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Handbook of Race-Ethnicity and Gender in Psychology

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Preface

The Case of Sabrina Lee

> 'When you grow up, you have to marry a handsome Korean man,' my mom told each of us. My sisters gawked at the awkwardness of discussing boys with my mother. I, on the other hand, sat still, praying for a change in topic, knowing that her words would never affect me. At 8 years old, I already knew I was a gay. And to hell with a handsome Korean man. I wanted to marry *The Little Mermaid*...
>
> It's hard to identify with a culture that so stigmatizes LGBT people, especially since I was mostly raised in North America. And often, I feel as if I have to devote more of my time to one thing or another: being Korean or being gay. The intersection of these two identities is barely visible in the media, at schools, and in the workplace, which makes for some pretty interesting conversation in the hallways of my high school (whose student body is 40% Asian!).
>
> My favorite went something like this: "Hey, you should drop by our Gay- Straight Alliance meeting after school today!" "Wait...there are gay kids at this school?" "Yes? Hello, I'm one of them." "Wait...there are ASIAN gay kids at this school?"...
>
> It's sometimes tough being a queer person of color. We're underrepresented and stuff. To be honest, though, I really wouldn't have it any other way. I love my identity. I love all of my identities... (Huffington Post, 2012, cited in Ferguson, Carr, & Snitman, 2014).

The past 40 years has led to a watershed of theory, research, and practice focusing on the psychological needs and concerns of diverse individuals (Sue & Sue, 2013). However, as the story of Sabrina Lee illustrates, although the field of psychology has evolved to embrace diversity-related variables (e.g., race-ethnicity, gender, gender diversity, sexual orientation, social class, etc.), many of the complexities of these interrelated experiences remain under-explored. This Handbook presents current theory and research that emphasizes the nuances associated with the linkages of at least two significant social group experiences, race-ethnicity, and gender. These social group experiences each have had a major impact historically, politically, culturally, and economically on many individuals living in the USA (e.g., right to vote, access to education, negative stereotypes, etc.). Thus, their dual impact, as in the case of Sabrina, or more generally, for racially–ethnically diverse women and men, also is of great interest to mental health researchers and practitioners.

The chapters of the Handbook are organized along four major categories: Part I, Identity, Worldviews, and Cultural Belief Systems; Part II, Family, Group, and Community Systems; Part III, Career and Organizational Development; and Part IV, Clinical Applications. Each of these sections addresses current empirical findings and practice suggestions regarding the incorporation of race-ethnicity and gender into many aspects of professional psychology. Part I focuses on concepts and issues that help orient readers in the field, with Chapter 1 (Miville & Ferguson) presenting an overview of the basic concepts and definitions regarding these terms. Chapters 2, 3, and 4 address the intersections race-ethnicity and gender in context of other important social group experiences including spirituality/religious beliefs (Fukuyama, Puig, Wolf, & Baggs), sexual minority communities (Ferguson et al.), and older adults (Vacha-Haase, Donaldson, & Foster).

Part II incorporates more systemic approaches for understanding the dual impact of race-ethnicity and gender in family, group, and community settings. Chapter 5 (Inman & Tummala-Narra) addresses critical immigration and international concerns, and Chapter 6 (Smith, Romero, & Baranowski) incorporates issues of social class, poverty, and the development of community-based interventions for working with men and women of color. Resesarch findings and practice suggestions incorporating race-ethnicity and gender in diverse settings such as families (Dobbins, Beale, Thornton, & Porter), forensic settings (Brown, Jones, & Greiner), and higher education (Rohrbacker & Weber) are presented in Chapters 7, 8, and 9.

Part III highlights career and organizational concerns, with Chapters 10 and 11 addressing the career development of men and women of color, respectively (Shelton, Delgado-Romero, & Werther; O'Brien, Franco, & Dunn). Chapters 12 and 13 describe specific issues affecting organizations, particularly leadership development (Debebe & Reinert) and enhancing intra-organizational communication (McCrae & Dias). Finally, Part IV explores the potential impact of race-ethnicity and gender on various aspects of clinical practice including diagnosis and psychological assessment (Chapter 14; Fuentes & Adames), therapeutic relationships (Chapter 15; Goode-Cross & Speight), eating disorders and body image for women and men of color (Chapters 16 and 17; Schwefel & Forsyth; Payton), and domestic violence (Chapter 18; Aldarondo & Malohtra).

We believe this Handbook will be of interest to a wide range of mental health professionals and educators who are interested in better understanding the impact that multiple aspects of diversity can have on individuals and systems. The Handbook also may be used for both undergraduate and graduate courses that focus on gender or racial-ethnic studies. Finally, this Handbook may assist current professionals in the field who are interested in strengthening their competencies for conducting research and providing psychological services to diverse clientele.

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Part I

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