Inaugural Conference

Building a Multiculturally Competent Professional Community

Sponsored by the Multicultural Research and Training Lab Graduate School of Education and Psychology Psychology Division Pepperdine University

Saturday, October 14, 2006
Program

Unless otherwise specified, all activities are in Room 203

8:15 a.m. to 8:55 a.m.
*Registration and Continental Breakfast Served*

9:00 a.m. to 9:10 a.m.
*Welcome: Nichole McKenzie, Psy.D. Student*
*Pepperdine University, Graduate School of Education and Psychology*

9:10 a.m. to 9:15 a.m.
*Introduction of Keynote Speaker: Gesenia Sloan-Pena, Psy.D. Student*
*Pepperdine University, Graduate School of Education and Psychology*

9:15 a.m. to 9:45 a.m.
*Keynote Speaker: Celia J. Falicov, Ph.D.*
*Paths to Becoming a Multicultural Psychologist/Practitioner*

9:45 a.m. to 10:00 a.m.
*Break*

10:00 a.m. to 11:30 a.m.
*Panel Presentations with Interactive Discussions*  
(See Schedule of Panel Presentations for Room)

11:30 a.m. to 1:00 p.m.
*Sandwich Buffet Lunch*

1:00 p.m. to 2:30 p.m.
*Panel Presentations with Interactive Discussions*  
(See Schedule of Panel Presentations for Room)

2:30 p.m. to 2:45 p.m.
*Break*

2:45 p.m. to 3:00 p.m.
*Closing: Thao Trinh, Psy.D. Student*
*Pepperdine University, Graduate School of Education and Psychology*
Schedule of Panel Presentations

Morning Sessions: 10:00 a.m. to 11:30 a.m.

Panel 1

*Identity Development and Culture in Therapeutic Work with Adolescents*

Room 202

Regina Corpuz
Pepperdine University, Graduate School of Education and Psychology

Donald E. Grant, Jr.
Alliant International University, California School of Professional Psychology

Jessica K. Prince
University of La Verne

Panel 2

*Culturally Valid Psychological Assessment*

Room 341

Jeanette Francis
Pepperdine University, Graduate School of Education and Psychology

Lionel Lee
Pepperdine University, Graduate School of Education and Psychology

Negar Shekarabi
Pepperdine University, Graduate School of Education and Psychology

Panel 3

*Therapeutic Considerations in Working with Latino/a Clients*

Room 342

Mariela Gamsie
Alliant International University, California School of Professional Psychology

Saul G. Alamilla
University of California, Santa Barbara, Gevirtz Graduate School of Education
Afternoon Sessions: 1:00 p.m. to 2:30 p.m.

Panel 4  
*Culture and the Socio-Emotional Development of Children*

Room 202  
Janice Keener  
Pepperdine University, Graduate School of Education and Psychology

Heather Sweet  
Pepperdine University, Graduate School of Education and Psychology

Panel 5  
*Developmental, Psychological, and Social Considerations in Therapeutic Work with LGBT Clients*

Room 341  
Mimi Hoang  
Alliant International University, California School of Professional Psychology

Carolyn O’Keefe  
Pepperdine University, Graduate School of Education and Psychology

Kim Stanley  
Pepperdine University, Graduate School of Education and Psychology

Panel 6  
*Assessing Multicultural Competence in a University Setting*

Room 342  
Michael B. Ganz  
Joshua R. Wolff  
Heather L. Himes  
Biola University, Rosemead School of Psychology

Angela Hunt-Williams  
Pepperdine University, Graduate School of Education and Psychology

Michael Moodian  
Pepperdine University, Graduate School of Education and Psychology
Abstracts for Presentations

Panel 1: Identity Development and Culture in Therapeutic Work with Adolescents

Presenter: Regina Corpuz (rlcorpuz@gmail.com)
Affiliation: Pepperdine University, Graduate School of Education and Psychology
Presentation title: Counseling Ethnic Adolescents: Identity Development, Treatment Issues, and Multicultural Counseling Techniques
Abstract: Rather than perpetuating the silencing of ethnic adolescents, therapists can use adolescents’ natural strengths (i.e., the tendency to focus on deepening relationships) to help adolescents discover the power of their own voices. This presentation will review relevant literature that aids the development of an adjunctive intervention that supports this goal.

 Presenter: Donald E. Grant, Jr. (donaldegrantjr@yahoo.com)
Affiliation: Alliant International University, California School of Professional Psychology
Presentation title: Combating Factors Adversely Affecting Reality Formation among African American Adolescent Males
Abstract: The improvement of culturally negligent models responsible for disproportionate rates at which African American adolescent males meet with social and academic failure is discussed using an interdisciplinary approach to address reality formation in these youth. Etiological and existential factors surrounding theories on “disidentification” and “stereotype threat” drive the exploration of relevant clinical interventions and considerations.

 Presenter: Jessica K. Prince (jkprince24@yahoo.com)
Affiliation: University of La Verne
Presentation title: The Culture of Group Homes
Abstract: The complexity of the cultural context of group homes for youthful offenders will be explored. In the group home setting, multiculturalism involves a number of variables besides race and ethnicity. Not only must one take into account the cultural features of the residents, but it is also important to take into account the cultural elements of the residential staff members and their ability to supervise youth from diverse backgrounds in a multiculturally competent manner.

Panel 2: Culturally Valid Psychological Assessment

Presenters: Jeanette Francis (jeanetteeliza@aim.com) and Lionel Lee (lionel.lee@gmail.com)
Affiliation: Pepperdine University, Graduate School of Education and Psychology
Presentation title: The Impact of Culture on Neuropsychological Assessment
Abstract: The presentation seeks to highlight salient cultural issues surrounding neuropsychological assessment of dementia in ethnic minority adults, using a case study. Limitations with normative data and widely used assessment tools will be discussed, and recommendations will be made regarding applications and future research.
Panel 3: Therapeutic Considerations in Working with Latino/a Clients

Presenter: Saul G. Alamilla
Affiliation: University of California, Santa Barbara, Gevirtz Graduate School of Education
Presentation title: Adherence to Latino/a Cultural Values and Behaviour, Acculturative Stress, and Psychological Symptomatology
Abstract: Latino/as in the U.S. have long faced racism, discrimination, and/or prejudice to varying degrees and in different forms or contexts. Latino/as in university settings are not immune to these pernicious phenomena or to the attendant psychosocial consequences, e.g., anxiety, depression, hypervigilance, fear. Although some information is known about the harmful effects of racism, little is known about protective factors for Latino/as. Thus, the findings offered in this presentation are from a study that examined the moderating roles of adherence to Latino cultural values, adherence to Latino and U.S. cultural behaviours, and the university environment on the relationship between perceived racism and psychological symptomatology based on a protective-risk factors theoretical framework.

Panel 4: Culture and the Socio-Emotional Development of Children

Presenter: Janice Keener (janice30@aol.com)
Affiliation: Pepperdine University, Graduate School of Education and Psychology
Presentation title: School Intervention for Latino Families with Chronic Illness
Abstract: The purpose of the presentation is to highlight a school intervention program for families whose children have a chronic illness and offer suggestions for strengthening the use of this intervention in work with Latino families. Children with chronic illness have distinctive needs that require special attention as they...
leave and reenter school during the course of their illness. Latino families, in particular, are not only facing the arduous medical treatment of their child, they are often struggling with language barriers and other challenges while attempting to navigate the complex systems of the hospital and school.

Panel 5: Developmental, Psychological, and Social Considerations in Therapeutic Work with LGBT Clients

Presenter: Mimi Hoang, Ph.D. (DrMimiHoang@gmail.com)
Affiliation: Alliant International University, California School of Professional Psychology
Presentation title: Bisexual Women: Investigating Ambi Identity, Internalized Monosexism, and Infidelity
Abstract: The findings discussed in this presentation are from a study that investigated congruity of ambig (bisexual) identity, internalized monosexism (prejudice against bisexuality), and rate of infidelity among bisexual women. Results showed that women with a more congruous sexual identity had less internalized stigma. The infidelity construct lacked reliability. Clinical implications include addressing internalized stigma among ambi women.

Presenter: Carolyn O’Keefe (caokeefe@pepperdine.edu)
Affiliation: Pepperdine University, Graduate School of Education and Psychology
Presentation title: Gaining Competence in Working with LGBT Clients
Abstract: This presentation is aimed at exploring ways to increase clinical competence in working with lesbian, gay, bisexual, and transgender (LGBT) clients through an exploration of the clinical applications and analysis of the literature regarding this population. Case material will be used to illustrate the salient issues.

Presenter: Kim Stanley (kestanle@pepperdine.edu)
Affiliation: Pepperdine University, Graduate School of Education and Psychology
Presentation title: Psychosocial Adjustment in the Face of Stigma among Lesbian, Gay and Bisexual Individuals
Abstract: This presentation seeks to more fully understand the psychological/psychosocial effects of social stigma on lesbian, gay, and bisexual (LGB) individuals in the United States. Research clearly indicates a higher prevalence of mental disorders among the LGB population, and this has prompted scholars and clinicians to emphasize the role of minority stress in the psychosocial experiences of LGBs. While valuable scholarly contributions have been made, the negative
psychological effects of minority stress have been illuminated at the expense of
the positive. A fuller picture that considers positive psychosocial adjustments in
the face of stigma would enhance clinicians’ effectiveness with a highly diverse
LGB population and provide directions for future research.

Panel 6: Assessing Multicultural Competence in a University Setting

Presenter: Michael B. Ganz (michael.b.ganz@biola.edu), Joshua R. Wolff (joshua.r.wolff@biola.edu), and Heather L. Himes (heather.l.himes@biola.edu)
Affiliation: Biola University, Rosemead School of Psychology
Presentation title: Assessing Evangelical Christian College Students’ Attitudes Toward Sexual Diversity
Abstract: The presentation will discuss the findings from a study that examined the attitudes of Evangelical Christian college students toward gay men and lesbians. Using Herek’s (1984) Gay Men and Lesbian Scale and a new measure, attitudes toward sexual orientation and sexual behavior were assessed along with predictors such as gender, education level, and interpersonal contact with gay men and lesbians.

Presenter: Angela Hunt-Williams (angie@netcaffeine.com)
Affiliation: Pepperdine University, Graduate School of Education and Psychology
Presentation title: Multicultural Training: A Qualitative Evaluation of a Psy.D. Program
Abstract: Due to the reality that traditional psychotherapy has been rooted in a Eurocentric value system that does not adequately serve diverse ethnic populations, multicultural competence is a salient issue in the field of psychology. This qualitative study explores the multicultural training experiences of graduate students in a Psy.D. program.

Presenter: Michael Moodian (michael.moodian@pepperdine.edu)
Affiliation: Pepperdine University, Graduate School of Education and Psychology
Presentation title: Using the Intercultural Development Inventory to Assist in Building a Multiculturally Competent Professional Community
Abstract: The Intercultural Development Inventory is a tool that can assess areas of need that can be taken into account in the development multicultural competence training programs. The inventory measures one’s level of intercultural competence—from the ethnocentric stages of denial, defense, and minimization to the ethnorelative stages of acceptance, adaptation, and integration.
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