



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. (donaldegantjr@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.

Presenter: Negar Shekarabi (shekarabi19@msn.com)  
Affiliation: Pepperdine University, Graduate School of Education and Psychology  
Presentation title: *Iranian Americans and the MMPI-2: Considering Cultural Factors in the Assessment of Psychopathology*  
Abstract: Research that addresses the performance of Iranian-Americans on personality measures is lacking. An examination of the potential influence of acculturation on the MMPI-2 performance of individuals who identify themselves as Iranian or Iranian American will be presented.

### ***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.

Presenter: Mariela Gamsie (msgamsie@yahoo.com)  
Affiliation: Alliant International University, California School of Professional Psychology  
Presentation title: *The Function of Language in Psychotherapy with Bilingual and Spanish-Speaking Patients: Barriers, Risks, and Recommendations*  
Abstract: Bilingual and Spanish-speaking individuals make up a significant percentage of the population in the United States. An exploration will be conducted of the potential risks that one might encounter in conducting psychotherapy with bilingual and Spanish-speaking individuals. Recommendations for treatment as well as prospective research on the function of language in psychotherapy will be offered.

### ***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.

Presenter: Heather Sweet (heathersweet@yahoo.com)  
Affiliation: Pepperdine University, Graduate School of Education and Psychology  
Presentation title: *Promoting Gender Equality in Early Childhood*  
Abstract: The focus of this presentation will be exploring socio-emotional development in a gender-affirming manner using a cultural feminist framework. Developmental schema emphasizing gender-equality will be presented with a description of the theoretical framework. Cultural feminist theory states that traditionally masculine and feminine traits should be equal in value and influence.

***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 ambi (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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