING RACE CONVERSATIONS: DEVELOPING RACIAL LITERACY FOR YOUTH FCC – Cranston	SEVEN GENERATIONS CENTER & THE THREE SISTERS MODEL OF TRAINING FCC – Lyons	PAPER SESSION O: UNDERSTANDING & IMPROVING THE LIVES OF BLACK BOYS, MEN, & YOUTH FCC – Lane	PAPER SESSION P: NOVEL CULTURAL PERSPECTIVES ON VIOLENCE ASSESSMENT, TRAUMA, & TOKENISM FCC – Barnes	PAPER SESSION Q: STIGMA, STEREOTYPES, INTERNALIZED RACISM, & SENSE OF BELONGING FCC – Lodato
	I DIDN'T KNOW WHAT TO DO... RESPONDING TO MICRO-AGGRESSIONS WORKSHOP* G/S – KTCC 120	UPDATING CULTURALLY COMPETENT VA HEALTH CARE TO THE 21 <sup>ST</sup> CENTURY G/S – Johnson 224	ASIAN AMERICAN PSYCHOLOGY: THE EFFECTIVENESS OF COMMUNITY IMMERSION AND RELIVING CULTURAL HISTORY THROUGH SOCIAL JUSTICE MOVEMENTS G/S – KTCC 130	RE-REFLECTING ON OUR ROLE(S): BLACK PSYCHOLOGISTS AND COMMUNITY ENGAGED RESEARCH* G/S – Doll 320	



## SCHEDULE-AT-A-GLANCE

3:30-5:00pm	<p>SOCIAL IDENTITIES &amp; ACADEMIC OUTCOMES AMONG COLLEGE STUDENTS FCC – Lane</p>	<p>BEING SEEN &amp; HEARD: THE DIVERSIFICATION OF INCLUSION AAPI PSYCHOLOGY GRADUATE STUDENTS FCC – Lyons</p>	<p>THE ROLE OF RACIAL/ETHNIC IDENTITY FOR NEXT GENERATION CIVIC ENGAGEMENT* FCC – Lodato</p>	<p>PAPER SESSION R: UNDERSTANDING EXPERIENCES OF CHINESE INTERNATIONAL STUDENTS &amp; WOMEN FCC – McDowell</p>	<p>PAPER SESSION S: COGNITION &amp; EMOTION SOCIALIZATION: DEVELOPMENTAL AND INTERVENTION CONSIDERATIONS FCC – Cranston</p>
	<p>PAPER SESSION T: ACCULTURATIVE, BICULTURAL, AND IMMIGRANT STRESS FCC – Barnes</p>	<p>ANTI-MUSLIM BACKLASH: MENTAL HEALTH CONSEQUENCES &amp; FUTURE DIRECTIONS G/S – KTCC 120</p>	<p>MANAGING MICRO-AGGRESSIONS IN THE CLASSROOM* G/S – KTCC 130</p>	<p>ADDRESSING LATINO ACCULTURATION ISSUES IN CLINICAL PRACTICE* G/S – Doll 320</p>	
5:15-6:45pm	<p><b>CLOSING &amp; PANEL OF DIVISION 45 COMMUNITY LEADERS: PRESIDENTS, STUDENTS, AND EXECUTIVE MEMBERS: McCaw Hall</b></p>				

Note: FCC = Fisher Conference Center; G/S = Gunn / SIEPR Building; KTCC = Koret-Taube Conference Center;  
\* = CEU Approved Session

7:00 – 8:30AM

**MORNING BUS TRANSPORTATION TO FRANCES C. ARRILLAGA ALUMNI CENTER**

MEET IN DESIGNATED AREAS AT THE STANFORD GUEST HOUSE AND SHERATON

STANFORD GUEST HOUSE		SHERATON		ARRILLAGA ALUMNI CENTER
-----		7:00am	→	7:15am
7:00am	→	7:15am	→	7:30am
7:30am	→	7:45am	→	8:00am
7:45am	→	8:00am	→	8:15am
8:15am	→	8:30am	→	8:45am
8:30am	→	8:45am	→	9:00am

7:30 – 8:00AM

**REGISTRATION & BREAKFAST**

FORD GARDENS

Buffet tables will be located outside at Ford Gardens. Feel free to eat your breakfast indoors or outdoors.

\*Food sponsored by **Stanford Graduate School of Education**

\*Beverages sponsored by **Santa Clara University**

8:00 – 9:30AM

**HONORING BERTHA HOLLIDAY, PH.D.**

McCAW HALL



.....  
HONORING BERTHA HOLLIDAY, PH.D.

Dr. Bertha Holliday, currently on the Executive Board of Division 45, is an Independent Consultant (Diversity Assessment, Implementation & Evaluation) at Bertha G. Holliday, PhD & Associates, LLC. From 1994 to 2010, Dr. Holliday served as the Senior Director of the Office of Ethnic Minority Affairs (OEMA) at APA where she developed and supported a number of national activities related to the interests of ethnic minority psychologists and communities including: (1) Programmatic initiatives on student/faculty/employment recruitment, retention, and training; culturally appropriate mental health services and advocacy of public policies of special interests to psychologists of color and the communities they serve. (2) Special innovative projects, including APA's plan for diversity, APA's Psychology in Ethnic Minority Serving Institutions (PEMSI) initiative, and staffing a Presidential Task Force on Enhancing Diversity. (3) Consultation, collaboration, and advocacy on issues of special concern to ethnic minority psychologists. (4) Providing tailored services to both APA members and APA governance – including staffing the Committee on Ethnic Minority Affairs and the CEMRRAT2 Task Force.

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**PLENARY SESSION III**

McCAW HALL



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**CULTURAL DIFFERENCES IN IDEAL AFFECT: IMPLICATIONS FOR MENTAL HEALTH AND OTHER IMPORTANT THINGS***Dr. Jeanne Tsai (Stanford University)*

In this talk, I will present Affect Valuation Theory, which proposes that: (1) how people want to feel, or their "ideal affect," differs from how they actually feel, or their "actual affect," (2) culture shapes people's ideal affect more than their actual affect, and (3) cultural and individual differences in ideal affect shape what people do to feel good, what choices they make, how they view mental health and illness, and how they perceive other people.

**Learning Objectives:**

1. Define ideal affect
2. Describe individual and cultural differences in ideal affect
3. Describe research findings regarding the role of ideal affect in various mental health outcomes

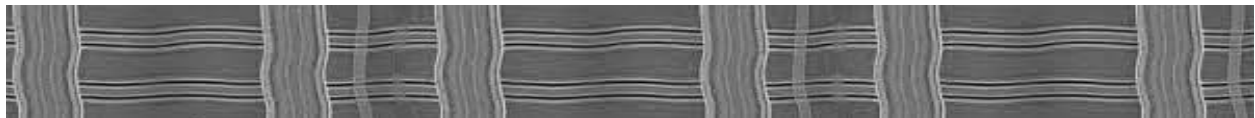


# Diaspora

Palo Alto University is thrilled to support the APA Division 45 conference. As an institution, we believe that understanding cultural and individual differences, and training students in cultural competence and cultural humility is crucial to the development of competent psychologists and future leaders in psychology and mental health.

Part of the PAU commitment to valuing diversity of social identities and experiences- religious, gender, disability, gender, sexual orientation, ethnoracial- is institutional support for student groups oriented around underrepresented identities. Diaspora works to foster inclusion and fellowship around Black mental health. We host events to promote student and faculty discussions about difficult dialogues in therapy, raise community awareness of societal issues facing Blacks in America, unpack the diversity within the Black population of the African diaspora, and support research focused on understanding psychological factors impacting the Black community.

We are delighted to be a part of the APA Division 45 conference!



## RACIAL DISCRIMINATION, COPING, & IDENTITY IN THE LIVES OF AFRICAN AMERICANS

GUNN/SIEPR BUILDING – DOLL CONFERENCE ROOM 320

*Chair: Dr. Felecia Webb (University of Michigan)*



Experiencing racial discrimination is a frequent phenomenon in the lives of many African Americans and has consistently been linked to deleterious psychological and physical well-being outcomes. However, not all African Americans are impacted equally. The stress and coping process may hold the key to understanding this differential vulnerability. Adapting Lazarus and Folkman's (1984) stress and coping model, Sellers, Morgan, and Brown (2001) proposed a conceptual framework for investigating how African Americans cope with racist situations in which situational characteristics and race-relevant person characteristics interact to influence individuals' appraisals and coping behaviors. The present symposium consists of four paper presentations that together explicate the differential processes by which racial discrimination impact African Americans' well-being. The four presentations are part of the same research program. The first two presentations utilize data from a daily diary study of African American college students' experiences with daily stressors, while presentations 3 and 4 utilize data from an innovative experimental study. The two methodologies represent advancement over traditional survey methodology that is so ubiquitous in the field. The findings provide new insights into African Americans' experiences with racial discrimination and reinforce the utility of viewing discrimination within a stress and coping framework.

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### TRANSACTIONAL PROCESSES IN DAILY EXPERIENCES OF RACIAL DISCRIMINATION AND MOOD

*Dr. Felecia R. Webb (University of Michigan), Seanna C. Leath (University of Michigan), Natasha C. Johnson (University of Michigan), & Dr. Robert M. Sellers (University of Michigan)*

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### THE RELATIONSHIP BETWEEN RACIAL STRESS, COPING STRATEGIES, AND MOOD

*Natasha C. Johnson (University of Michigan), Seanna C. Leath (University of Michigan), Dr. Robert M. Sellers (University of Michigan)*

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### RACIAL CUES AND AFRICAN AMERICANS' PHYSIOLOGICAL RESPONSES TO RACIAL DISCRIMINATION

*Dr. Lori S. Hoggard (University of North Carolina at Chapel Hill), Richard E. Smith II (Graduate Center – City University of New York), Dr. Felecia R. Webb (University of Michigan), & Dr. Robert M. Sellers (University of Michigan)*

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### RACIAL CUES, RACIAL IDENTITY, AND AFFECTIVE RESPONSES TO RACIAL MISTREATMENT

*Richard E. Smith II (Graduate Center – City University of New York), Dr. Lori S. Hoggard (University of North Carolina at Chapel Hill), Dr. Felecia R. Webb (University of Michigan), & Dr. Robert M. Sellers (University of Michigan)*

#### Learning Objectives:

1. Know the processes by which racial identity attitudes and situational factors interact to influence how African American students appraise and cope with racial hassles in their everyday lives
2. Understand how racial identity attitudes may moderate how African American students appraise and cope differently in racially stressful situations as compared to other stressful situations in their everyday lives

3. Be able to critically examine whether race-based unfair treatment more negatively impacts the mood and the Cardiovascular (CV) functioning of African American college students than ambiguous and non-race-based unfair treatment as well as what role racial identity attitudes play in moderating these possible effects

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## ADDRESSING MENTAL HEALTH DISPARITIES THROUGH BETTER OUTREACH, TRAINING, AND SERVICES

FISHER CONFERENCE CENTER – McDOWELL

*Chair: Dr. Ya-Shu Liang (Alliant International University)*

Mental health disparities (MHDs) among non-dominant ethnic groups call for improvements in our clinical practice and training. Ethnic minority clients often delay seeking treatment, partly due to stigma and mistrust of psychotherapy (Hsu & Alden, 2008), potentially leading to more severe mental health diagnoses (Liang, Matheson, & Douglas, 2015). Moreover, individuals who seek treatment in a language other than English typically see clinicians who were never formally trained to do therapy in other languages (Verdinelli & Biever, 2009). Overall, clients of color are more likely to terminate prematurely than their White counterparts, due in part to a lack of multiculturally sensitive services (Sue & Zane, 1987). Given this, we can directly address MHDs by (a) better reaching out to individuals who need treatment but mistrust psychotherapy, (b) better training our diverse, multilingual students, and (c) better serving our ethnic minority clients. This symposium will present (a) factors to consider when developing psychoeducational materials for African Americans, (b) ways to better train graduate students who speak Spanish as a heritage language, (c) ways to help students of color survive and flourish in a predominately White institution, and (d) reflections of non-minority students serving mostly ethnic minority clients in a training clinic.

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### DEVELOPING CULTURALLY RESPONSIVE PSYCHOEDUCATIONAL MATERIALS FOR AFRICAN AMERICANS

*Sheila Thomas (Alliant International University, Fresno)*

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### CHALLENGES AND STRENGTHS IN PROVIDING THERAPY IN SPANISH

*Mayarí Hodgdon (Alliant International University, Fresno) & Lizette Soriano (Alliant International University, Fresno)*

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### SURVIVING AND FLOURISHING IN A PREDOMINANTLY WHITE INSTITUTION

*Ling Yuan Wong (Alliant International University, Fresno) & Daniel Lumbres (Alliant International University, Fresno)*

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### WHITE STUDENT CLINICIANS' REFLECTIONS ON BROACHING TOUGH RACE-RELATED TOPICS

*Jonathon Baird (Alliant International University, Fresno) & Kristen Kelsey (Alliant International University, Fresno)*

#### **Learning Objectives:**

1. List factors to consider when developing psychoeducational materials for African Americans
2. Describe ways to better train therapists who speak Spanish as a heritage language
3. List strategies to help students of color survive and flourish in a predominately White institution
4. Provide guidance in how to broach tough race-related topics in therapy

## ASSESSMENT AND PREDICTORS OF DEPRESSION AMONG CULTURALLY DIVERSE POPULATIONS

FISHER CONFERENCE CENTER – BARNES

*Chair: Dr. Zornitsa Kalibatseva (Stockton University)*



Depression is the leading cause of disability and exists among all racial and ethnic groups. Cultural factors play an important role in the prevalence, manifestation, diagnosis, and treatment of depression (Chentsova-Dutton & Tsai, 2009). This symposium focuses on culturally salient factors at the individual, family, and community level that may serve as protective or risk factors for depressive symptoms among culturally diverse populations. The first study examines the association between dual language proficiency and depressive symptoms among Latino youth and proposes that it may vary by generational status. The second study investigates the relationship among self-construal, loss of face, emotion regulation and depressive and somatic symptoms in a sample of Chinese American and European American college students and reports that high depression scores were associated with low levels of independent self-construal and cognitive appraisal and high levels of loss of face and expressive suppression. The third study tests a measure of neighborhood safety and connectedness and shows that increased neighborhood safety and connectedness is associated with less depressive symptoms among African American and Latino/a adolescents. The fourth study uses the Diversified Portfolio model of adaptability to examine the relationship between diversification of life roles and depression.

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### DUAL LANGUAGE PROFICIENCY AND DEPRESSIVE SYMPTOMS AMONG LATINO YOUTH

*Nicole Colon Quintana (DePaul University), Bella Mucino (DePaul University), & Dr. Antonio Polo, (DePaul University)*

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### CULTURAL PREDICTORS OF DEPRESSION AMONG CHINESE AMERICANS AND EUROPEAN AMERICANS

*Dr. Zornitsa Kalibatseva (Stockton University) & Dr. Frederick T. L. Leong (Michigan State University)*

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### NEIGHBORHOOD CONTEXT AND DEPRESSIVE SYMPTOMS IN ETHNIC MINORITY YOUTH

*Dr. William Martinez (University of California – Berkeley) & Dr. Antonio Polo (DePaul University)*

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### THE DIVERSIFIED PORTFOLIO MODEL AND DEPRESSION AMONG COLLEGE STUDENTS

*Dr. Frederick T.L. Leong (Michigan State University), Dr. Siddharth Chandra (Michigan State University), & Dr. Zornitsa Kalibatseva, (Stockton University)*

#### Learning Objectives:

1. To learn about the relation between depressive symptoms and dual language fluency in Latino youth and examine the importance of incorporating language in the assessment and treatment of depression in Latino youth with parents of U.S. and immigrant backgrounds
2. To learn about the association of culturally relevant variables (i.e., self-construal, loss of face, and emotion regulation) and depression and somatization among Chinese American and European American college students
3. To learn about a novel brief measure of neighborhood perceptions designed for use with ethnic minority adolescents residing in urban areas, and associations between this measure and depressive symptoms
4. To learn about the relationship between a diversified portfolio of life roles and depression among college students

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**PAPER SESSION K: ADVANCES IN ETHNIC AND RACIAL IDENTITY RESEARCH**

FISHER CONFERENCE CENTER – LANE

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**FACTORS INFLUENCING ETHNIC IDENTITY DEVELOPMENT***Shu Eng (Pacific University)**Collaborator(s): Dr. Jane M. Tram (Pacific University) & Nnenna Nwankwo (Pacific University)*

Ethnic identity development is a complex process that is influenced by many factors and experiences. With the rapidly growing population of ethnic minorities, it is projected that they may become the majority in the year 2060 (APA, 2015). Much research has been conducted to identify individual factors that contribute to ethnic identity development. However, few studies have examined how the factors contribute to ethnic identity development relative to other factors. The purpose of this study is to examine the effects of the following factors on ethnic identity development of graduate students enrolled in graduate psychology programs in the United States: (a) familial cultural socialization, (b) authoritative parenting style, (c) ethnic in-group peer interaction, and (d) experiences of discrimination. The data is currently being collected for this study and it is anticipated that results will be available by the time of presentation. It is hypothesized that a strong ethnic identity is related to greater familial cultural socialization, authoritative parenting style, more same ethnic peer interactions, and more frequent experiences of discrimination. The researchers will also evaluate whether any of the factors is significantly more predictive of a stronger ethnic identity. Lastly, the implication of this research will also be discussed.

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**A COMPREHENSIVE REVIEW OF RESEARCH USING THE MMRI AND MIBI***Dr. Faheemah Mustafaa (University of Michigan)**Collaborator(s): Dr. Bridget L. Richardson (University of Michigan), Dr. Tabbye M. Chavous (University of Michigan), & Nkemka Anyiwo (University of Michigan)*

Almost two decades ago, Sellers and colleagues synthesized psychological research on Black racial identity and put forth the Multidimensional Model of Racial Identity (MMRI) (Sellers, Rowley, Chavous, Shelton, & Smith, 1998) and its accompanying measure, the Multidimensional Inventory of Black Identity (MIBI) (Sellers, Smith, Shelton, Rowley, & Chavous, 1997). This psychological framework and measure have been central to the advancement of research on African Americans' experiences, particularly works highlighting resilience and within-group heterogeneity. Moreover, the MMRI and MIBI have influenced research with other racial ethnic minority populations in the U.S. and abroad. As a consequence of this broad influence and the potential for further growth and contribution, it is necessary to take inventory of existing research. In this review of empirical research with the MMRI and MIBI, we discuss trends in phenomena examined; populations included; different methods employed in papers framed by the MMRI; and academic sub/fields represented. Additionally, we discuss gaps in the literature and areas for further exploration of the model and measure.



**PAPER SESSION K (CONT.)**

FISHER CONFERENCE CENTER – LANE

## IDENTITY IN FORMATION: BLACK GIRL CRITICAL LITERACIES IN INDEPENDENT SCHOOLS

*Charlotte Jacobs (University of Pennsylvania)*

Research on Black girls in education has primarily focused on those who are in urban public schools and how their identity construction is grounded in their status as receivers and victims of racism, sexism, and discrimination. Largely absent from this scholarship are empirical inquiries into the identity construction of Black girls in elite predominantly white spaces and their agency of self-definition. This paper presents a phenomenological study that explores the developmental process and components of an emerging phenomenon that I am conceptualizing called "Black girl critical literacies." I define Black girl critical literacies as the set of competencies which Black girls use to recognize, process, and respond to messages that they receive connected to their status as Black females in U.S. society while simultaneously crafting their own sense of their Black girl identities. This study focuses on how Black girls are developing their identities within the context of elite, predominantly White independent schools through the use of Black girl critical literacies. Using black girlhood (Brown, 2013) and racial literacy (Stevenson, 2014) as frames, this paper tracks the developing identity construction of adolescent Black girls at two different independent schools through the implementation of a weekly girls' group curriculum.

## INDIVIDUAL DIFFERENCES IN RACIAL CENTRALITY AND PUBLIC REGARD: AN INVESTIGATION OF EMOTIONAL ATTACHMENT

*Dr. Carla Hunter (University of Illinois, Urbana-Champaign)**Collaborator(s): Zhenni Wang (University of Illinois, Urbana-Champaign), Natalie Watson (University of Illinois, Urbana-Champaign), & Yara Mekawi (University of Illinois, Urbana-Champaign)*

High profile racial incidents at several American colleges have shed light on African American college students' cultural race-related stressors. Findings from the racial identity literature have also highlighted that African Americans who identify race as an important part of their self-concepts (i.e., racial centrality) and who perceive that the public has negative perceptions of their racial group (i.e., public regard) will likely experience high cultural race-related stress. However, we know very little about individual differences in racial centrality and public regard that may attenuate cultural race-related stress. We investigated whether African American college students' emotional attachment to the racial group, which we conceptualized as shared racial fate and a sense of belonging, interacted with the aforementioned factors to mitigate race-related stress. We collected data from 200 African American college students. Our findings were consistent with the extant literature; high racial centrality was related to high cultural race-related stress. New to the literature, the statistically significant interaction between racial centrality and shared racial fate suggested that high racial centrality in the presence of low shared racial fate increased cultural race-related stress.

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**PAPER SESSION L: CBPR AND DIVERSITY AWARDS AS KEY AVENUES FOR  
PROGRESS IN CULTURAL AND DISPARITIES RESEARCH**FISHER CONFERENCE CENTER – CRANSTON

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**CATALYZING MULTILEVEL TRANSFORMATION USING CBPR IN A COMMUNITY MENTAL  
HEALTH CENTER***Dr. Andrew Case (University of North Carolina at Charlotte)**Collaborator(s): Dr. Joy S. Kaufman (Yale University)*

Increasingly, mental health advocates and community researchers are calling for the involvement of consumers of mental health services in efforts to evaluate and improve those services. Amidst these calls, Community-Based Participatory Research (CBPR) has emerged as an approach that holds unique promise for capitalizing on consumer involvement in organizational change efforts. As a research orientation, CBPR emphasizes equitable partnership with community members in all facets of research. While prior studies have documented the value added of children- and adolescent-involved CBPR in systems of care, few studies have examined the benefits of conducting CBPR with adult consumers of public mental health services. The goal of this presentation is to outline multilevel effects (individual and organizational) associated with a CBPR project that utilized consumer researchers--namely, low-income African Americans with severe and persistent mental illness--to evaluate their local community mental health center. Favorable individual and organizational effects are reported by four different stakeholder groups: a) the center's administration; b) clinical team leaders; c) academic researchers; d) and consumer researchers. Organizational effects included a shift in the organization's culture toward greater inclusion of consumers in service enhancement and treatment planning. Individual effects for consumer researchers included a sense of contribution to society.

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**A CBPR APPROACH TO A NEEDS ASSESSMENT FOR MEXICAN AGRICULTURAL WORKERS***Dr. David Martinez (University of San Francisco)**Collaborator(s): Dr. Dellanira Valencia-Garcia (University of San Francisco)*

Agricultural workers are at high risk for physical and mental health problems. Yet, little is known about the specific health needs of agricultural workers of Mexican descent (Leigh, Du, & McCurdy, 2014; Villarejo, 2003). This paper presents findings of a health needs assessment of a community of agricultural workers of Mexican descent in central California. We used a community based participatory research approach to partner with a residential camp of agricultural workers. We conducted 3 focus groups with 28 residents (mean age = 41 years; 67% female). Participants responded to questions about their community's health needs and completed individual questionnaires about general psychological distress, acculturative stress, family cohesion, and demographics. A total of 64% and 80% of participants rated their mental health and physical health as "fair," respectively. Participants reported high levels of distress, acculturative stress, and family cohesion. Participants identified multiple physical and mental health needs. Further, participants highlighted the need to have linguistically and culturally appropriate, and easily accessible health care. To our knowledge, this formative work is one of the first reports of a health needs assessment of agricultural workers of Mexican descent. Conclusions and future implications on using CBPR and addressing needs will be further discussed.

**PAPER SESSION L (CONT.)**

FISHER CONFERENCE CENTER – CRANSTON

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**CONFRONTING ISSUES IN CULTURAL COMPETENCE EDUCATION AND RECOGNIZING MULTICULTURAL RESEARCH**
*Ankita Krishnan (Purdue University)**Collaborator(s): Hector de los Santos (Purdue University) & Dr. David Rollock (Purdue University)*

The value of cultural competence in scholarship has become increasingly important, showcased in part by the numerous organizations and conferences that have awards for contributions toward cultural diversity or ethnic minority research. Awards centered around multicultural and diversity research promote and further encourage cultural competence. Rigorous judgement of exemplary contributions in psychology challenges students, professionals, and their disciplinary organizations to focus on scholarship that may be less “mainstream” but nonetheless has significant implications for underrepresented communities, and to identify the appropriate expertise to evaluate these. Unfortunately, while current training and professional guidelines stress the general importance of psychologists’ cultural competence, concrete and practical criteria for applying these practices to evaluate exemplary contributions suitable for awards and recognitions are unclear. This gap ultimately may undermine the credibility of diversity awards, and their intended impacts. Building on themes from the APA Ethical Codes and Multicultural Guidelines, this paper proposes a set of recommendations for concrete and pragmatic evaluation of multicultural and diversity scholarship. These recommendations are advanced to offer consistency in standards for assessing of cultural competence in scholarship, to identify expertise to relevant to assess competence in ethnocultural diversity and minority research in psychology, and to rappropriately encourage thoughtful rigorous inquiry.

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**COMMUNITY-BASED PARTICIPATORY RESEARCH IN PSYCHOLOGY: REVIEW AND DIRECTIONS**
*Patricia Rodriguez Espinosa (University of New Mexico)**Collaborator(s): Ivette Miramontes (University of New Mexico), Danielle Mascarenas (University of New Mexico), Andrea Henckel (University of New Mexico), Celina Herrera (University of New Mexico), & Dr. Steven P. Verney (University of New Mexico)*

Communities with little social capital and particularly communities of color continue to suffer from unfair burden of disease and mortality. Challenges in addressing their health needs have prompted the need for non-traditional research approaches.<sup>1</sup> Community-Based Participatory Research (CBPR) is an equitable research orientation that involves key stakeholders in all phases of the research process (Minkler & Wallerstein, 2008). We explored the extent to which the field of psychology has utilized CBPR in addressing various health disparities through a comprehensive literature review. A total of 1,917 CBPR articles from 2004 to 2014 were identified using PsycINFO, PubMed and CINAHL research databases. Of those, only 12% met our criteria of the article being first authored by a trained psychologist and/or published in a psychological research journal. Most of the psychologists authoring CBPR papers indicated a clinical (46%) or experimental background (46%). Only 28% of the psychologists reported traditional psychology-related department affiliations. Furthermore, 65% of the total papers reviewed were related to racial/ethnic minorities or other underserved populations. While CBPR holds promise for improving health disparities (Walters et al., 2008), our psychology field is not sufficiently utilizing it. We will offer recommendations to assist psychologists in the effective training and implementation of CBPR.

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**PAPER SESSION M: CLINICAL AND PSYCHOLOGICAL PROCESSES OF INTEREST IN  
VARIED ETHNIC AND UNDERSERVED GROUPS**FISHER CONFERENCE CENTER – LYONS

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**A CULTURAL PSYCHOLOGICAL INVESTIGATION INTO THE IRISH ECONOMIC CRISIS***Seamus Power (University of Chicago)*

The economies of Ireland, Greece and Spain all collapsed in 2008. So why did residents of Ireland, unlike those in Greece and Spain, passively accept austerity measures for six years before finally protesting in late 2014, especially given Ireland's long cultural history of rebellion against authority? I introduce the Deprivation - Protest Paradox to explain this puzzle. The underlying psychological theory is relative deprivation. It posits that angry resentment is aroused in individuals or a group when they make cognitive appraisals of their group's situation with that of comparable group's and concludes that theirs is unfairly disadvantaged. I draw on randomly sampled interviews (n=150) with protesters in Dublin, Ireland, as well as three months of in-depth urban ethnographic (interview n= 80) work with a core group of protesters in Waterford, Ireland, to illustrate the cultural meanings of deprivation and social change in the unfolding economic context in contemporary Ireland. The protesters are aware of there is an economic recovery in Ireland, yet they do not feel this subjectively. They had endured austerity with the expectation their situations would improve: but it did not. In this unfolding economic context, protesting is now seen as legitimate and political change a necessity.

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**THE CULTURE AND PROTECTIVE SUICIDE SCALE FOR INCARCERATED PERSONS (CAPSSIP)***Dr. Stephanie Williams (DSH Salinas Valley)**Collaborator(s): Dr. Robert Horon (Statewide Mental Health Program Division of Health Care Services) & Dr. Todd McManus (DSH – Stockton)*

Research has found that suicide rates and protective factors differ according to race/culture and ethnicity; however there are very few culturally informed tools for the assessment of suicide risk (Chu, Floyd, Diep, Pardo, Goldblum, & Bongar, 2013; Garlow, Purselle, Heninger, 2005). Inmates are vulnerable to suicide due to the environmental stressors of prison but are also at-risk due to an inability to access many of the typical supports that community members can turn to when distressed. The Culture and Protective Suicide Scale for Incarcerated Persons (CAPSSIP) was designed specifically to assess the degree of protection inmate's perceive to be present in their lives from various cultural, spiritual, and personal beliefs and practices. We present initial findings on the reliability, validity, and utility of the CAPSSIP, along with findings on the factor structure of the measure. Analysis determined a 3-factor solution: Feeling of support from family and loved ones; sense of purpose, meaning, and ability to contribute; and acceptance of community and religious prohibitions to suicide. Implications for suicide risk assessment processes in correctional settings are discussed.

**PAPER SESSION M (CONT.)**

FISHER CONFERENCE CENTER – LYONS

## DOES DEHUMANIZATION AFFECT SHOOTER BIASES TOWARD BLACK VS. WHITE TARGETS?

*Yara Mekawi (University of Illinois at Urbana-Champaign)**Collaborator(s): Konrad Bresin (University of Illinois at Urbana-Champaign), & Dr. Carla D. Hunter (University of Illinois at Urbana-Champaign)*

Dehumanization, the psychological process through which individuals view others as being non-human, has been implicated as a factor that influences attitudes about harm toward out-groups (Haslam & Loughnan, 2014). For example, there is evidence that the association between Blacks and apes persists to this day, and is associated with greater endorsement of violence against Black suspects (Goff et al., 2008). Less is known about whether the harmful effects of dehumanization extend beyond attitudes to have an effect on behavior (e.g., racial biases in a laboratory shooting paradigm; Correll et al., 2002). Thus, this presentation will focus on two experimental studies designed to investigate the effect of dehumanization on shooter biases toward Black vs. White targets. White undergraduate students were randomly assigned to one of three conditions: Black dehumanization, White dehumanization, and control. In the first study (n= 305), we found that participants in the Black dehumanization condition were faster to shoot armed Black targets vs. White targets, whereas the reverse was true in the other two conditions. The second study (n = 158, data collection in progress) was designed to replicate these findings and identify possible mechanisms of this effect. We will discuss implications of this effect in real-world settings.

## "YOU HAVE TO KNOW WHO YOU ARE": IDENTITY AND HEALTH

*Dr. Monica Skewes (Montana State University)**Collaborator(s): Scott A. Gardner (Montana State University), Emily Matt Salois (Montana State University), & Paula FireMoon (Fort Peck Community College)*

American Indians suffer the burden of health disparities in numerous domains, including substance abuse. This research focused on understanding the cause, course, and consequence of addiction from a cultural perspective among reservation-based tribal community members in Montana. We explored social and cultural norms surrounding substance use and abuse, beliefs about addiction and health, and resiliency factors that promote wellness and recovery using a Community-Based Participatory Research framework. We conducted in-depth semi-structured interviews with 25 adults from frontier reservation communities. Interviews were audio-recorded, transcribed, and analyzed using the techniques of consensual qualitative research. Findings showed that a sense of identity, knowledge of one's ancestry, and sense of place were crucial to health, and were independently identified by the majority of participants as necessary for recovery from addiction. To be healthy is to understand one's identity and place in the world, and reconnecting with one's traditions, culture, and spiritual foundation was viewed as a key activity of recovery from substance abuse. Although opportunities for formal substance abuse and mental health treatment are needed on the reservation, opportunities to connect with traditional ways, culture, and community are plentiful. Findings will be used to develop a culturally-grounded intervention to support recovery from addiction.

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**PAPER SESSION N: UNIQUE RESILIENCE, SUBSTANCE USE, AND CULTURAL PREFERENCES FOR CARE AND LANGUAGE AMONG IRAQI-AMERICAN REFUGEES, BLACK WOMEN, AND LATINO YOUTH**

FISHER CONFERENCE CENTER – LODATO

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**PREDICTING LATINO YOUTH MARIHUANA AND ALCOHOL USE: AN ECOLOGICAL APPROACH***Dr. Jorge Ramirez Garcia (Oregon Research Institute)**Collaborator(s): Dr. Jennifer A. Manongdo (University of San Francisco)*

Adolescent substance use can exacerbate disparities among Latino youth in high school performance, juvenile justice involvement, and mental health. We examined alcohol and marihuana use among Mexican American youth (N=94) who were sampled at a public high school located at the heart of an immigrant enclave. The prospective design included student self-report measures at Time 1 (T1) and at 9-month follow-up average Time 2 (T2). At T1 lifetime use of marihuana was reported by 24% of students and of alcohol by 61%. T1 Correlates of either lifetime marihuana and or alcohol use included T1 depression symptoms, family cohesion as well as ecological stressors (e.g., peer, school, and economic hassles). However, Multivariate Analyses of Variance revealed that T1 family and peer hassles (micro) stressors predicted both marihuana and alcohol use during the last 30 days at T2. Macro-stressors at T1 – school hassles and exposure to neighborhood violence – predicted T2 alcohol but not marihuana use. Follow up analyses will examine T1 to T2 change trajectories as well as the role of gender and immigration in the prediction of substance use. Ecological frameworks will be used to present implications for prevention and treatment of substance use in similar samples and contexts.

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**SUBSTANCE USE RISK AMONG IRAQI-AMERICAN CHRISTIAN YOUTH***Dr. Christopher Trentacosta (Wayne State University)**Collaborator(s): Dr. Cynthia L. Arfken (Wayne State University), Evone Barkho (Wayne State University), Maisa S. Ziadni (Wayne State University), Wiam Brikho (Wayne State University), & Dr. Mark A. Lumley (Wayne State University)*

Substance use is often higher among U.S.-born than foreign-born youth from ethnic and racial minority groups, but little is known about substance use among youth from refugee families. Iraq is a large source of recent refugees to the U.S., and many refugees were trauma exposed due to war and violence. This is especially concerning because trauma exposure is a known risk factor for numerous problem behaviors, including substance use. Since 2003, most Iraqis entering the U.S. were Christian, even though most Iraqis are Muslim. In this study, risk and protective factors for substance use were investigated among 100 Christian youth aged 12 -18 whose parents left Iraq after 1991 and currently reside in metropolitan Detroit. Of the youth, 63% were foreign-born and 48% reported at least one trauma exposure. Substance use was lower than U.S. national estimates and did not differ by nativity status or trauma exposure. The sums of risk or protective factors did not differ by nativity status. Youth with trauma exposure had more risk and more protective factors than non-exposed youth. Our findings suggest that these youth from refugee families retained cultural strengths protecting against increased substance use in spite of risk factors, including trauma exposure.

**PAPER SESSION N (CONT.)**

FISHER CONFERENCE CENTER – LODATO

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**MINDFULNESS FOR GENDERED RACE-RELATED STRESS: ARE AFRICAN AMERICAN WOMEN INTERESTED?**
*Natalie Watson (University of Illinois, Urbana-Champaign)**Collaborator(s): Dr. Carla D. Hunter (University of Illinois, Urbana-Champaign) & Dr. Angela R. Black (University of Wisconsin-Madison)*

African American women experience stress-related outcomes due to race and gender (i.e., gendered race-related stress). Thus, they may benefit from mindfulness meditation training (MMT) in order to effectively cope with gendered race-related stress. Despite MMT's popularity in mainstream American, it is unclear if African American women perceive MMT as relevant and beneficial for addressing their gendered race-related stress experiences. Given our interest in African American women's health behaviors, and specifically using MMT as a health behavior to manage gendered race-related stress, the current study used the Health Belief Model to investigate African American women's (a) severity of gendered race-related stress, (b) expected benefits of MMT, and (c) perceived barriers to MMT. MMT workshops were offered, and focus groups occurred immediately following. Women reported various gendered race-related stressors, such as stereotyping and excessive caretaking responsibilities, that warranted stress-management skills. They reported benefits of MMT, like fit with daily activities and positive health outcomes. However, women felt that MMT was incongruent with African American culture and disrupted their caretaking responsibilities. The findings highlight the usefulness of considering how specific health behaviors may be perceived as benefits and barriers to stress management.

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**BLACK WOMEN'S LANGUAGE USE AS SIGNALING SOCIAL POSITIONALITY**
*Dr. Amber Williams (University of Texas at Austin)**Collaborator(s): Dr. Susan Gelman (University of Michigan) & Dr. Stephanie Rowley (University of Michigan)*

Our use of language, and which words we choose over others, can reveal a number of often implicit attitudes regarding our social identities. For example, researchers have explored the generic use of "you" as a substitute for "(some)one," "I," or "we" (O'Connor, 1994). Researchers have theorized that "you" as a generic term may be used to bring an interlocutor into the discussed experience or support a stance on an issue by generalizing rather than personalizing its meaning (Myers & Lampropoulou, 2012). We explored interviews with Black women, in which they discussed the extent to which education is important for the advancement of the Black community. Our primary objective was to explore the circumstances under which Black women use pronouns as statements of self-inclusion or self-exclusion in their racial category (i.e., "we" when referring to Black people vs. "you/they"). Preliminarily, we found that interviewees often utilized "you" perhaps in an effort to broaden and/or distance their position; however, some women utilized "we" or "they" when discussing the importance of education for Black individuals. We will discuss the implications of this work for understanding how discourse analysis can illuminate the nuances of qualitative interviews and how interviewees are agentic in shaping conversations.

**RESEARCH TRAINING AND MENTORING FOR MINORITY AND INTERNATIONAL UCC TRAINEES**

GUNN/SIEPR BUILDING – JOHNSON CONFERENCE ROOM 224

*Dr. Jiyoan Lee (The University of Akron Counseling and Testing Center), Dr. Sara Rieder Bennett (The University of Akron Counseling and Testing Center), & Dr. Nadia Hasan (Texas A&M University-Kingsville)*



Despite scholarly activities' importance in becoming a multiculturally competent and effective scientist-practitioner during internship (Gelso, 1993, 1997, 2006), many trainees often face challenges to continue research during internship due to the breadth and intensity of year-long clinical training while separated from academic support (Phillips, et al., 2004). Ethnic minority and international psychology interns may be at greater risk for burnout due to limited availability of mentorship and resources for their research, career, and personal development, and potential experiences of systemic and personal discrimination and acculturation. Attempting to complete dissertation during internship can prolong time to degree completion and licensure due to barriers for research productivity in practice-oriented settings (Szymanski, et al, 2007). Therefore, this workshop will offer a forum for psychologists involved in clinical training and ethnic minority and international psychology trainees who want to improve research self-efficacy and productivity during the internship year, discuss ways reduce barriers to research, and develop supportive resources and mentoring opportunities for minority and international University Counseling Center (UCC) trainees. Topics include 1) benefits and challenges of research during internship year, 2) internship research training/mentoring at UCCs (e.g., research support groups, formal and informal research mentoring, etc.), and 3) career development supports during internship.

**Learning Objectives:**

1. Identify benefits and challenges of engaging in research during internship year, highlighting specific barriers for minority and international trainees
2. Gain knowledge about internship research training environments and ways to incorporate positive research training into clinical settings
3. Identify strategies for mentoring minority and international UCC trainees to support career development through research and other professional opportunities



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## **COMMUNITY BASED PARTICIPATORY RESEARCH WITH ETHNIC MINORITIES: CHALLENGES AND RECOMMENDATIONS**

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 120

*Dr. Maryam Kia-Keating (University of California, Santa Barbara) & Diana Capous (University of California, Santa Barbara)*

Community Based Participatory Research (CBPR) offers an innovative way of conducting research with vulnerable populations by focusing on increasing engagement, fostering community perspectives, and facilitating the improvement of health disparities through culturally meaningful and effective ways. This interactive discussion will begin with a brief orientation to CBPR methodology and principles. Presenters will then facilitate a discussion about CBPR as a culturally sensitive approach to engaging ethnic minority populations in research through mutually beneficial reciprocal relationships. Presenters will draw from Proyecto HEROES (PI: Kia-Keating), an academic-community partnership applying CBPR to prevent violence and disparities for Latino/a youth. Specific strategies to engage Latino/a youth and families will be illuminated through the example of Proyecto HEROES. Presenters will encourage the audience to engage in an interactive and critical examination of unique challenges and considerations of engaging vulnerable ethnically diverse populations in research. Dialogue about the importance of relationship building in the context of CBPR with ethnic minority populations will be highlighted. Ethical dilemmas will allow audience members to consider key ethical issues that can arise in CBPR approaches with ethnic minority populations. Recommendations for application of CBPR methods will be discussed based on audience needs and priorities.

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## **UNDERREPRESENTED FACULTY: ISSUES AFFECTING RECRUITMENT AND RETENTION**

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 130

*Dr. Julia Lechuga (The University of Texas at El Paso), Dr. Jennifer Hilda Taylor (University of Pennsylvania), Dr. Eva M. de la Riva (Oakton Community College), & Dr. Azenett A. Garza Caballero (Weber State University)*

Women of color are underrepresented in the American professoriate. During this interactive session, a panel of Mexican-American faculty members, from different types of universities and at different career stages, will share their experiences as faculty of color attempting to navigate the American professoriate. Topics encompassing immigration, ethnic identity, discrimination, biculturalism, and cultural adjustment will be discussed. In addition, personal experience with the explicit and subtle expectations that exist for faculty of color at diverse types of academic institutions (research university/four year liberal arts university/community college) will be shared. The main goal of the session will be to share experiences while also presenting strategies for women faculty of color to remain in academe and achieve a successful trajectory. Experiences will be shared along the following broad themes: Navigating a system where micro-aggressions are often present, strategies to achieve a balance between research and service, changing career paths to influence a system at its core, and networking strategies to strengthen support outside of the institution. Our workshop will be interactive to allow for experiences to be shared by workshop attendees. We will emphasize sharing resources that have helped empower the panelists to create mechanisms of support inside and outside their institutions.

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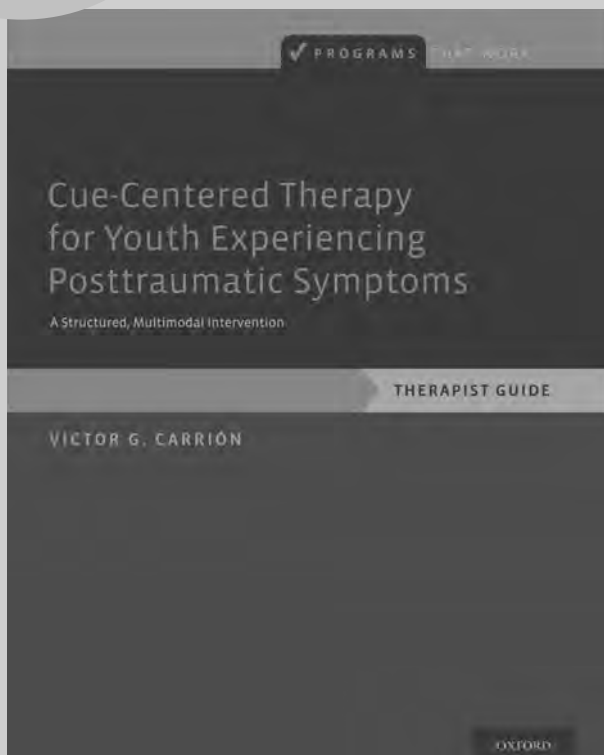
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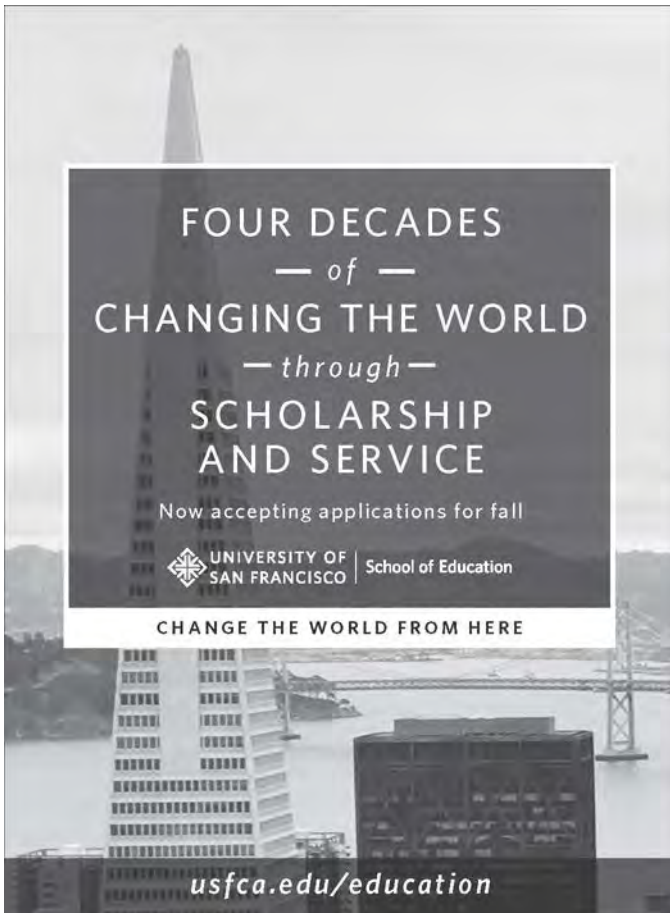
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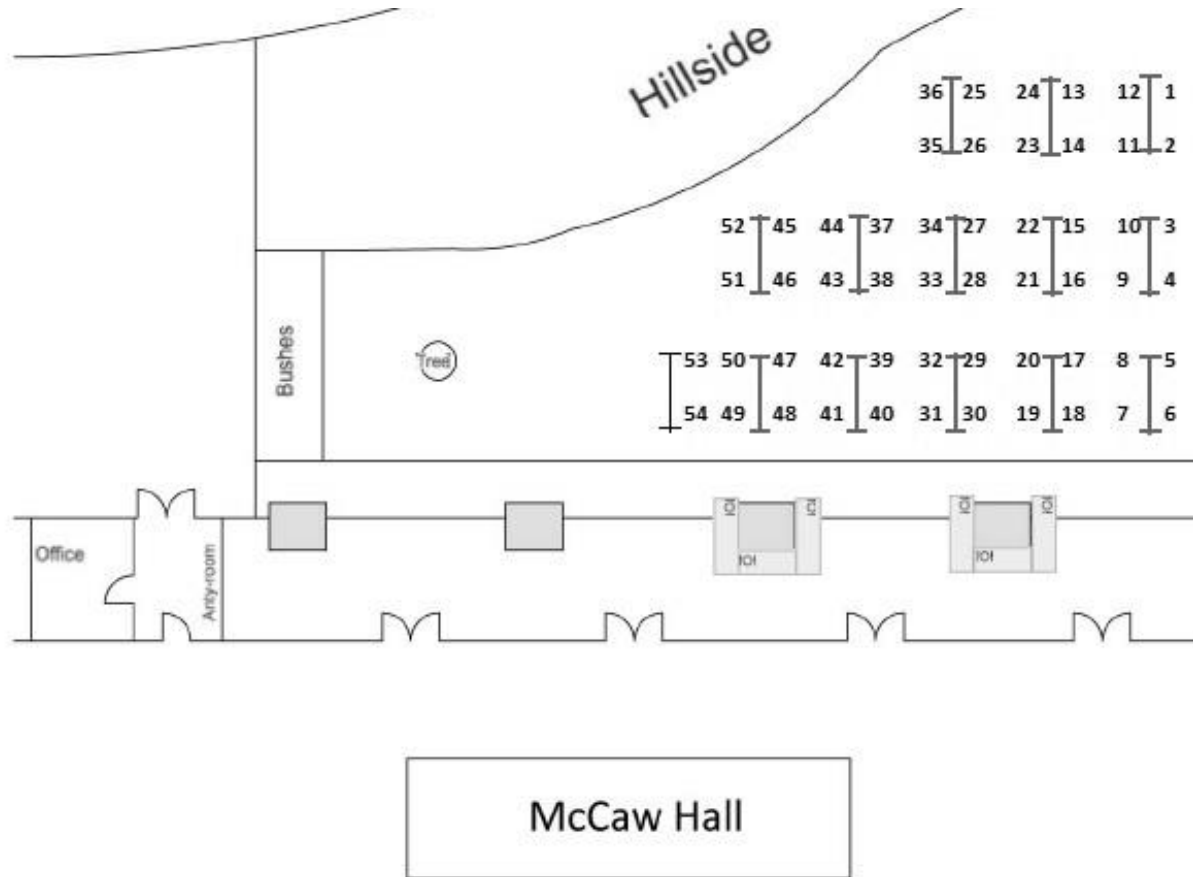
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POSTER SESSION

FORD GARDENS



POSTER BOARD ASSIGNMENTS

FORD GARDENS

1. **Hair Care Practices Among African American Women in San Diego**  
*Boya Abudu (University of California, San Diego School of Medicine), Dr. Lindia Willies-Jacobo (University of California, San Diego School of Medicine), Dr. Samantha Hurst (University of California, San Diego School of Medicine), Dr. Wilma Wooten (Health and Human Services Agency), & Dr. Fern Nelson (University of California, San Diego School of Medicine; VA San Diego Healthcare System)*
2. **Curanderismo: Understanding Mexican-American Psychological Issues within a Cultural Framework**  
*Eloiza Alcaraz (Mount Saint Mary's University)*
3. **A Twitter Discussion of Racial Disparities Within Reactions to Protests**  
*Adriana Alejandre (Pepperdine University), Tyonna Adams (Pepperdine University), & Dr. Thema Bryant-Davis (Pepperdine University)*

**POSTER BOARD ASSIGNMENTS (CONT.)**

## FORD GARDENS

4. **Students of Color at a Historically White University**  
*Marvyn Arévalo Avalos (Arizona State University), Shreya Vaishnav (Arizona State University), Mariam Najih (Arizona State University), Dr. Lisa Spanierman (Arizona State University), & Dr. Helen Neville (University of Illinois at Urbana-Champaign)*
5. **Predicting Suicide Attempts Through Minority Stress and Cultural Sanctions**  
*Holly Batchelder (Palo Alto University), Brian Maruyama (Palo Alto University), Lamisha Muquit (Palo Alto University), Brandon Hoeflein (Palo Alto University), Dr. Peter Goldblum (Palo Alto University), Dr. Bruce Bongar (Palo Alto University), & Dr. Joyce Chu (Palo Alto University)*
6. **Get Out of your Head: From Discrimination to Depressive Symptoms**  
*Cortney Beasley (PGSP-Stanford Consortium), Dr. Alvin Thomas (Palo Alto University), Amardeep Khahra (Palo Alto University), & Dr. Laura Kohn-Wood (University of Miami)*
7. **Diaspora Experiences Scale: Investigating the Psychological Presence of the Homeland**  
*Adam Beaupre (University of Minnesota), Dr. Richard M. Lee (University of Minnesota), Xiang Zhou (University of Minnesota), & Anne Zhou (University of Minnesota)*
8. **Culture and Happiness: Collectivism and Affective Well-being Among Low-income Women**  
*Colette Brown (California State University Long Beach), Remy Cockerill (California State University Long Beach), & Dr. Guido Urizar (California State University Long Beach)*
9. **Race Response to Observed Racism and the Role of Religion**  
*Shavern Browne (University of Missouri-Kansas City), Dr. Jacob Marszalek (University of Missouri-Kansas City), Dr. Carolyn Barber (University of Missouri-Kansas City), & Dr. Kimberly Langrehr (University of Missouri-Kansas City)*
10. **Economic Pressure, Coping Style, and Depression among Latino Youth**  
*Ashley Castro (DePaul University), Amanda Wagstaff (DePaul University), & Dr. Antonio Polo (DePaul University)*
11. **Chronic Disease Education with Disadvantaged Youth in an Alternative School**  
*Maritza Cobian (Pacific University), Sara Fligelman (Pacific University), Dr. Cheryl Neal (Pacific University), & Dr. Susan T. Li (Pacific University)*
12. **Social Support and Racial Factors among African American Students**  
*Dr. Nana Dawson-Andoh (The Pennsylvania State University; VA Palo Alto Health Care System) & Dr. Jose A. Soto (The Pennsylvania State University)*
13. **Discrimination, Sources of Social Support, and Psychological Distress among Latinos**  
*Hector F De Los Santos (Purdue University), Dr. David Rollock (Purdue University), & P. Priscilla Lui (Purdue University)*
14. **Culturally Sensitive Animal-Assisted Therapy with Ethnic Minority Communities**  
*Devin Fields (Pacific University School of Professional Psychology), Jacob Lehman (Pacific University School of Professional Psychology), & Dr. Ruth Zuniga (Pacific University School of Professional Psychology)*
15. **A Qualitative, Cultural Examination of MIKE's Adolescent Health Education Program**  
*Jillian Freitas (Pacific University), Maritza Cobian (Pacific University), Vanessa Hara (Pacific University), Laine Atcheson (Pacific University), Dr. Asani Seawell (Pacific University), Dr. Cheryl Neal (MIKE Program), & Dr. Susan Li (Pacific University)*
16. **Native American Research in CDEMP: A 20-Year Content Analysis**  
*Pat Garriott (University of Denver), Chesleigh Keene (University of Denver), Dana Santiago (University of Denver), & Marisa Kostiuk (University of Denver)*

## POSTER BOARD ASSIGNMENTS (CONT.)

## FORD GARDENS

17. **Skin Tone and Psychological Adjustment: The Role of Racial Socialization**  
*Dr. Ashly Gaskin-Wasson (Durham VA Medical Center) & Dr. Enrique W. Neblett, Jr. (University of North Carolina at Chapel Hill)*
18. **Social Support Among Ethnically Diverse Survivors of Sexual Victimization**  
*Carissa Gustafson (Pepperdine University), Annie Varvayan (Pepperdine University), & Tyonna Adams (Pepperdine University)*
19. **Teacher Influence on African American Students' Academic Attributions**  
*Mark Hammond (University of Michigan) & Dr. Stephanie J. Rowley (University of Michigan)*
20. **The Chinese Adoptee Experience: Exploring Ethnic Socialization and Ethnic Identity**  
*Amy Harms (University of Minnesota – Twin Cities), Dr. Richard M Lee (University of Minnesota), Xiang Zhou (University of Minnesota), & Adam Beaupre (University of Minnesota)*
21. **The Influence of Ethnicity in Preferences of Adolescent Help-Seeking**  
*Lynn Harrison (La Salle University), Tamaki Silver (La Salle University), Dr. Maxine A. London (LaSalle University), & Dr. Dahra Jackson Williams (La Salle University)*
22. **Working with a Native Elder Community Advisory Committee to Engage Older American Indians in Culturally Sensitive Assessments**  
*Celina Herrera (University of New Mexico), Cecilia Brooke Cholka (University of New Mexico), Patricia Rodriguez Espinosa (University of New Mexico), & Dr. Steven P. Verney (University of New Mexico)*
23. **The Moderating Effect of Racial Identity on Discrimination Among Youth**  
*Marysa Hill (University of Michigan; Center for the Study of Black Youth in Context) & Hoa Nguyen (University of Michigan; Center for the Study of Black Youth in Context)*
24. **Noun Labeling Effect: The Effects and Consequences**  
*Drexler James (University of Illinois at Chicago) & Dr. Courtney Bonam (University of Illinois at Chicago)*
25. **Mediating Depression Among Latina College Women: Intersectionality and Ethnic Identity**  
*Deborah Johnson (Michigan State University), Mingjun Xie (Michigan State University), Kristin Mills (Michigan State University), & Dr. Zaje Harrell (Public Policy Associates)*
26. **Multiracial Perspectives: Multiracial Young Adults Experiences with Racial Microaggressions and Coping Strategies**  
*Babe Kawaii-Bogue (University of Michigan), Irene Suh (University of Michigan), Daeja Marzette (University of Michigan), Sarah Garcia (University of Michigan), Sydney Jackson (University of Michigan), & Erika Dauria (University of Michigan)*
27. **Internalized Racism Scale for Asian Americans**  
*Liang Liao (Arizona State University), Dr. Alisia (Giac-Thao) Tran (Arizona State University), Dr. Richard T. Kinnier (Arizona State University), & Dr. Hyung Chol (Brandon) Yoo (Arizona State University)*
28. **Racial Microaggressions Among Native American College Students**  
*Wayva Lyons (University of Northern Iowa) & Dr. Helen C. Harton (University of Northern Iowa)*
29. **A Study of Ethnic Identity and Marianismo Among Emerging Adult Latina Women**  
*Dr. Vanessa Madrazo (Florida International University) & Carlos E. Yeguez (University of Michigan)*
30. **Students' Racial Identity and Academic Achievement: The Role of School Context**  
*Channing Mathews (University of Michigan) & Dr. Tabbye M. Chavous (University of Virginia; University of Michigan)*
31. **The Effect of Culturally Relevant Teaching on Racial Bias**  
*Alexandra Merritt (University of California, Santa Cruz) & Dr. Christy M. Byrd (University of California, Santa Cruz)*

**POSTER BOARD ASSIGNMENTS (CONT.)**

## FORD GARDENS

- 32. Acculturation, Negative Life Events and Mental Disorders among Latino Men**  
*Tamara Nelson (Clark University), Frances L. Hiatt (Clark University), Dr. Oswaldo Moreno (Brown University), & Dr. Esteban V. Cardemil (Clark University)*
- 33. Psychological Outcomes of Skilled Migrant Women's Integration in Switzerland**  
*Juliana Nunes Reichel (Institute of Psychology, University of Lausanne, Switzerland) & Dr. Marie Santiago-Delefosse (Institute of Psychology, University of Lausanne, Switzerland)*
- 34. Retention and Attrition of Ethnic Minority Students**  
*Nnenna Nwankwo (Pacific University), Dr. Jane M. Tram (Pacific University), & Shu M. Eng (Pacific University)*
- 35. Examining the Impact of Racial Microaggressions in the College Classroom**  
*Lesther Papa (Utah State University), Emily Murphy (Utah State University), & Dr. Melanie M. Domenech Rodríguez (Utah State University)*
- 36. Discrimination and Well-Being: The Source of Discrimination Matters for Latinos**  
*Catherine Pichardo (University of Illinois at Chicago), Marbella Uriostegui (University of Illinois at Chicago), Carlos Rosas (University of Illinois at Chicago), Rosa M. Coley (University of Illinois at Chicago), & Dr. Kristine M. Molina (University of Illinois at Chicago)*
- 37. Screening for Suicide Risk among Diverse Homeless Adults**  
*Gabrielle Poon (Palo Alto University), Lori Holleran (Palo Alto University), Dr. Joyce Chu (Palo Alto University), Dr. Peter Goldblum (Palo Alto University), & Dr. Bruce Bongar (Palo Alto University)*
- 38. Ethnic Identity, Culture, Discrimination, and Mental Health of College Students**  
*Karina Rabinowitz (University of Texas at Austin), Kadie Rackley (University of Texas at Austin), Hien Nguyen (University of Texas at Austin), & Wafa Amayreh (University of Texas at Austin)*
- 39. Exploring Historical Trauma and Associated Symptoms among Urban American Indians**  
*Patricia Rodriguez Espinosa (University of New Mexico) & Dr. Steven P. Verney (University of New Mexico)*
- 40. Racial Discrimination, Social Support, and Self-rated Health: Are they Gendered?**  
*Carlos Rosas (University of Illinois at Chicago), Catherine Pichardo (University of Illinois at Chicago), Marbella Uriostegui (University of Illinois at Chicago), Alma Diaz (University of Illinois at Chicago), & Dr. Kristine Molina (University of Illinois at Chicago)*
- 41. Examining Ethnic, SES, and Gender Variations in Self-Disclosure Tendencies**  
*Jean Abigail Saavedra (University of California, Davis), Mengxue Sun (University of California, Davis), Lei Ye (University of California, Davis), Cameron Mosier (University of California, Davis), Timothy Diep (University of California, Davis), Yetianyi Yu (University of California, Davis), Dr. Nolan Zane (University of California, Davis), & Lauren Berger (University of California, Davis)*
- 42. SES as a Master Status Across the Lifespan**  
*Francis Sesso Osburn (Adler University), Kelly McMeen (Adler University), & Nofar Glisko (Adler University)*
- 43. Psychometric Properties of the Interpersonal Needs Questionnaire among Ethnic Minorities**  
*David Talavera (University of Houston), Soumia Cheref (University of Houston), Mary Odafe (University of Houston), Judy Hong (University of Houston), Regina Leslie (University of Houston), & Dr. Rheeda L. Walker (University of Houston)*
- 44. Ethnic and Racial Differences on Honest Disclosure in Psychotherapy**  
*Kaila Tang (Teachers College, Columbia University), Bianca Cersosimo (Teachers College, Columbia University), Catherine Thompson (Teachers College, Columbia University), Melanie Love (Teachers College, Columbia University), Matt Blanchard (Teachers College, Columbia University), & Dr. Barry A. Farber (Teachers College, Columbia University)*

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**POSTER BOARD ASSIGNMENTS (CONT.)**

FORD GARDENS

45. **(Re)Interpreting Value Systems of Micronesia for a Sustainable World**  
*Joshua Gabriel Tobias (Saint Louis University) & Dr. Kirk Johnson (University of Guam)*
46. **Parentification and Cultural Values in Latino College Students' Outcomes**  
*Dr. Rosa I Toro (California State University, Fresno) & Dr. Carlos O. Calderon (California State University, Fresno)*
47. **Digital Storytelling for Mental Health Stigma Reduction in Filipino Community**  
*Heidi Tuason (University of California, Los Angeles)*
48. **Hair Cortisol Analysis as a Measure of Discrimination-Associated Chronic Stress**  
*Michael Tynes (Fordham University), Farjahan Akhter (Fordham University), Dr. Paul Smith (Fordham University), & Dr. Tiffany Yip (Fordham University)*
49. **Latino Students' Academic Outcomes: Does the Source of Discrimination Matter?**  
*Marbella Uriostegui (University of Illinois at Chicago), Carlos Rosas (University of Illinois at Chicago), Catherine Pichardo (University of Illinois at Chicago), & Dr. Kristine Molina (University of Illinois at Chicago)*
50. **The Role of Therapy Among Ethnically Diverse Survivors of Trauma**  
*Annie Varvayan (Pepperdine University), Tyonna Adams (Pepperdine University), Carissa Gustafson (Pepperdine University), & Dr. Thema Bryant-Davis (Pepperdine University)*
51. **Latina Adolescent Mothers and Toddler's Compliance: Maternal Affect Moderates Control**  
*Lauren Wood (Kent State University), Megan Kasperczyk (Kent State University), & Dr. Josefina Grau (Kent State University)*
52. **A Mixed Effects Longitudinal Model of Risky Sexual Behavior**  
*Eric Baltutis (University of Minnesota; U.S. Department of Veterans Affairs), Chris H. Jeong (University of Minnesota), Anne Q. Zhou (University of Minnesota), & Dr. Richard M. Lee (University of Minnesota)*
53. **Ethnic Identity Developmental Trajectories in Two Cohorts of College Students**  
*Xiang Zhou (University of Minnesota) & Dr. Richard Lee (University of Minnesota)*

12:30 – 1:30PM

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**LUNCH**

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Buffet tables will be located outside at Ford Gardens. Feel free to eat your lunch indoors or outdoors.

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**MENTOR/MENTEE LUNCH**

McCaw Hall

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**STRATEGIZING RACE CONVERSATIONS: DEVELOPING RACIAL LITERACY FOR YOUTH**

FISHER CONFERENCE CENTER – CRANSTON

*Chair: Charlotte Jacobs (University of Pennsylvania)*

In the era of “post-racial” debates, growing movements such as #BlackLivesMatter, and increased access to racial critiques and commentaries through social media, we hold that it is particularly important that youth develop skills of racial literacy and effective coping strategies to recognize and process the stress that accompanies racial encounters and their emerging racial identity. Racial literacy, the ability to read, recast, and resolve racially stressful encounters (Stevenson, 2014), serves to disrupt the cumulative negative effects of racial discrimination that youth experience. Research shows that youth’s repeated exposure to negative racial encounters can result in lower educational attainment (Neblett, Philip, Cogburn, & Sellers, 2006), lowered self-esteem (Wong, Eccles, & Sameroff, 2003), and increased rates of cardiovascular disease (Cuffee, Hargraves, & Allison, 2011). Drawing on Bronfenbrenner’s ecological systems of human development theory (1979), we recognize that optimal development for youth not only requires their skill development, but also the support of the adults in their lives such as caregivers, educators, and mentors. Taken together, the papers in this symposium present four different interventions that aim to promote the development of racial literacy within the context of the child’s ecosystem through the intentional skill development of youth themselves, caregivers, and educators.

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**EMBRACING BLACK FAMILIAL RACIAL STRESS: IMPROVING RACIAL SOCIALIZATION COMPETENCY**

*Dr. Riana Elyse Anderson (University of Pennsylvania)*

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**PLAAY IN CONTEXT: EXPLORING RACIAL LITERACY IN CHARTER SCHOOLS**

*Dr. Howard Stevenson (University of Pennsylvania) & Harim (Lydia) Ahn (University of Pennsylvania)*

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**TIME FOR REFLECTION: DEVELOPING AND EVALUATING CHILDREN'S RACIAL LITERACY MATERIALS**

*Dr. Kelsey Jones (University of Pennsylvania) & Charlotte E. Jacobs (University of Pennsylvania)*

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**INCREASING RACIAL LITERACY FOR EDUCATORS, A GROWING IMPERATIVE**

*Jason Javier-Watson (University of Pennsylvania)*

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## SEVEN GENERATIONS CENTER AND THE THREE SISTERS MODEL OF TRAINING

FISHER CONFERENCE CENTER – LYONS

*Chair: Dr. Jacqueline Gray (University of North Dakota)*

Native Americans compose merely 0.9% of all college students nationwide making them a minority within a minority, in 2008, only 11.5% of Native Americans held a baccalaureate degree (Aud, Fox, & KewalRamani, 2010). According to Brown and Robinson Kurpius (1997), 75% to 93% of Native American students drop out of college prior to the completion of a degree. Thompson, Johnson-Jennings, and Nitzarim (2013) identified factors that hinder achievement in higher education including: low high school graduation rates, inadequate preparation, irrelevant educational practices, difficulty in adjustment to the college environment, personal and family problems, and financial challenges. Many of these difficulties are serious barriers for Native American students to overcome while away at college. Programs such as the Seven Generations Center of Excellence's (SGCoE) in Native Behavioral Health at the University of North Dakota emphasizes the need to establish a Native American cultural model such as the Three Sisters Model that enhances and reinforces the traditional collaborative approach of indigenous cultures with spiritual encouragement to offset the cultural clash and constant stressor of micro-aggressions in a predominantly White institution. The model supports surrounding our students with cultural supports to improve their learning and application of learning to indigenous environments.

\*Note: This symposium will be a moderated discussion.

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### THE THREE SISTERS MODEL: THE UNDERGRADUATE EXPERIENCE

*Dr. Jacqueline Gray (University of North Dakota)*

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### THE THREE SISTERS MODEL: THE POST-BACCALAUREATE EXPERIENCE

*Dr. Jacqueline Gray (University of North Dakota)*

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### THE THREE SISTERS MODEL: THE MASTER'S EXPERIENCE

*Dr. Jacqueline Gray (University of North Dakota)*

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### GROWTH AND DEVELOPMENT WITHIN THE THREE SISTERS MODEL

*Dr. Jacqueline Gray (University of North Dakota)*

#### Learning Objectives:

1. Describe the need to establish and support Native American philosophy of the four directions and cultural components that are believed to created balance in everyday life: physical, mental, emotional, and spiritual
2. Understand the Three Sisters Model and its influence on students achievement
3. Identify cultural factors related to ethnic minority student learning

**PAPER SESSION O: UNDERSTANDING AND IMPROVING THE LIVES OF BLACK BOYS, MEN, AND YOUTH**

FISHER CONFERENCE CENTER – LANE

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**PHENOMENOLOGICAL STUDY OF ACADEMIC MOTIVATION AND SUCCESS OF 8TH GRADE AFRICAN AMERICAN BOYS (IN TWO SUBURBAN MARYLAND MIDDLE SCHOOLS)***Dr. Kyle Bacon (UMES)*

The purpose of this phenomenological study was to understand the perceptions of factors contributing to the academic motivation and success of eight 8th grade African American male students' in two suburban Maryland middle schools. From the research, eight major themes emerged from the study; goal setting, highly academic performance, increased peer accountability, parental support and accountability, classroom environment, more principal-led focus groups, specific career aspirations, and negative school images. Based on the themes the researcher collected, the results suggested that peer accountability, parental involvement, and committed educators have a direct correlation with the academic motivation and success of the selected participants. The research may be of interest to K–12 administrators, teachers, and parents seeking instructional and cognitive strategies to address how 8th grade African American male students process their perceptions and emotions attached to their learning.

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**HYPERMASCULINITY, RACISM, AND ACADEMIC EFFICACY FOR AFRICAN AMERICAN MALES***Karen Guettler-James (University of Kentucky)**Collaborator(s): Dr. Kenneth M. Tyler (University of Kentucky)*

The historical legacy of Black males in the United States is one of constitutionally sanctioned deprivation of human rights and dignity (Hall & Pizarro, 2010; Harris, 1995; Harris, Palmer, & Struve, 2011; Spencer, et al., 2004; Williams, et al., 2014). Today, Black males experience stereotype threat that casts them as threatening or deficient (Spencer, Fegley, & Harpalani, 2003; Steele & Aronson, 1995; Stevenson, H. C. Jr., 1997; Williams, et al., 2014). To combat feelings of alienation and inferiority that result from membership in a subjugated group, Black males adopt hypermasculine behaviors (Corprew & Cunningham, 2011; Osborne, 1999). Labeled "cool pose" (Majors & Billson, 1992), hypermasculinity functions as a coping mechanism against environmental stressors that characterize the day-to-day experiences of many Black males (Corprew & Cunningham, 2011; Harris, Palmer, & Struve, 2011; Spencer, et al., 2004). In educational contexts, Black students who are stereotype-vulnerable experience greater variability in academic efficacy (Aronson & Inzlicht, (2004). Fearing perceptions of femininity, some Black males hide their academic competence (Harris, 1995). Others use avoidance strategies that lower self-efficacy (Scott, 2003). This paper presents correlations amongst hypermasculinity, race-related stress, and academic efficacy in a sample of Black male students attending an urban, Midwestern, high school.

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**PAPER SESSION O (CONT.)**

FISHER CONFERENCE CENTER – LANE

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**RISK AND RESILIENCE IN YOUNG AFRICAN-AMERICAN FATHERS***Dr. Sam Lyons (Northeastern University)**Collaborator(s): Dr. Huynh-Nhu Le (George Washington University), Dr. Damian Water (Children's National Medical Center)*

African Americans are more likely than Whites to become fathers at a young age, and yet young African-American (AA) dads remain an understudied population. Prior studies have generally focused on young AA fathers' emotional distress, despite qualitative studies suggesting a mix of positive and negative fatherhood experiences. Therefore, this study aimed to integrate past research by adopting a risk and resilience framework that considers how risk and protective processes interact to shape well-being. We conducted a qualitative study that examined the experiences of 16 young, urban AA fathers. Thematic content analysis revealed four themes: (1) emotional distress, (2) risk factors for psychopathology, (3) positive experiences of fatherhood, and (4) intergenerational promotion of children's psychological well-being. Participants reported emotional distress including anxiety and anger, related to issues like their children's health and partner conflict. However, they also expressed their "joy" and "love" from interacting with their children and how this motivated them to manage their negative behaviors and prepare for their children's futures. We hypothesize that these positive fatherhood experiences might buffer against risk processes and distress, promote intergenerational psychological health, and may represent an important target for resilience and mental health promotion in young AA fathers.

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**PARENT-ADOLESCENT COMMUNICATION AND ACADEMIC IMPLICATIONS FOR BLACK AMERICAN YOUTH***Kelli Hill (Howard University)**Collaborator(s): Dr. Debra D. Roberts (Howard University)*

Some researchers have stated that minority parents have little communication with their children concerning the need for educational attainment; however, other research explains that minority parents, particularly Black American parents, participate in much communication with their children pertaining to academic success. Nonetheless, strict enforcement of academic success can sometimes overshadow the importance of social components such as self-efficacy and social skills, which give students the tools they need to perform well in school. This research seeks to bring awareness to positive communication skills and social components that may be helpful with closing the persistent academic achievement gap between White and Black students in junior high school and high school. **Methods:** In a sample of 145 youth ages 11-18 years old, regression analyses were conducted to examine relationships among the variables. Furthermore, we assessed grade level differences between junior high school and high school students in a moderated-mediation model using Preacher and Hayes' (2008, 2014) bootstrapping technique. **Results:** Results demonstrated significant direct and indirect relationships between parent-adolescent communication and outcome variables (e.g., self-efficacy and social skills). However, we did not observe a direct relationship between the predictor variables and academic performance, which would support previous findings.

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**PAPER SESSION P: NOVEL CULTURAL PERSPECTIVES ON VIOLENCE ASSESSMENT, TRAUMA, AND TOKENISM**FISHER CONFERENCE CENTER – BARNES

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**“CLOSE ENOUGH IS NOT GOOD ENOUGH”: VIOLENCE RISK INSTRUMENTS ARE CULTURALLY UNSAFE FOR USE WITH MINORITY CLIENTS***Dr. Stephane Shepherd (Swinburne University/Australia-American Fulbright Commission)*

A growing number of psychiatrists and psychologists employ violence risk instruments regularly in forensic mental health settings to ascertain an offenders level of risk, often as part of a mental health report used as expert testimony in court. Information from violence risk instruments influence legal decision making and facilitates the matching of treatment targets with relevant therapeutic initiatives. Yet an outstanding fundamental concern with this discipline endures. That is, none of the existing major violence risk instruments have convincingly proven to be suitable for use with non-white populations. Violence risk instruments are constructed on samples of white offenders from North America and fail to reflect minority patterns of behavior or capture cultural specific manifestations of symptoms. Research repeatedly shows that Indigenous offenders are overestimated as being 'high risk' which can result in punitive sanctions. One of the reasons for this is that the operational content of the instruments are conveyed through Western notions of mental health. This presentation argues for greater cross-cultural rigor in forensic mental health risk assessment and demands greater psychometric attention to minority specific behavioral markers of risk.

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**TRAUMATIZED AMERICA: RECONSIDERING MODERN RACISM FROM A CULTURAL TRAUMA PERSPECTIVE***Dr. Kimberly Diggles (Stanford Youth Solution)*

This paper discusses a theory that integrates our field's knowledge about psychological trauma with a cultural framework. Black Americans have a collective memory of slavery, a cultural trauma that has had an indelible impact on their current identity as a cohesive race. As with individual trauma, resolution of this cultural trauma is an ongoing process, but "doing the work" actually enhances identity and cohesion. Also, coming to terms with a trauma is easiest when Black Americans and the society in which they live are able to agree about the meaning of the trauma and how best to memorialize it for future generations. Our society has been successful on this front many times in the last century. However, re-triggering of the initial cultural trauma and some disagreements about meaning have been inevitable. Most recently, these have come in the form of police shootings and disputes about Confederate flag displays. As an extension of the Cultural Trauma theory, I will discuss not only how these events impact the health of the Black community, but what they also mean for White Americans. I will also take a Cultural Trauma approach to redefine the challenge of race-relations and provide innovative solutions.

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**PAPER SESSION P (CONT.)**

FISHER CONFERENCE CENTER – BARNES

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**THE SOCIAL ECOLOGY OF TOKENISM***Dr. Yolanda Flores Niemann (University of North Texas)*

Tokenism is externally imposed upon faculty of color by the social ecology of predominantly white university environments. Tokenized contexts afford exaggeration of differences between tokens and persons who are members of dominant demographic groups within the environment (Kanter, 1977). This exaggeration of differences leads to a high level distinctiveness in the environment, providing the environmental supports that evoke tokenism and its consequences. Environmental supports are the generative sources of perception found not in the individual, but in the physical and social world (Krech & Crutchfield, 1948; Gibson, 1979). That is, the basis of perception lies in what is afforded in the environment. In the case of tokenism, the overarching affordance and environmental support is the very distinctiveness of the non-dominant group member. This paper presentation theoretically examines the process and consequences of tokenization from a social ecological perspective. This theoretical understanding will facilitate learning how to diffuse and minimize the impact of tokenism on faculty of color. These impacts include isolation, cognitive busyness, representativeness, attributional ambiguity, role encapsulation, stigmatization, stereotyping, stereotype threat, and overt and covert racism.

**PAPER SESSION Q: STIGMA, STEREOTYPES, INTERNALIZED RACISM, AND SENSE-OF BELONGING: MEASURES, MODELS, AND OUTCOMES**

FISHER CONFERENCE CENTER – LODATO

## INTERNALIZED RACISM SCALE FOR ASIAN AMERICANS

*Liang Liao (Arizona State University)**Collaborator(s): Dr. Alisia (Giac-Thao) Tran (Arizona State University), Dr. Richard T. Kinnier (Arizona State University), & Dr. Hyung Chol (Brandon) Yoo (Arizona State University)*

Internalized racism is a destructive, yet insidious psychological effect of racism. Although it has garnered increased attention in the research and clinical community due to its pervasive impact in racial minority individuals, empirical research on this topic is still limited. At present no existing scale captures the key dimensions of internalized racism of Asian Americans (IRAA). This study fills this gap by developing a self-report instrument that identifies the key dimensions of this psychological construct. 650 Asian Americans were recruited for this study, and exploratory and confirmatory factor analyses were conducted to investigate the factor structure of the scale. Additionally, convergent and discriminant validity were examined. Results indicated that IRAA has five dimensions, which are a sense of inferiority, endorsement of negative stereotypes, emasculation of Asian American men, within-group discrimination, and denial or minimization of racism. This scale enhances theories describing internalized racism and contributes to efforts mitigating its adverse effects on racial minority individuals.

## RE-CONCEPTUALIZING STIGMA AND HELP-SEEKING FROM THE FRAMEWORK OF FACE

*Meisam Haghighi (Washington State University)**Collaborator(s): Dr. Hsin-Ya Liao (Washington State University) & Jamie Louie (Hicks Professional Group)*

Face appears to be a critical culture-specific explanation for the underutilization of mental health services in East-Asian cultures (Corrigan, 2004). We anticipate "self-face," a public image that one claims for self, relates to help-seeking, especially when seeking psychological help is stigmatized as a threat to one's self-esteem (Vogel, Wade, & Haake, 2006). This study examines the role of face and stigma on attitudes toward seeking mental health service. Three hundred and fifty-three participants (175 Asian Americans, 178 Whites) completed the newly developed Internalized Self-Face Scale, Self-Stigma of Seeking Help (Vogel et al., 2006), Perception of Stigmatization by Others for Seeking Help (Vogel et al., 2009), and Attitudes toward Seeking Help-Short (Fisher & Farina, 1995). Results from the latent path model showed indirect associations between self-face and attitudes toward help-seeking via the mediators, other-stigma and self-stigma of seeking help among the Asian sample (indirect estimate =  $-.059$ ,  $p < .05$ ); however, this association was not present in the White sample (indirect estimate =  $.113$ , ns). Increased concern of self-face among Asians was associated with higher levels of self- and other-stigma of seeking help, which predicted a less favorable attitude toward help-seeking. Results suggest face concern is an important cultural factor when examining Asians' help-seeking attitudes.



**PAPER SESSION Q (CONT.)**

FISHER CONFERENCE CENTER – LODATO

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**THE CONSEQUENCES OF WITNESSING STEREOTYPE-CONFIRMING INGROUP MEMBERS IN INTERRACIAL INTERACTIONS**
*Dr. Valerie Taylor (Spelman College)**Collaborator(s): Dr. J. Nicole Shelton (Princeton University) & Dr. Randi Garcia (Clark University)*

Four studies explore whether engaging in interracial versus intraracial interactions after witnessing ingroup members' stereotypical behavior moderates intergroup experiences. In a 21-day longitudinal study, ethnic minorities responded after experiencing an interracial interaction including stereotypical ingroup members, or either an interracial or intraracial interaction without stereotypical ingroup members. Participants reported greater negative affect and motivation to disprove stereotypes, but less desire for future contact, following interracial interactions involving stereotype-confirming ingroup members compared to other interactions. Next, two studies examined boundary conditions of this effect, finding that positive stereotypical behavior, and also negative non-stereotypical behavior, is not sufficient to engender adverse consequences—ingroup behavior must be both negative and stereotypical. Across studies, negative affect mediated individuals' motivation to disprove group stereotypes in interracial interactions following such stereotypically negative behavior. Finally, an experimental lab study found that Black women expressed greater anxiety and avoidance of interpersonal contact, and underperformed after an ingroup member behaved stereotypically (vs. non-stereotypically) in front of a White (vs. Black) partner. However, after witnessing non-stereotypic acts with a White partner, participants' positive affect mediated desire for future partner contact. This research highlights the divergent and often mixed emotional, motivational, and behavioral outcomes following ingroup members' stereotypical behavior in intergroup contexts.

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**SENSE-OF-BELONGING IN NATIVE POPULATIONS: THE EXTERNAL VALIDITY OF TWO MODELS**
*Nidia Ruedas-Gracia (Stanford University)**Collaborator(s): Dr. Teresa LaFromboise (Stanford University), Shadab Hussain (Stanford University), & Saima M. Malik (Stanford University)*

Sense-of-belonging is personal involvement in an environment that makes one feel like an integral part of the environment<sup>1</sup>. In schools, sense-of-belonging facilitates academic achievement, motivation, engagement, and retention. The Psychological Sense of School Membership (PSSM) Model<sup>2</sup> and the Faircloth & Hamm Model<sup>3</sup> have tested sense-of-belonging in diverse populations. However, they have not been validated in a native reservation high school population. This study's research aims are to: 1. Test the applicability of the models to the native youth population, and 2. Explore factors associated with sense-of-belonging in this population. 226 Native reservation high school students responded to a survey measuring sense-of-belonging, engagement, motivation, and other pertinent constructs. A factor analysis suggested the PSSM was a better indicator of sense-of-belonging in this sample. Regression analyses suggested that socioeconomic status, engagement, motivation, and grade in school were associated with sense-of-belonging. Most notably, a series of mediation analyses tested Faircloth & Hamm's prediction that sense-of-belonging mediated the relationship between both efficacy and academic success, and valuing-of-school and academic success. Results suggest that sense-of-belonging was not a mediator between efficacy and academic success. However, it was a mediator between valuing-of-school and academic success. Implications for future integrations of the models are discussed.

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**I DIDN'T KNOW WHAT TO DO...RESPONDING TO MICROAGGRESSIONS  
WORKSHOP**

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 120

*Dr. NiCole T. Buchanan (Michigan State University) & Dr. Mengchun (Meng) Chiang (William James College)*



This workshop will provide a brief overview of the concept of microaggressions, including examples and outcomes associated with experiencing microaggressions. The majority of the time will be spent on reviewing concrete strategies for responding to microaggressions in professional settings. Audience members are encouraged to bring examples of microaggressions they have experienced or witnessed. These examples, as well as examples provided by the workshop facilitator, will be the basis of group activities to practice different ways of responding. The group will also be encouraged to discuss challenges they face in responding effectively to microaggressions and share suggestions and strategies they have learned to overcome these barriers. The goals of the workshop are for all group members to leave the workshop with new strategies they can use for responding to microaggressions in professional settings and to increase their confidence when doing so.

**Learning Objectives:**

1. Understand the definition of microaggressions and recognize examples of microaggressions
2. Learn several strategies for responding to microaggressions in professional settings (e.g., universities)
3. Increase confidence in responding to microaggressions
4. Reduce distress when responding and mobilize coping strategies to respond effectively

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## UPDATING CULTURALLY COMPETENT VA HEALTH CARE TO THE 21<sup>ST</sup> CENTURY

GUNN/SIEPR BUILDING – JOHNSON CONFERENCE ROOM 224

*Dr. Michael Burnias (San Francisco VA Healthcare System, University of California, San Francisco),  
Dr. Kelly H. Koo (San Francisco VA Healthcare System, University of California, San Francisco),  
Dr. William Hua (San Francisco VA Medical Center Preceptor, University of California, San Francisco), & Dr. Erin C. Watson (San Francisco VA Medical Center, University of California, San Francisco)*

There is a crucial need to provide culturally competent services to veteran patients. Veterans are more racially/ethnically diverse than civilians,<sup>1</sup> and racial/ethnic minority veterans use VA services at equal or higher rates than their white counterparts.<sup>2</sup> Female veterans are one of the fastest growing groups among veterans.<sup>3</sup> HIV-positive veterans are likely to experience complex stigma—a barrier to accessing healthcare. With the repeal of “Don’t Ask, Don’t Tell” but continued ban of trans servicepeople, sensitivity to LGBTQI veterans is required and needed.<sup>4,5,6</sup> And, with an explosion of Islamophobia and returning OEF/OIF/OND veterans, religion and spirituality also require special awareness by providers to ensure all feel welcome. SFVAHCS serves a particularly culturally diverse Veteran patient population. Because biases around diversity issues are commonly implicit, unintentional, and institutionalized, healthcare systems often do not adequately address the nature of today’s biases. We propose to facilitate a discussion addressing ways to encourage VA providers to come into contact with their unwanted biases and learn about how their biases may influence their interactions with diverse veterans. Four VA staff psychologists, who serve on the diversity committee, will discuss current efforts and future plans to meet this need on individual, organizational, and systemic levels.

### Learning Objectives:

1. Obtain knowledge of ways to explore/identify biases that influence our interactions with VA patients
2. Be able to identify the institutional factors that are maintaining implicit and unintentional biases, particularly for our diverse veterans
3. Know strategies to overcoming potential resistance to addressing provider bias in interactions with VA patients

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## ASIAN AMERICAN PSYCHOLOGY: THE EFFECTIVENESS OF COMMUNITY IMMERSION AND RELIVING CULTURAL HISTORY THROUGH SOCIAL JUSTICE MOVEMENTS

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 130

*Dr. Matthew Mock (John F. Kennedy University)*

Optimal teaching and learning about Asian American psychology, family therapy and social justice may be best done through strategies of embedding, infusing and integrating content, process into clinical practice. This may also be a prime opportunity to teach and learn also about social justice, historical injustices and the need to commit to social justice advocacy professionally with a focus on Asian American and Pacific Islander (AAPI) communities. The presenter has access to over twenty years of data teaching a specific Asian American socio-cultural and psychological class to several hundred doctoral psychology students. The course is uniquely taught by immersing each participant in activities, events, and cultural history that intensely exposes them to AAPI information steeped in psychologically relevant content. The analysis of data and results garnered across years will show the effectiveness as well as the unique ways psychological content, process and culturally responsiveness clinical practices for AAPIs are taught through this course.

**RE-REFLECTING ON OUR ROLE(S): BLACK PSYCHOLOGISTS AND COMMUNITY ENGAGED RESEARCH**

GUNN/SIEPR BUILDING – DOLL CONFERENCE ROOM 320

*Dr. Monique Guishard (Bronx Community College, The City University of New York (CUNY)), Justin Brown (LaGuardia Community College, The City University of New York (CUNY)), & Devin Heyward (The Graduate and University Center, The City University of New York (CUNY))*



Post Hoffman Report, in the context of the #BlackLivesMatter movement, as Anti-Black sentiments continue to pervade too many aspects of our lives, and as support for Community Engaged Research (CER) is on the rise, we as scholars of African descent, have chosen to re-reflect on the role(s) Black social psychologists play while partnering in CER with Black communities. This is a re-reflection because we far from the first group of folk to ponder quandaries that emerge while straddling positions as outsiders-within and insiders-without in our research endeavors. Fifteen years ago Jordan, Bogat, and Smith (2001) published, what has become for us, an important article about the obstacles Black psychologists often encounter when attempting to conduct social justice research with and in communities they share ethnic/cultural heritage but also social class, abilities, geographically defined communities and/or sexual orientation. We will present a brief summary of the strategies elder scholars have offered for conducting responsive community engaged research. We will also offer practices we have developed, often times in isolation, without the assistance of mentors and outside the purview of our doctoral training, in order to demonstrate critical Black social-psychological ethical praxes.

**Learning Objectives:**

1. Identify and describe challenges to conducting ethical, respectful, community engaged research between Black psychologists and Black communities
2. Describe and enact non-whitestream strategies for establishing and sustaining ethical research partnerships with Black communities
3. Demonstrate and Evaluate relational accountability and reciprocal appropriation in their collaborative research projects

**SOCIAL IDENTITIES AND ACADEMIC OUTCOMES AMONG COLLEGE STUDENTS**

FISHER CONFERENCE CENTER – LANE

*Chair: Dr. Myles Durkee (University of Michigan)*

Research suggests that social identities play a strong protective role in fostering positive academic outcomes in the presence of environmental stressors that typically hamper achievement. While the bulk of literature has focused primarily on identity development during adolescence, much more work is needed to understand how identity processes enhance academic achievement during later developmental periods. The present symposium explores multiple social identities (e.g., racial identity & social class identity) to determine how they contribute to academic outcomes among a diverse sample of college students attending predominately White institutions. Paper 1 examines longitudinal changes in racial identity beliefs during students' freshmen year and finds that specific patterns of change promoted greater academic motivation outcomes. Paper 2 evaluates the longitudinal implications of the "acting white accusation" and finds that students high in racial centrality were significantly more disturbed by the accusation, but subsequently demonstrated greater academic achievement in college. Paper 3 examines multiple dimensions of social class identity and finds that wide variations in identity beliefs were predictive of academic outcomes. Dr. Tabbye Chavous, an expert in identity development, will discuss these findings, directions for future research, and the broader implications of this work for leveraging social identities to promote college achievement.

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**RACIAL IDENTITY CHANGE AMONG BLACK STUDENTS DURING THE COLLEGE TRANSITION**

*Dr. Tabbye M. Chavous (University of Michigan), Dr. Bridget L. Richardson (University of Michigan), Dr. Felecia R. Webb (University of Michigan), Gloryvee L. Fonseca-Bolorin (University of Michigan), Seanna Leath (University of Michigan), & Taylor Garland (University of Michigan)*

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**RACIAL IDENTITY MATTERS: ACADEMIC IMPLICATIONS OF THE ACTING WHITE ACCUSATION**

*Dr. Myles I. Durkee (University of Michigan), Dr. Elan C. Hope (North Carolina State University), & Dr. Micere Keels (University of Chicago)*

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**EXAMINING SOCIAL CLASS IDENTITY AND STUDENTS' ACADEMIC ENGAGEMENT IN COLLEGE**

*Dr. Felecia R. Webb (University of Michigan) & Dr. Tabbye M. Chavous (University of Michigan)*

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**BEING SEEN AND HEARD: THE DIVERSIFICATION OF INCLUSION ASIAN AMERICAN AND PACIFIC ISLANDER (AAPI) PSYCHOLOGY GRADUATE STUDENTS**

FISHER CONFERENCE CENTER – LYONS

*Chair: Dr. Matthew Mock (John F. Kennedy University)*

Similar to the Asian American Pacific Islander (AAPI) community overall, AAPIs eligible for higher education continue to be one of the fastest growing in the U.S. It is time that the diversity and complexity of the AAPI population be recognized before, during and even after graduation from colleges and universities. This will be a unique forum bringing together some diverse voices among AAPI students including some who are immigrant or refugee, some who are bi-racial, some quite acculturated, some included, some marginalized even in higher education. Through their own narratives we will hear some of their reflections, struggles as well as triumphs in pursuit of educational success.

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MATTHEW R. MOCK, PHD

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CAROLYN LEE, BA

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STEPHANIE PHAN, BA

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RACHEL MOCK, BA

## THE ROLE OF RACIAL/ETHNIC IDENTITY FOR NEXT GENERATION CIVIC ENGAGEMENT

FISHER CONFERENCE CENTER – LODATO

*Chair: Dr. Elan Hope (North Carolina State University)*

*Discussant: Dr. Elan Hope (North Carolina State University)*



Civic engagement is critical to positive youth development and the advancement of society. For racially marginalized groups, civic engagement is active resistance to inequitable sociopolitical conditions, including racial/ethnic discrimination (Hope & Spencer, in press). Racial/ethnic identity (the significance and meaning of membership to a racial/ethnic group) and ideology (philosophy regarding how one's racial/ethnic group should engage in society) are psychosocial factors that might foster civic engagement in response to racial/ethnic oppression. In this symposium we use qualitative, quantitative, and mixed methodologies to explore the role of racial/ethnic identity in promoting civic engagement among Black and Latino adolescents and emerging adults. Study 1 examines how Black adolescents construct racial and civic identity during participation in Youth Participatory Action Research. Study 2 explores how racial socialization and racial identity affect political participation among African-American college women. Study 3 shows how racial identity and ideology support political activism for Black and Latino college students who have experienced racial/ethnic discrimination. Dr. Elan Hope, an expert in racial identity, discrimination, and civic engagement, will provide an integrative commentary on the research findings and engage the participants in a conversation about the utility of racial identity in supporting civic engagement that combats social injustice.

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### OUR VOICES: AN EXPLORATION OF RACIAL IDENTITY AND CIVIC ENGAGEMENT

*Nkemka Anyiwo (University of Michigan)*

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### EXAMINING AFRICAN-AMERICAN WOMEN'S POLITICAL PARTICIPATION: RACIAL IDENTITY AND SOCIALIZATION

*Kristen Riddick (North Carolina Central University)*

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### IDENTITY, DISCRIMINATION & ACTIVISM: BLACK AND LATINO COLLEGE STUDENT EXPERIENCES

*Resney Gugwor (University of Chicago) & Dr. Elan Hope (North Carolina State University)*

#### Learning Objectives:

1. Attendees will learn how a Youth Participatory Action Research program concurrently facilitates racial identity and civic development among Black adolescents
2. Attendees will learn how Black college-aged women recount experiences of racial socialization and how racial identity and racial socialization promote political participation
3. Attendees will learn how racial identity and ideology support political activism for Black and Latino college students, across experiences of racial/ethnic discrimination

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**PAPER SESSION R: UNDERSTANDING THE EXPERIENCES OF CHINESE INTERNATIONAL STUDENTS AND CHINESE WOMEN BORN AFTER CHINA'S ONE-CHILD POLICY**

FISHER CONFERENCE CENTER – McDOWELL

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**LIVING IN TWO CULTURES: CHINESE WOMEN IN THE UNITED STATES***Dr. Qingyi Yu (Boston College)**Collaborator(s): Dr. Janet E. Helms (Boston College)*

Acculturation has become one of the leading topics for research in relation to individuals' psychological well-being. It is a dynamic process of individuals' experience as they adapt to host culture. Research has shown that perceived acculturative stress is associated with depressive symptoms, low self-esteem and eating disorders. The current presentation addresses the unique acculturative experiences on Chinese women living in the US who were born after China's "One-child policy". As the first generation who were born after China introduced its "one-child policy", Chinese women belong to a special population which is under dual pressures of their parents' expectations to succeed and traditional Chinese stereotypes of women as obedient to men, dependent, and home orientated. The current study examined 192 Chinese women's acculturation, womanist identity attitudes, gender-role identities, and gender role stereotypes towards American women in order to answer the question of how Chinese women negotiate and redefine their gender roles while living in the U.S. An integrated "Womanist-Acculturation Gender Role Model" is proposed in the presentation. Two identity-acculturation patterns, three identity-gender role patterns, and two acculturation-gender role patterns were identified. The current study is the first to investigate gender-role and acculturation developmental issues of "One-Child" women from a psychological perspective.

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**DISCRIMINATION, SOCIAL CONNECTEDNESS, AND MENTAL HEALTH AMONG CHINESE INTERNATIONAL STUDENTS***Dr. Gordon C. Nagayama Hall (University of Oregon)**Collaborator(s): Jennifer Chain (University of Oregon), Xiaoning Sun (University of Oregon), Dr. David DeGarmo (University of Oregon), & Michelle Fong (University of Oregon)*

Chinese international students are a large and rapidly-growing group whose mental health needs warrant attention. Race-based discrimination is associated with negative mental health outcomes for Chinese international students (Wei et al., 2015). Social connectedness with American but not Chinese students has been demonstrated to buffer the effects of discrimination on mental health (Wei et al., 2015; Yoon et al., 2012). However, virtually all the research on these associations is cross-sectional. This study was an investigation of the effects of race- and language-based discrimination on anxiety and depression among 210 Chinese international students who were assessed during their first term at a university and three months later. Measures included the Brief Perceived Discrimination Scale, the Perceived Language Discrimination Scale, the Social Connectedness Scale, the Beck Anxiety Inventory, and the Beck Depression Inventory-II. Discrimination at Time 1 was significantly predictive of psychopathology at Time 2. A mediational model revealed that this association between discrimination and psychopathology was buffered by social connectedness with American students but not with Chinese students. This longitudinal analysis identifies causality and implies that efforts to reduce the perpetration of discrimination and to facilitate relationships between international and American students will improve international students' mental health.



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**PAPER SESSION R (CONT.)**

FISHER CONFERENCE CENTER – McDOWELL

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**THE EXPERIENCES OF CHINESE UNDERGRADUATES WHO STUDY IN THE US***Wei Luo (Northern Arizona University)*

Sino-America 1+2+1 Dual Degree programs among member universities of the American Association of State Colleges and Universities (AASCU) and partner universities of the China Center for international Educational Exchange (CCIEE) are the largest global consortia for educational exchange between China and the United States. An evaluation was conducted in 2010 aimed to investigate university experiences of Chinese students in the 1+2+1 program who were studying on U.S. campuses. Given in the past five years, the number of Chinese students on U.S. campus increased rapidly, it is necessary to investigate the changes of Chinese undergraduate student university experiences, include Chinese student interaction with U.S students and faculty, and their perceptions of the U.S. campus climate. Therefore, the current study investigated university experiences of Chinese undergraduate students in the 1+2+1 program who are studying on NAU campus, which follows the 1+2+1 program evaluation project performed five years ago. The research questions include: 1. What is the difference between current university experiences and 5 years ago? 2. How do perceptions of faculty and student interactions influence perceptions of campus and community climate differently from 5 years ago? Study findings and implications will be discussed.

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**PAPER SESSION 5: COGNITION AND EMOTION SOCIALIZATION: DEVELOPMENTAL AND INTERVENTION CONSIDERATIONS**FISHER CONFERENCE CENTER – CRANSTON

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**SOCIOEMOTIONAL EXPERIENCE DIFFERENCES BETWEEN CHINESE AMERICAN AND EUROPEAN AMERICAN CHILDREN***Xiaoning Sun (University of Oregon)**Collaborator(s): Dr. Jeffrey Measle (University of Oregon), Dr. Jennifer Ablow (University of Oregon), & Dr. Cindy Liu, (Harvard Medical School, Beth Israel Deaconess Medical Center)*

Family and community factors are known to predict internalizing and externalizing symptoms in European American (EA) children. However, this link was not well established for Chinese American (CA) children, the fastest growing ethnic minority group in the U.S.. Nevertheless, recent findings suggested that CA children are more vulnerable for internalizing symptoms than their EA peers. Therefore, to better understand CA and EA children's socioemotional experience, an explicit comparison of children's internalizing and externalizing symptoms of these two cultural groups is warranted. Furthermore, culture-specific precursors of these symptoms need exploring. Utilizing data from comparable samples of CA (N=70) and EA (N=71) 6-year-old children and their parents, we first characterized the similarities and differences of internalizing and externalizing symptoms between these two cultural groups. Next, we investigated the role of child- (gender), family- (parenting attitudes) and cultural-factors (acculturation) in predicting internalizing and externalizing symptoms to identify culturally unique predictors. Preliminary results suggested that CA children self-reported significantly higher levels of internalizing symptoms ( $t(139)=2.45, p<.05$ ) than their EA peers, but not for externalizing symptoms ( $t(139)=.49, p=.62$ ). Additional analysis will explore the full range of these data. Our study is important in informing targeted and specific intervention plans for children from different cultural background.

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**THE DEVELOPMENT OF STEREOTYPES IN CHILDREN: IMPLICATIONS FOR INTERVENTION***Eleanor Castine (Boston University)**Collaborator(s): Taryn Hargrove Gore (Boston University), Dr. Kathleen Corriveau (Boston University)*

Classifying people, thoughts, and things into groups can serve as a useful cognitive tool. Nevertheless, although categorizing has marked benefits, categorization inferences can lead to stereotyping and prejudice. It is evident that the construction of categorical representations of others begins at a very young age. Children as early as 2 years of age are aware of social categories and can discriminate on the basis of gender groups (Huston, 1987). Differentiation between ethnicities is reported to occur between the ages of 3 and 7. However, there remains a gap around the emergence and precursors of children's racial stereotyping (Pauker et al., 2010). Master, Markman, and Dweck (2012) demonstrated that 4-year-old children are capable of avoiding categorical distortions when social groups are framed along a continuum. Consistent with methods used by Master et al. (2012), our study aims to discern whether this type of framing is influential among elementary school aged children, a time when children's understanding of racial constancy is developing. In turn, conceptual framing along a continuum may be an important intervention to prevent stereotypical thinking and these results will contribute to determining the appropriate age to intervene.

**PAPER SESSION 5 (CONT.)**

FISHER CONFERENCE CENTER – CRANSTON

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**RACIAL AND EMOTION SOCIALIZATION PREDICT YOUNG BLACK CHILDREN'S INTERNALIZING PROBLEMS**
*Angel Dunbar (University of North Carolina at Greensboro)**Collaborator(s): Dr. Esther M. Leerkes (University of North Carolina at Greensboro)*

Whether parents teach children about bias in a context that allows them to process and manage their negative emotions may have important consequences for their social-emotional well-being. We examined the effect of racial/ethnic socialization on African American kindergartners' internalizing problems and the moderating role of parents' supportive responses to children's negative emotions. Hypothesis: We hypothesized that engaging children in discussions about racial bias without also modeling and facilitating effective emotion regulation strategies may inadvertently contribute to children's internalizing problems by exposing children to an emotionally arousing topic without the tools to regulate those negative emotions. Methods: Participants included 94 mother-child dyads. Mothers reported on their racial/ethnic socialization practices via the Parents Messages about Race scale, their emotion socialization practices via the Coping with Children's Negative Emotions Scale, and their child's internalizing behaviors via the Child Behavior Checklist. Results: For boys and girls, cultural socialization was associated with lower internalizing behaviors only at high levels of supportive responses but had no effect at low or moderate levels. For boys, preparation for bias was associated with lower internalizing problems when mothers engaged in high supportive responses to negative emotions and associated with greater internalizing problems when supportive responses were low.

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**PREDICTING CHILD PERSISTENCE: CULTURE, COGNITIVE CONTROL AND MATERNAL EMOTION EXPRESSIVITY**
*Stephanie Gluck (University of Oregon)**Collaborator(s): Xiaoning Sun (University of Oregon) & Dr. Cindy H. Liu (Harvard Medical School Beth Israel Deaconess Medical Center)*

Children's cognitive control is the ability to regulate one's thoughts, feelings, and behaviors by inhibiting impulses and shifting attention. Research indicated that greater cognitive control predicts effective emotion regulation under frustrating situations<sup>1,2</sup>, one indicator of which is children's persistence. One possible underlying mechanism is through parental emotion expression. Past literature found Chinese American (CA) mothers express significantly less emotions than European American (EA) mothers. Nevertheless, there have been limited and ambiguous studies in exploring the role of parental emotion expression in predicting children's emotion regulation across cultures<sup>3</sup>. To examine children's cognitive control and persistence on a challenging task and the moderating role of caregiver emotion expressivity, 70 CA and 71 EA 6-year-old children and their parents participated in a frustration-eliciting task with and without their mothers. Overall, EA parents express more emotions than CA parents. Children's cognitive control was positively related to persistence only in the EA children with the presence of their mothers. This correlation does not hold true for CA children regardless of the mothers' presence or absence. It's possible that because of EA parents' greater expressivity, EA children are more likely to use their mothers as support in a challenging task.

**PAPER SESSION T: ACCULTURATIVE, BICULTURAL, AND IMMIGRANT STRESS**

FISHER CONFERENCE CENTER – BARNES

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**RELATIVE ACCULTURATION EXTENDED MODEL: PERCEPTIONS OF U.S. AFRICAN IMMIGRANTS***Dr. Barbara Thelamour (College of Wooster)*

Existing social science research has investigated the relationship between Black immigrants from African and Caribbean countries and Black Americans who have been in the United States for generations. Research findings (mostly qualitative) often demonstrate a strained relationship between immigrant and non-immigrant Black groups. This study investigates the intra-racial perceptions of Black Americans and African first and second generation immigrants to the United States. Using the Relative Acculturation Extended Model (RAEM; Navas et al., 2005), this study will examine how Black Americans and African immigrants perceive African acculturation to the Black American cultural group and how both groups would ideally like African immigrants to acculturate. Participants for this survey study have been recruited via social media websites (e.g., Facebook, Tumblr, and Twitter). Individuals 18 and older who are either first or second generation African immigrant (from any country in Africa), or Black American can participate. Data collection is ongoing, but will be completed by the end of the spring semester, 2016. Data analysis will be comparative in nature, determining if there are indeed differences between the two groups.

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**BICULTURAL EFFICACY AND PSYCHOLOGICAL ADJUSTMENT IN ASIAN AMERICAN COLLEGE STUDENTS***Shadab Hussain (Stanford University)*

Bicultural efficacy (BE) is the belief that one can confidently navigating between their culture of origin and mainstream culture (LaFromboise, et al., 1993). BE can contribute to the positive development of bicultural emerging adults through strengthening support systems and protecting against possible risk factors. Asian-Americans make up 6% of the bicultural college student population, and are more likely to face stressors associated with minority status than White-American college students (Iwamoto & Liu, 2010; NCES, 2013). Thus, it is imperative to better understand how BE can impact the psychological adjustment of Asian-American college students. This study had two main research questions: (1) does BE relate to psychological well-being in Asian-Americans, and (2) does BE protect against effects of psychological maladjustment (e.g., depression)? Based on previous research (Wei, et al., 2010), it was hypothesized that BE would positively contribute to psychological well-being and act as a protective factor against psychological maladjustment. Asian-American college students (N = 51, 66% female) between the ages of 18-25 (M=19.67) who self-identified as bicultural or multicultural completed an online survey assessing BE and psychological outcomes. Correlational and regression analyses confirmed the hypotheses, highlighting the importance of BE in psychological functioning of Asian-American college students.

**PAPER SESSION T (CONT.)**

FISHER CONFERENCE CENTER – BARNES

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**ACCULTURATION STRESS INVENTORY: 25 YEAR FOLLOW-UP STUDY OF ANTI-IMMIGRANT ATTITUDES**
*Dr. Amado Padilla (Stanford University)**Collaborator(s): Dr. Richard C. Cervantes (Behavioral Assessment, Inc.)*

We report on a measure of acculturation stress developed for Hispanic immigrants published in 1991 and revised in 2015. In the intervening 25 years significant demographic, social and political changes have occurred in the United States necessitating a revision of the instrument. Changes include an increase in anti-immigrant attitudes with passage of anti-immigrant legislation in many states, and a marked increase in discrimination against immigrants. The original Hispanic Stress Inventory developed between 1988-90 (N = 305) resulted in five immigrant stress subscales; while the revised scale (N = 941) resulted in ten stress subscales. Analyses revealed that the revised stress inventory preserved some features of the factor structure of the original instrument (e.g., occupation, marital, and family stress) while also revealing new subscales for discrimination, language, and pre-migration stress. Findings indicate that recent immigrants experience acculturation stress across more life domains because of the nativist movement in the U.S.

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**SOMATIC AWARENESS AND SYMPTOMATOLOGY OF CHRONIC AND MULTIPLE IMMIGRANT STRESS**
*Dr. Olga Louchakova-Schwartz (Sofia University and UC Davis)**Collaborator(s): Dr. Xochitl Castaneda (Health Initiative of the Americas, UC Berkeley) & Courtenay Crouch, (Sofia University)*

This is a brief overview of a very large-scale phenomenon of chronic and multiple stress in migration, a.k.a. Ulysses Syndrome (USyn), which was first described by Dr. Achotegui in "La depresión en los inmigrantes", Mayo. Barcelona, 2002, and is poorly known by the English speaking clinicians. Clinical evidence of USyn emerges on a global scale in growing number of migrants reaching 232 million worldwide, with 43 million in the US alone. For many, migration happens in extreme life conditions affecting transcultural, biological and socio-behavioural domains of mental health. This leads to chronic and multiple stress which is often exceeding the capacity of adaptation, and includes a failure of acculturation and assimilation. Our research shows that "deep mourning" ( Achotegui, 1999, 2002, 2003, 2004, 2007), loneliness, the failure to achieve one's objectives, the experience of extreme hardships and terror, learned defencelessness etc. create depersonalization, and for many, a permanent loss of the self-mediated by deterioration of somatic self-awareness, distortions of the body-schema and perception of phenomenological flesh. Often, this clinical picture becomes a reason for to a series of inadequate tests (such as colonoscopies, biopsies, etc.), whereby the health system itself becomes yet another instrument of stress.

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## ANTI-MUSLIM BACKLASH: MENTAL HEALTH CONSEQUENCES AND FUTURE DIRECTIONS

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 120

*Zahra Murtaza (Georgia State University) & Hira Khanzada (UC Berkeley School of Social Welfare)*

Presently, at least 3 million Muslims live in the United States (Pew Research Center, 2016). Studies reveal that Muslims experience prejudice and discrimination on a day-to-day basis, leading to pervasive mental health implications (Abu-Ras & Suarez, 2009; Amer and Hovey, 2012). For example, at least one quarter of Muslim American youth have reported experiencing forms of social rejection due to their religious identity (CAIR, 2013; Sheridan, 2006; MPAC, 2007). These real or perceived experiences of discrimination may alienate Muslim Americans from the larger American community, placing them at high risk for developing anxiety, depression and other negative mental health outcomes (Ahmed, 2009). This interactive discussion aims to explore critical treatment issues pertaining to the mental health of Muslim Americans, with special attention given to psychosocial stressors and political climate. It will also engage participants to consider the parallels between anti-Muslim backlash and discrimination experienced by other minority populations. Current evidence-based interventions for therapy and community programming (Ahmed & Amer, 2012; Pederson et al., 2009) will be discussed, while providing a safe space for providers to explore issues of cultural sensitivity and other treatment considerations with regards to serving Muslim Americans.

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## MANAGING MICROAGGRESSIONS IN THE CLASSROOM

GUNN/SIEPR BUILDING – KORET-TAUBE CONFERENCE CENTER ROOM 130

*Dr. Manijeh Badiie (California State University, San Bernardino) & Theresa Strand (California State University, San Bernardino)*

Contemporary discrimination often takes subtle forms. Microaggressions exemplify one subtle form of discrimination; they are everyday slights or indignities that make people feel like the “other” group based on their race, ethnicity, ability status, etc. (Nadal, Griffin, Wong, Hamit & Rasmus, 2012; Sue, 2010). An example is asking “what are you?” to someone who appears ethnically ambiguous. Microaggressions are linked with depression and anxiety (Nadal et al., 2012). Microaggressions in educational settings can be particularly problematic. One study found that microaggressions occurred in nearly one third of community college classrooms and were generally delivered by instructors (Suárez-Orozco et al., 2015). Another study of microaggressions in the classroom demonstrated students found teacher responses to microaggressions to be effective and they believed ignoring microaggressions was ineffective (Boysen, 2012). The author implies that diversity awareness could be a factor in teachers' ability to recognize subtle prejudice that occurs in the classroom. How do educators increase their awareness and responses to microaggressions? The focus of this interactive discussion will be on microaggressions (e.g., racial/ethnic) within the college classroom. We aim to bring together educators and students to develop a set of best practices for responding to racial and ethnic microaggressions.

### Learning Objectives:

1. Identify best practices for managing microaggressions with input of students and educators
2. Know ways that educators can expand diversity awareness
3. Receive support from others who may experience microaggressions

**ADDRESSING LATINO ACCULTURATION ISSUES IN CLINICAL PRACTICE**

GUNN/SIEPR BUILDING – DOLL CONFERENCE ROOM 320

*Margareth V. Del Cid (Palo Alto University), Monique Cano (Palo Alto University), Ashley Elefant (Palo Alto University), Joanna Servin (Palo Alto University), Marissa Vasquez (Palo Alto University), Lauren Vail (PGSP - Stanford Psy.D. Consortium), Dr. Elizabeth Revilla (Palo Alto Univ), Eduardo Bunge (Palo Alto University), & Dr. Ricardo Muñoz (Palo Alto University)*



Clinicians providing mental health services within the Latino immigrant community population may encounter many cultural aspects unique to this population. Immigrants arriving from Latin America encounter a myriad of stressors upon arrival to the United States, including: pressure to assimilate (i.e., language and customs), discrimination, family separation, and financial hardship. The effects of multiple stressors can be expressed as loneliness, feelings of failure, preoccupation with survival, and extreme sustained fear - symptoms also associated with the "Ulysses Syndrome". In therapy, clients experiencing "Ulysses Syndrome" may appear uninterested and unmotivated, making it difficult to engage in treatment. Mental health professionals need to be mindful of the population-specific experiences in order to more accurately inform case conceptualizations and develop effective treatment plans. This discussion will focus on the Latino population's experience regarding: (1) acculturation, minority stress and the "Ulysses Syndrome", (2) explore the intersection of these constructs in theory and practice, and (3) discuss the clinical implications and challenges these experiences suggest for clinicians.

**Learning Objectives:**

1. Develop a better understanding of the psychological effects of acculturation and minority stress
2. Learn about and discuss the Ulysses Syndrome and the negative psychological effects that living far away from family, and other sources of support, can create
3. Identify and discuss evidence-supported and culturally-responsive clinical strategies for working with Latino immigrants

5:15 – 6:45PM

**CLOSING & PANEL OF DIVISION 45 COMMUNITY LEADERS: PRESIDENTS, STUDENTS, AND EXECUTIVE COMMITTEE MEMBERS**

McCAW HALL

7:00 – 8:00PM

**EVENING BUS TRANSPORTATION TO STANFORD GUEST HOUSE & SHERATON**

PICK UP IN FRONT OF FRANCES C. ARRILLAGA ALUMNI CENTER

ARRILLAGA ALUMNI CENTER		STANFORD GUEST HOUSE		SHERATON
7:00pm	→	7:15pm	→	7:30pm
7:15pm	→	7:30pm	→	7:45pm
7:45pm	→	8:00pm	→	8:15pm
8:00pm	→	8:15pm	→	8:30pm

2016 CONFERENCE VOLUNTEERS

Thank you so much to the tremendous volunteers who helped make the conference run smoothly!

RIANA ANDERSON	JOHANNA COLLIER	ANGELA HORNG	JOY ROBINSON
NKEMKA ANYIWO	VANESS COX	HYEONJIN JEONG	VICTORIA RODRIGUEZ
MARVYN AREVALO	KATAREENA DONE	AMARDEEP KHAHRA	NETANI TAWAKE
JUAN ARIAS	STEFANY FUENTES	JACOB LEHMAN	SHREYA VAISHNAV
ERIC BALTUTIS	TIFFANY GRIMES	TIARRA LITTLE	ANTHONY VILLA
HOLLY BATCHELDER	KAREN GUETTLER	HELEN MA	IZABELA VILLANUEVA
WILLIAM BLOXHAM	AMIRA HALAWAH	KRIS PUI-KWAN MA	BENJAMIN YAWAKIE
SHCE/AVERN BROWNE	AMY HARMS	ADRIENNE MIU	
ELEANOR CASTINE	ANDREA HENCKEL	HOLLY POPE	
GRACE CHEN	BRANDON HOEFLEIN	KATIE REMINGTON	

2018: SAVE THE DATE!

Greetings everyone,

We are excited to announce that the **University of Texas at Austin** will host the 5th Biennial Division 45 Research Conference. The Division 45 Conference is one of the premiere psychological research conferences focusing on race, culture and ethnicity. The University of Texas at Austin embraces diversity and boasts over 50% students of color and international students. The 11th most populous city in the United States, Austin is the state capital and is known as the "Live Music Capital of the World." We hope to see you in 2018!

Sincerely,

Kevin Cokley and Germine Awad



THE UNIVERSITY OF  
**TEXAS**  
AT AUSTIN





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**DR. ALVIN ALVAREZ**

**Alvin Alvarez, Ph.D.**, is the Dean of the College of Health & Social Sciences (HSS) at San Francisco State University. His academic work has focused on Asian-Americans, racial identity and the psychological impact of racism. His widely published research has looked at the ways in which Asian-Americans cope with racism and how to develop interventions to help them do so in constructive ways. Prior to his tenure as interim dean and dean of HSS, he served as associate dean from 2011-2014 and a professor in the Department of Counseling since 1997. Since 2008, he has served as director of the Leadership Development Institute for the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests, an organization that provides training, mentorship and networking opportunities to psychologists of color. He is also a past president of the Asian American Psychological Association. He has received the Lifetime Achievement in Mentoring Award from the American Psychological Association's Society of Counseling Psychology, in recognition of his work to promote diversity in the field of psychology. He received bachelor's degrees in psychology and biological sciences from the University of California, Irvine, and earned his master's degree and doctorate in counseling psychology from the University of Maryland.



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**DR. KIMBERLY BALSAM**

**Kimberly F. Balsam, Ph.D.**, is a Professor in the Clinical Psychology Ph.D. program at Palo Alto University, where she also serves as Co-Director of the Center for LGBTQ Evidence-Based Applied Studies and of the LGBTQ emphasis area within the Ph.D. program. Dr. Balsam's research focuses broadly on the health and well-being of stigmatized populations, with an emphasis on ethnically diverse lesbian, gay, bisexual and transgender individuals and couples. She has published over 50 peer-reviewed articles and book chapters, many in top journals in the field of psychology. She is the primary author of two measures of minority stress, including the LGBT People of Color Microaggressions Scale. She is a Fellow of APA's Division 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues), was the 2010 recipient of their Distinguished Scientific Contribution Award, and is currently President-Elect of this Division.



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**DR. LUBA BOTCHEVA**

**Luba Botcheva, Ph.D.**, is an experienced trainer, consultant and researcher in the area of mental health and wellness. She is the Director of Research and Strategic Projects at the Center for Dignity, Recovery and Empowerment where she leads research to practice initiative for developing innovative solutions for mental health supports in diverse settings. She has worked in the field of mental health intervention and prevention, first as a mental health counselor, and then as a researcher and evaluator of variety of behavioral/mental health programs in organizations, schools, and clinics. Her work has been published in numerous peer-review journals including the American Journal of Evaluation, Journal of Applied Behavioral Science, and Journal of Social Issues, among others. Dr. Botcheva holds a Ph.D. degree in developmental psychology from Moscow State University and post-doctoral fellowship from Stanford University Department of Psychiatry and Behavioral Sciences.



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**DR. MARIA BRAVE HEART**

**Maria Yellow Horse Brave Heart, Ph.D.**, (Hunkpapa/Oglala Lakota) is an Associate Professor of Psychiatry and Behavioral Sciences/Director of Native American and Disparities Research, University of New Mexico Division of Community Behavioral Health (CBH). Dr. Brave Heart was President/Co-founder/Director of the Takini Network, based in Rapid City, South Dakota, a Native non-profit devoted to community healing from intergenerational massive group trauma among Indigenous Peoples. Currently, she is President of the Takini Institute. Dr. Brave Heart received a Master of Science from Columbia University School of Social Work in 1976, and her PhD in Clinical Social Work from Smith College in 1995. Dr. Brave Heart developed historical trauma and historical unresolved grief theory and interventions among American Indians, and has conducted close to 300 historical trauma presentations and trainings for numerous tribes across the country and in Canada. Currently, Dr. Brave Heart is Principal Investigator for a National Institute of Mental Health-funded R34 pilot study Iwankapiya-Healing: Historical Trauma Practice and Group IPT for American Indians. She is also Principal Investigator of the Tribal Preventive and Early Mental Health Intervention Project funded by National Institute for Minority Health and Health Disparities, part of the University of New Mexico Center for the Advancement of Research, Engagement, and Science on Health Disparities.



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**DR. TERESA BROCKIE**

**Teresa Brockie, Ph.D.**, a member of the White Clay (A'aninin) Nation from Fort Belknap Montana, is a Research Nurse Specialist for the Nursing Research and Translational Science Section of the Nursing Department at the National Institutes of Health (NIH) Clinical Center. Teresa received a Doctor of Philosophy in Nursing from Johns Hopkins University School of Nursing and completed a post-doctoral fellowship with the NIH Clinical Center. Dr. Brockie led an all Native American team to collect data for the Historical and Contemporary Factors Influencing the Lives of Reservation-Based Native American Youth: Non-Lethal Suicidal Behavior study. The overall aim of this study was to test theoretically derived relationships between Historical Trauma and suicide ideation and attempts in a sample of Northern plains reservation-based Native American youth. Building on the five-year tribal partnership and findings from the dissertation study, the next phase of this research will include a randomized control trial using community-based participatory research (CBPR) methods to adapt an intervention for parent-child dyads in the Tribal Head Start Program. Related to this work, Teresa's research centers on developing prevention interventions for reservation communities in an effort to achieve health equity.



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**DR. KEVIN COKLEY**

**Kevin Cokley, Ph.D.**, is a Professor of Counseling Psychology and African and African Diaspora Studies at the University of Texas-Austin. He is also Director of the Institute for Urban Policy Research & Analysis. Dr. Cokley's research and teaching can be broadly categorized in the area of African American psychology. He is the Editor-in-Chief of the *Journal of Black Psychology*. He was elected to Fellow status in the American Psychological Association for his contributions to ethnic minority psychology and counseling psychology. He has been recognized as being among the top 10 Contributors to multicultural psychology journals (Lau et al., 2008) and among the authors with most publications in ethnic minority psychology (Hartmann et al., 2013). He is author of the 2014 book "*The Myth of Black Anti-Intellectualism*" that challenges the notion that African American students are anti-intellectual. He has written several Op-Eds in major media outlets including the *St. Louis Post Dispatch*, *Dallas Morning News*, *The American Prospect*, *The Huffington Post*, *The Conversation* and *The Hill* on topics such as Blacks' rational mistrust of police, the aftermath of Ferguson, the use of school vouchers, racial disparities in school discipline, and Black students' graduation rates.



**JILL EVANS, MPH**

**Jill Evans, MPH**, is Program Director for the Center for Population Health Sciences at the Stanford University School of Medicine. In this role, Jill provides administrative oversight for a large research project to reduce health disparities entitled Stanford Precision Health for Ethnic and Racial Equity (SPHERE). Jill’s focus includes enhancing community partnerships and improving systems to increase community based research taking place through Stanford’s School of Medicine. She has a background in public health, and a long-standing history of working with health care organizations such as Santa Clara Valley Health System, Community Health Centers, and Kaiser Permanente. Prior to her work with the Santa Clara County local Safety Net, Jill enjoyed a 20 year career in human resources and training and development with Knight -Ridder Newspapers and as an independent consultant. Jill has a bachelor’s degree from the University of California, Santa Barbara, and a Master’s Degree in Public Health from San Jose State University.



**DR. STEPHANIE FRYBERG**

**Stephanie A. Fryberg, Ph.D.**, (Tulalip) is an Associate Professor in American Indian Studies and Psychology at the University of Washington. As a social and cultural psychologist, her primary research interests focus on how social representations of race, culture, and social class influence the development of self, psychological well-being, physical health, and educational attainment. Select publications include: *The truly diverse faculty: New dialogues in American higher education* (Edited volume coauthored with E. J. Martínez), *Cultural models of education and academic performance for Native American and European American students* (with R. Covarrubias & J. Burack), *Unseen disadvantage: How American Universities’ focus on independence undermines the academic performance of first-generation college students* (with N. M. Stephens, H.R. Markus, C. Johnson, & R. Covarrubias), *When the world is colorblind, American Indians are invisible: A diversity science approach* (with N. M. Stephens); *Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots on American Indians* (with H.R. Markus, D. Oyserman, & J. M. Stone) and *Identity-based motivation and health* (with D. Oyserman & N. Yoder). Dr. Fryberg received the Society for the Psychological Study of Social Issues Louise Kidder Early Career Award, the University of Arizona Five Star Faculty Award, and in 2011 was inducted into the Multicultural Alumni Hall of Fame at Stanford University.



**DR. JOSEPH GONE**

**Joseph P. Gone, Ph.D.**, explores the disquieting disconnect between local construals of wellness and distress within Indigenous settings on the one hand and professional conventions governing clinical practice in mental health services on the other hand. A citizen of the Gros Ventre tribal nation of Montana, he has undertaken collaborative research partnerships in a handful of reservation and urban Indigenous communities in the United States and Canada. Through these projects, he has attended to the distinctive cultural psychologies of tribal communities to identify local concepts of wellness and distress; uncovered the principles and logics of Native therapeutic traditions relative to conventional psychosocial interventions; considered the relevance of Indigenous traditional knowledges for evaluating intervention outcomes; and reimagined the clinical enterprise from the perspectives of Indigenous community members. He has taught in the Departments of Psychology (Clinical Area) and American Culture (Native American Studies) at the University of Michigan since 2002, where he has published more than 55 articles and chapters pertaining to the cultural psychology of Indigenous community mental health. A recipient of several fellowships and two early career awards for emerging leadership in his fields, he received the 2013 Stanley Sue Award for Distinguished Contributions to Diversity in Clinical Psychology from Division 12 of the American Psychological Association. In 2014, he was named a Fellow of the John Simon Guggenheim Memorial Foundation.



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**DR. JAN HARE**

**Jan Hare, Ph.D.**, is an Anishinaabe scholar and educator from the M'Chigeeng First Nation, located in northern Ontario, Canada. She is an Associate Professor in the Department of Language and Literacy and is also Associate Dean for Indigenous Education in the Faculty of Education at the University of British Columbia. Currently, she holds the Professorship of Indigenous Education in Teacher Education. Her research is concerned with improving social, educational, and health outcomes for Indigenous learners, as well as centering Indigenous knowledge systems in early childhood through to higher education. She has worked with Canada's national Indigenous early childhood intervention program, Aboriginal Head Start, advancing research and curriculum development that attends to language and literacy priorities for Indigenous children and families. Responding to Canada's Truth and Reconciliation Commission's Calls-to-Action that educators and other professionals develop their awareness of about the colonial experience of residential schooling and increase their understanding about Indigenous histories, perspectives, and worldviews, she has developed the Massive Open Online Course, Reconciliation Through Indigenous Education.



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**DR. TERESA LAFROMBOISE**

**Teresa LaFromboise, Ph.D.**, is a Professor of Developmental and Psychological Sciences in the Graduate School of Education and an affiliated faculty member in the Child Health Research Institute, School of Medicine, Stanford University, Stanford, CA. She specializes in stress-related problems of ethnic minority youth and cultural issues in evidence-based interventions. She is a recognized contributor to American Indian/Alaska Native mental health initiatives having published extensively in that area. She has also authored a number of prevention intervention manuals including: Assertion Training with American Indians, Circles of Women: Skills Training for American Indian Professionalization, and American Indian Life Skills Development Curriculum (AILS). Her awards for the AILS include recognition from the Department of Health and Human Services as a SAMHSA Program of Excellence, the Carter Center for Public Policy at Emory University as an Intervention Ready for Prime Time, and the First Nations Behavioral Health Association as One of Ten Best Practices. The AILS is also listed in SAMHSA's National Registry of Evidence-based Programs and Practices. Dr. LaFromboise is a fellow of the American Psychological Association and the Association for Psychological Science. She is currently conducting research in a Northern reservation on cognitive and affective mediators of AI/AN academic performance.



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**DR. JAYNE LEE**

**Jayne Lee, Ph.D.**, is a Market Research professional with the Retail Strategy – Customer Insights & Analytics group at Apple, Inc. She received her PhD in Social Psychology from the University of California, Davis and has been in a market research consultant and specialist for more than 10 years.



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**DR. RICHARD LEE**

**Richard M. Lee, Ph.D.**, is a Professor of Psychology at the University of Minnesota, Twin Cities. Dr. Lee received his PhD in Psychology (Counseling) from Virginia Commonwealth University in 1996. He is past president of the Asian American Psychological Association and is the Editor of *Cultural Diversity and Ethnic Minority Psychology*. Dr. Lee has published over 100 peer-reviewed articles and chapters and received grants from NIH and NSF to support his research. He is interested in the psychological aspects of culture, ethnicity, and race that function as risk or protective factors for well-being, mental health, and achievement. These factors include ethnic identity development, discrimination/racism, parent-child acculturation conflicts, and cultural socialization. Dr. Lee is currently piloting a new parenting intervention to increase parent engagement in child development and continues to conduct research on the transracial and transnational experiences of youth adopted internationally.



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**DR. FREDERICK LEONG**

**Frederick T. L. Leong, Ph.D.**, is Professor of Psychology (Industrial/Organizational and Clinical Psychology Programs) and Psychiatry. He is also the Director of the Center for Multicultural Psychology Research at Michigan State University. He has authored or co-authored more than 250 journal articles and book chapters. In addition, he has edited or co-edited 12 books. Dr. Leong is a Fellow of the APA (Divisions 1, 2, 5, 12, 17, 29, 45, 52), Association for Psychological Science, Asian American Psychological Association, and the International Academy for Intercultural Research. His major research interests center around culture and mental health, cross-cultural psychotherapy (especially with Asians and Asian Americans), and cultural and personality factors related to career choice and work adjustment. He is past president of APA's Division 45 (Society for the Psychological Study of Ethnic Minority Issues), the Asian American Psychological Association, and the Division of Counseling Psychology in the International Association of Applied Psychologists. He has served on the APA Board of Scientific Affairs, the Minority Fellowship Program Advisory Committee, and the Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT2) Task Force. He received the Dalmas Taylor Distinguished Contributions Award from the APA Minority Fellowship Program and the Stanley Sue Award for Distinguished Contributions to Diversity in Clinical Psychology from APA Division 12. He is also the 2007 co-recipient of the APA Award for Distinguished Contributions to the International Advancement of Psychology.



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**RHONDA MCCLINTON-BROWN, MPH**

**Rhonda McClinton-Brown, MPH**, is the Executive Director at the Office of Community Health at the Stanford University School of Medicine. She has established and strengthened clinical, educational and research partnerships with more than 25 health-related agencies in San Mateo and Santa Clara counties. In addition, she has initiated seed grants and set up workshops for community-based research. For 11 years, she was executive director of Community Health Partnership of Santa Clara County, an association of nine nonprofit community health organizations, the city of San Jose and the Santa Clara Valley Health and Hospital Systems. She has secured over 3 million in private funding for direct health care and preventive services to underserved populations. She has also secured funding for community health centers and other nonprofit organizations for outreach and health education programs. Her role in the delivery of culturally proficient community-based health education and prevention programs has led to thousands of low-income populations who have improved their health behaviors and who have received education about health and social support resources in the community. She was honored as Woman of the Year by Assemblywoman Rebecca Cohn and was honored in the State Assembly chambers with 79 other women across the State. She was also the recipient of the Martin Luther King Good Neighbor Award.



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**DR. NATHANIEL MOHATT**

**Nathaniel Mohatt, Ph.D.**, is an Assistant Clinical Professor in the Department of Physical Medicine and Rehabilitation at the University Of Colorado School Of Medicine, where he works as an investigator for the Veterans Health Administration's Rocky Mountain Mental Illness Research, Education, and Clinical Center. Additionally, he serves as a Lecturer in Psychiatry with the Yale School of Medicine and Research Director for the Western Interstate Commission for Higher Education Mental Health Program. Dr. Mohatt holds a Ph.D. in Community Psychology from the University of Alaska Fairbanks and completed postdoctoral training in prevention research at Yale. Dr. Mohatt's research focuses on developing and testing community-based strategies for health promotion and suicide prevention, with a focus on rural, veteran, and indigenous communities. His research has demonstrated the effectiveness of numerous health education programs, from training of primary care physicians, community first-responders, and community support systems in suicide prevention strategies to engaging mental health patients in community outreach and health promotion. A central focus of Dr. Mohatt's research is on the impact of public narratives on community wellbeing and innovative community strategies to promote strengths-based narratives, recovery, and wellness.



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**NISHI MOONKA, M.ED.**

**Nishi Moonka, M.Ed.**, Resource Development Associate's (RDA) Managing Director, provides oversight on all RDA consultation efforts, formulates and supports project teams, and advises on a number of the firm's most impactful evaluation, strategic planning, grant-writing and MIS projects. Throughout a career devoted to empowering social service agencies and coordinating constituent involvement in the nonprofit and public sectors, Ms. Moonka has used communication and cooperation as tools to achieve comprehensive solutions to the complex issues facing vulnerable populations. She is well-versed in the methodology of mixed-methods program evaluation, and possesses a deep understanding of the importance of staff and consumer involvement in managing organizational change. Ms. Moonka holds an Ed.M. in Education from Harvard University with an emphasis on Risk and Prevention and both a B.A. in Molecular and Cell Biology and a B.A. in Psychology from the University of California at Berkeley. Prior to her work with RDA, Ms. Moonka enjoyed an extensive career in urban youth development in the Bayview/Hunter's Point community. Ms. Moonka has also volunteered for the San Francisco Suicide Prevention Hotline, and currently serves on the Board of Directors of the Discovery Counseling Center, which provides school-based mental health counseling, education, and outreach.



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**DR. EDUARDO MORALES**

**Eduardo Morales, Ph.D.**, is Distinguished Professor, Interim Program Director of the PhD Clinical Program at CSPP-SF of Alliant international University and Executive Director of AGUILAS, a HIV Prevention Program for Latino gay/bisexual men. Dr. Morales has received numerous awards for his contributions including 2009 APA Award for Distinguished Contributions to Institutional Practice, 2009 Latino Business Leadership Award by the SF Hispanic Chamber of Commerce, the National Latino Psychological Association 2006 Star Vega Distinguished Service Award, 2005 Citation by Division 45 for Outstanding Service and Visionary Leadership, Division 45 2002 Distinguished Career Contributions to Service Award, 1994 Outstanding Achievement Award by the Committee of Lesbian and Gay Concerns of the APA, Division 44 1991 Distinguished Contribution Award in Ethnic Minority Issues, APA Fellow of 12 Divisions, Fulbright Specialist, member of APA Council for Division 44, helped founded many programs including Division 45. He is a musician throughout his life, and performed and directed choruses.



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**VICTORIA O'KEEFE, M.S.**

**Victoria O'Keefe, M.S.**, is an enrolled member of the Cherokee Nation of Oklahoma and is also descended from the Seminole Nation of Oklahoma. She is currently a doctoral candidate in the clinical psychology program at Oklahoma State University and will complete her clinical internship at the Seattle VA in August 2016. She received a Bachelor of Science degree in psychology from John Carroll University in University Heights, Ohio and a Master of Science degree in psychology from Oklahoma State University. Victoria was awarded the Ford Foundation Predoctoral Fellowship in 2012 and was an American Indians Into Psychology summer research fellow in 2009. Her primary research interest is in American Indian/Alaska Native suicide prevention and she was invited to present her work at the first annual TedxOStateU in 2012. Victoria aims to collaboratively work with Indigenous communities to develop sustainable culturally driven suicide prevention and intervention programs from a strengths-based framework.



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**DR. ANTONIO PUENTE**

**Antonio Puente, Ph.D.**, Professor of Psychology at the University of North Carolina Wilmington, has been elected 2017 president of the American Psychological Association. Born in La Habana, Cuba, Puente received his undergraduate degree in psychology from the University of Florida and his master's degree and Ph.D. from the University of Georgia. He has lectured in more than a dozen foreign countries and holds appointments as a visiting professor at the Universidad de Granada (Spain) and UCLA. Tony has taught at UNCW since 1981 and prior to that at St. George's University School of Medicine. His primary teaching activities include Brain and Behavior, Clinical Neuropsychology and History of Psychology. Puente's research focuses on the interface between culture and neuropsychology and he collaborates regularly with colleagues in Russia, Spain and Latin America. Puente founded and edited the journals *Neuropsychology Review* and *Journal of Interprofessional Education & Practice* as well as a book series (33 books) in neuropsychology. He is the author of 8 books, 78 book chapters and 102 journal articles (in English, Spanish and Russian). Puente also maintains a private practice in clinical neuropsychology, ranging from clinical to forensic assessments. He is the founder and co-director of mental health services at the Cape Fear Clinic, a bilingual health center serving the poor and uninsured. Puente is on the Editorial Panel of the American Medical Association's Current Procedural Terminology. Puente received the APA's Distinguished Professional Contributions to Independent Practice in 2011. Tony is a fellow of nine APA divisions. He also has served as president of the N.C. Psychological Association, the N.C. Psychological Foundation, the Hispanic Neuropsychological Association, the National Academy of Neuropsychology, and the Society for Clinical Neuropsychology. In his new leadership role as APA President-elect, his focus will be to erase the divide between physical and mental health care as well as help fortify the APA's role as the preeminent leader in behavioral science, pedagogy, practice, and service.



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**DR. LISA GOLDMAN ROSAS**

**Lisa Goldman Rosas, Ph.D.**, is an Assistant Scientist at the Palo Alto Medical Foundation Research Institute and a Consulting Assistant Professor in the Department of Medicine at Stanford University. She holds a masters of public health (MPH) in maternal and child health and a PhD in epidemiology from the University of California, Berkeley School of Public Health and completed the W. K. Kellogg Health Scholars Postdoctoral Fellowship with the Center on Social Disparities in Health at the University of California San Francisco. Dr. Goldman Rosas' research and teaching focus on promoting health equity through chronic disease prevention. She uses principles of community-based participatory research and patient-centered research to partner with communities to develop and rigorously evaluate innovative behavioral and environmental interventions aimed at decreasing chronic diseases such as diabetes and cardiovascular disease. Dr. Goldman Rosas teaches in the Human Biology and Community Health and Prevention Research masters programs at Stanford.



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**DR. ROBERT SELLERS**

**Robert Sellers, Ph.D.**, is Vice Provost for Equity, Inclusion and Academic Affairs and a Professor of Psychology and Education at the University of Michigan. Sellers's research interests include ethnicity, racial and ethnic identity, personality and health, athletic participation, and personality. The meta-objective of his research has been to examine the ways in which the interaction between personal characteristics (e.g., identity and attributional styles) and characteristics of the social environment (or event) influence subsequent behavior and adaptational outcomes. Both personality and social psychology have investigated this question from different points of view. His work has attempted to incorporate approaches and methodologies that are common to both of these areas of psychology as he has tried to develop important conceptual and methodological constructs that represent relevant experiences in the lives of African Americans and college student-athletes. He is a past President of the Society for the Psychological Study of Ethnic Minority Issues (Division 45 of the American Psychological Association). Dr. Sellers is also one of the founders of the NSF-funded Center for the Study of Black Youth in Context. The center conducts state-of-the-art, action-oriented research on the healthy development of African American youth as well as provides an important training ground for future researchers in the area. In addition, Dr. Sellers is a fellow of the American Psychological Association and the Association for Psychological Science.



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**DR. JEANNE TSAI**

**Jeanne L. Tsai, Ph.D.**, is currently an associate professor of psychology in the Department of Psychology at Stanford University, and the director of the Stanford Culture and Emotion Lab. She is broadly interested in the cultural shaping of emotion and its implications for health, decision-making, and person perception. Her work is currently funded by the National Science Foundation and has been funded by the National Institute of Mental Health, the National Institute on Aging, and the National Alliance for Research on Schizophrenia and Depression. She is currently Associate Editor of the journal *Emotion*, and fellow of the Association for Psychological Science, the Society for Personality and Social Psychology, and the Society for Experimental Social Psychology. At Stanford, she has received the Dean's Award for Distinguished Teaching and the Asian American Activities Center Faculty Award.





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**JAN VASQUEZ, MPH, CHES**

**Jan Vasquez, MPH**, is the Research Director at Pathways to American Indian and Alaska Native Wellness; a partnership of the American Indian Community Action Board, Stanford Prevention Research Center, Timpany Center, San Jose State University Research Foundation, Sutter Health and Stanford Office of Community Health. Jan's primary focus is on research using Community Based and Indigenous Research methods with an emphasis on addressing the impact of historical and intergenerational trauma among American Indians and Alaska Natives. Jan is the recipient of awards including the National Indian Health Board Local and Regional Impact Awards, Urban Indian Health Institute Leadership in Data Use Award, the Center for Disease Control and Prevention Frank Vinicor Award of Excellence, and the American Diabetes Association Voices for Change Award. Jan holds a Masters of Public Health (MPH) from North Dakota State University with a Specialization in American Indian Public Health and is a Certified Health Education Specialist.



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**DR. TIFFANY YIP**

**Tiffany Yip, Ph.D.**, is a Professor of Psychology, and Director of the Applied Developmental Psychology doctoral program at Fordham University. She received her undergraduate degree in Psychology at Cornell University, earned her MA and PhD in Psychology at NYU, and completed a NIMH and NSF-funded postdoctoral fellowship in the Psychology Department at the University of Michigan. Her research on ethnic identity, discrimination, and sleep among minority adolescents and young adults has been published in *American Psychologist*, *Child Development*, *Developmental Psychology*, and *Personality and Social Psychology Bulletin*. Dr. Yip currently serves as an Associate Editor for *Cultural Diversity and Ethnic Minority Psychology* and the *Asian American Journal of Psychology*. Dr. Yip is a Fellow of the American Psychological Association, Division 7 (Developmental Psychology) and Division 45 (Society for the Psychological Study of Culture, Ethnicity and Race) and her research has been funded by NICHD, NSF and NIMH.



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**DR. NOLAN ZANE**

**Nolan Zane, Ph.D.**, is Professor of Psychology and Asian American Studies at the University of California, Davis and Director of the Asian American Center on Disparities Research. He conducts research on culturally based sociobehavioral interventions for ethnic minority clientele, ethnocultural moderators of change in psychotherapy, and the determinants of addictive behaviors among Asian Americans. He is a Fellow of the American Psychological Association (APA), served as President of the Asian American Psychological Association (AAPA), and received the Distinguished Contribution Award from the AAPA, the Distinguished Career Contribution to Research Award from Division 45 of APA, the Leadership in Research Award from the NYU Center for the Study of Asian American Health, and the President's Award for Distinguished Contributions to Mental Health Disparities Science and the Samuel Turner Mentor Award from Division 12 of the APA. He also was appointed to the American Psychological Association Presidential Task Force on Evidence-based Psychological Practice. He has served as a consultant or grant reviewer of research for culturally-diverse populations for the National Institute on Drug Abuse, the National Institute on Alcoholism and Alcohol Abuse, the National Institute of Mental Health, the Center for Substance Abuse Prevention, and the Agency for Healthcare Research and Quality.



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