

Toward an Inclusive Psychology:

Infusing the Introductory Psychology
Textbook With Diversity Content



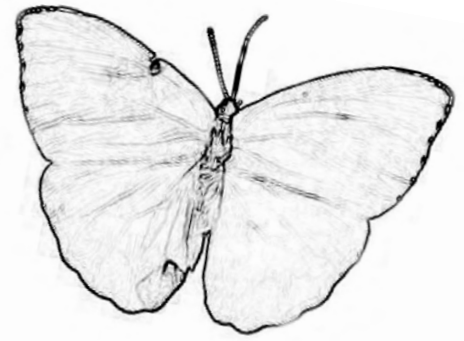
AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Commission on Ethnic Minority
Recruitment, Retention, and Training
Textbook Initiative Work Group



For indigenous people, the butterfly represents change, growth, freedom, and spiritual courage. The butterfly leads us to growth through the knowledge that change is inevitable. The butterfly shows us that change can come about when we learn we are free to live forever because life is continuous. The butterfly shows us that there are different worlds of color and beauty and that we can experience them with moral strength and curiosity. The butterfly teaches us to make conscious changes to our lives and those around us, create new conditions, and assist in making dreams come true. The butterfly teaches us that living occurs through dying but in dying there is a new life and with that new life comes the freedom to change the course of lives. Our spiritual birth may guide us to new freedoms. We are told that when a butterfly flaps its wings, it sends ripples that are felt around the world and throughout the Universe.

– Joseph Trimble



Toward an Inclusive Psychology: Infusing the Introductory Psychology Textbook With Diversity Content

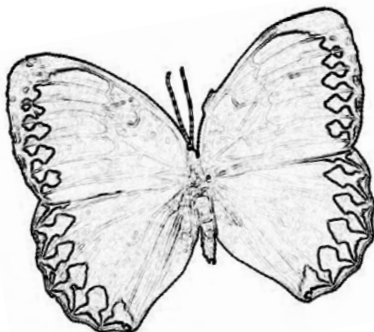
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Work Group**

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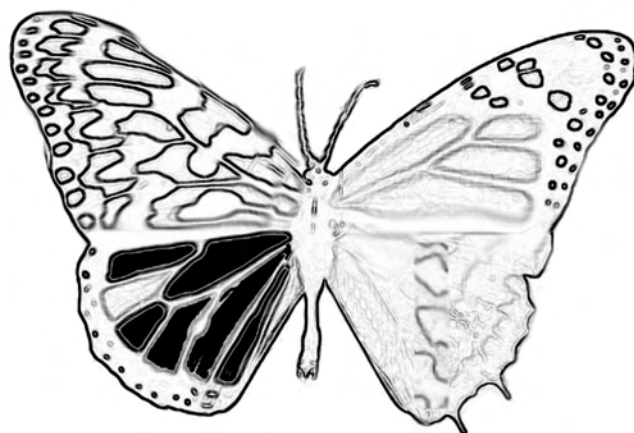
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Continuing changes in North American demographic distributions and patterns call into question the relevance of a psychology field that historically has not been inclusive of underrepresented and diverse populations. To promote accuracy and appropriate representation in psychology, the focus of the discipline must be expanded to include diverse groups that accurately reflect population distributions. How will psychology programs handle the teaching of an increasingly diverse student population? How will the science of psychology build a knowledge base that can be generalized to the population as a whole? New priorities for research, teaching, and practice must be developed so that the body of knowledge within psychology will be more accurate, relevant, and applicable. Changing demographics inevitably will move the field toward the full consideration of diversity in ways that are inclusive and truly reflect the varied contexts of our changing population. Two questions are, how soon and with what tools?

It has been demonstrated, for example, that many research findings gleaned from White, heterosexual, U.S., college-aged males fail to generalize to individuals who do not fit this description because the individuals have a different ethnic background, age cohort, gender, sexual orientation, disability status, or some other combination of characteristics. With this awareness, researchers and instructors are seeking teaching strategies, research techniques, and resource materials where diversity content can be included throughout the field of psychology. Incorporating diversity issues and topics into introductory psychology textbooks is one important strategy. Introductory psychology classes are one of the main channels through which the discipline reaches individuals and society at large. Every year, more than 2 million students in the United States complete an introductory psychology course. These include students minoring or majoring in psychology, wanting to explore an interest in psychology through a course or fulfilling elective requirements. Given this scope, it is especially important that introductory psychology course materials be current, accurate, fair, and inclusive. Because introductory textbooks are so important for delivering the information psychology has to offer, it is

critical that we make every effort to enhance their quality. The inclusion of diverse viewpoints and diversity issues is one such improvement that is of utmost scientific and social importance.

Incorporating diversity issues into textbooks is not a matter of political correctness. It is a matter of scientific and professional responsibility. Diversity is important to psychology on a number of levels. First, the scope of psychology is aimed at understanding affect, behavior, and cognition, and research and teaching are geared to this purpose. By exploring psychological processes across diverse populations and contexts, we can gain deeper insights into how these processes operate. For instance, through the realization that certain psychological concepts, such as self-esteem, achievement, or aggression, take different forms across cultures, we may learn more about the origins of these processes and, subsequently, what may influence how they are expressed.

Second, psychology is a scientific discipline that has a strong influence over students and other consumers of information in today's society. Therefore, psychologists have a responsibility to provide accurate and useful information. Psychologists are encouraged to avoid unknowingly perpetuating harmful myths, stereotypes, and assumptions that may not have a valid basis. Although consumers of psychology may view psychology as an objective science, researchers and professionals know that no matter how objective researchers try to be, their values and assumptions are an ever-present feature coloring how they view and conduct research and its products. Knowing this, researchers and teachers of psychology are encouraged to seek out and challenge these assumptions and conventional modes of action and thought. Incorporating diversity into textbooks serves this purpose, thus providing not only a reactive perspective, but also a perspective that encourages equality and fairness of representation across populations.

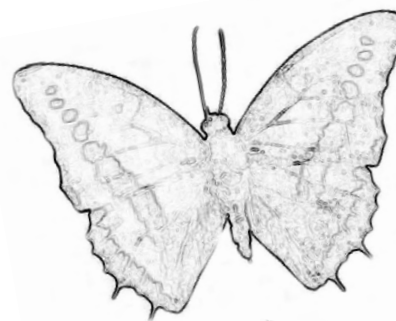
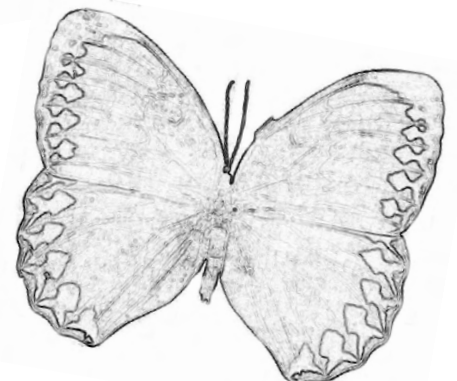
The impetus for the suggestions and examples herein occurred in 1997, when the American Psychological

Association Commission on Ethnic Minority Recruitment, Retention, and Training Task Force (CEMRRAT) proposed the Textbook Initiative Work Group (TIWG). The initial purpose of the TIWG was to develop suggestions for authors and publishers for incorporating multicultural content into introductory psychology textbooks. About the same time, Norine Johnson, PhD, then-president of the American Psychological Association (APA), asked for ideas on priority agenda topics from one of her major sponsoring groups, the Society for the Psychology of Women (SPW, Division 35). Members of SPW selected the coverage and representation of girls and women in introductory psychology texts as timely and in need of attention. Dr. Johnson agreed to support the project and reserved presidential contingency funds for its implementation. Because of her support and that of others, the TIWG mission was expanded to include gender, sexual orientation, aging, and disability content, thus representing the broader range of diversity issues relevant to students and teachers of psychology.

The TIWG members consisted of psychologists identified as experts in each of these areas. Members of the TIWG, along with textbook authors, publishers, and APA staff representatives, convened two meetings held at APA headquarters to discuss the project and develop a booklet of suggestions for publishers and authors. Members dispersed into subgroups according to each of the five areas. By reviewing existing introductory psychology textbooks and drawing on personal expertise, members were able to produce a list of suggestions and observations for accurately incorporating each of these diversity issues into each chapter and major topic of a typical introductory psychology textbook.

This final product is practical, concise, and easy to use. It covers 20 topics of importance in introductory psychology. The information is vital to the inclusive and accurate representation of diversity issues and diverse populations. It provides a comprehensive but not exhaustive summary of the essential issues and suggestions identified by acknowledged experts. This is followed by a Resource Compendium of examples of diversity content for each of the 20 textbook topics organized according to the diversity categories identified by the task force, which include aging; culture, ethnicity, and race; disability; gender; language; and sexual orientation. A comprehensive list of suggested readings and references is included at the end of the monograph to assist readers in identifying sources more directly. These examples and references are for the consideration of textbook publishers, authors, and instructors interested in increasing the diversity content of introductory textbooks and courses.

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Introduction: Purpose and Rationale

This document is designed to provide suggestions and examples for publishers, authors, and instructors in order to help them advance psychology as an inclusive science. It is intended to provide concrete suggestions and examples to aid in incorporating diversity into textbooks through the infusion of race/ethnicity, culture, gender, sexual orientation, disability, and aging into the content of introductory psychology textbooks. Incorporating diversity will facilitate efforts toward making textbook content more accurate, reliable, and valid. In this booklet, diversity content and themes are limited to the United States; no attempt has been made to address the separate topic of internationalizing psychology's content within the United States, which is a different but important issue related to the teaching of psychology. Given the limited geographic scope, nonetheless, introductory psychology textbooks could be improved by increased consideration of diversity issues:

- Increasingly, faculty members are seeking inclusive text books and accompanying materials.
- Textbook publishers and authors have made efforts to address diversity. However, research suggests that textbooks can be further enhanced by attention to a broader range of issues and topics.
- Demographic changes, nationally and globally, and increasing awareness of the diversity among students challenge psychology instructors, authors, and textbook publishers to represent the broad range of students who learn from these books.
- Examining and presenting diversity topics from various viewpoints is salient to every major theme covered in the introductory course and, in fact, enhances students' understanding of experience and behavior.
- Infusing diversity in every chapter, in all topics, and in visual displays, will help distinguish the scope, quality, and attractiveness of textbooks.
- A substantial body of literature exists in each area of diversity addressed in this document. Textbook authors are encouraged to incorporate this state-of-the-art research from a variety of sources. They should also be aware that much of the research and scholarship that addresses diversity-related issues is available in specialized journals that deal specifically with these issues and from PsycINFO.
- Incorporating diversity will make textbooks more interesting, compelling, and engaging to students and more representative of the diversity of human experience.
- Textbooks that are more inclusive may increase the number and the diversity of students who are attracted to psychology. Increased student interest will also create greater demand for advanced courses and textbooks with enhanced coverage of diversity.

Major Constructs Related to Diverse Populations

The Use of Terminology: Use of terminology is itself a concern of members of diverse populations because language carries with it the weight of social constructs and ideologies. The power to name often has been in the hands of privileged groups. Reclaiming this power is especially important to the identity of individuals and groups that have been viewed as marginal or not of the mainstream. For example, the evolution from “colored” to “Negro” to “Black” to “African American” reflects profound sociopolitical change.

Diversity: The term typically refers to the quality of being made of many individuals. In the social and behavioral sciences, the term is often used to describe the cultural and ethnic differences among individuals whose experiences are different from those of a dominant cultural group. Additionally, the term can refer to within cultural group differences where the emphasis is placed on individual differences.

From Deficit and Difference to Strengths: Historically, psychology has focused heavily on describing differences among groups of people. Although there is no inherent problem in understanding human differences, introductory psychology textbooks may subtly portray these differences as evidence that one group is more valued than the other. This model of understanding human differences might best be described as the deficit model, where one group becomes the “norm” or “standard,” and any group that differs from it is considered “deviant” or “atypical.” For example, when introductory textbooks discuss the cultural variability in peoples' ability to perform tasks that indicate formal operational thinking strategies, they frequently state that people in some cultures are not able to complete these tasks successfully. However, there is little recognition that Piagetian tasks may not be the best way to evaluate formal operational thinking in these cultures and that other techniques might be more appropriate. Instead, an ethnocultural group may be portrayed as deficient or deviant because it does not meet the standard established by Piaget, which reflected middle-class Western European values. To correct this misrepresentation, textbook authors could focus on the cognitive strengths that exist in the culture and the fact that formal operational tasks, as defined by Piaget, may be limited in their capacity to portray cognitive abilities in different cultural contexts.

Multifaceted and Intersecting Identities: It is also important to recognize that each person has a multifaceted identity. No one is just a man, a woman, a person with a disability, or a lesbian. We each have a cultural heritage, a sexual orientation, and a financial status. Each of us identifies with one or more national, religious, ethnic, or racial groups and an age cohort, among many other demographic characteristics. Grouping people into categories in isolation from their individual social context leads to distinctions among people that do not reflect the reality of human life. For example, authors often discuss the impact of affirmative action laws on the employment of groups, such as Blacks, Latinos, and women. This approach implies that these

groups do not overlap, that women cannot also be Black or Latina. Textbooks can represent the richness of human experience with accurate portrayals of the multifaceted nature of human identities. Cultural and ethnic diversity issues and topics apply to all people. Whites, or more generally, “EuroAmericans,” represent numerous cultural and ethnic groups with their origins in Europe and Scandinavia; hence, their cultural lifeways and thoughtways are important areas of psychological inquiry and discussion. A growing literature focuses on the undeniable fact that “EuroAmericans” or “White people” are not monolithic groups by any measure or standard. This suggests that there are considerable complexities involved when authors and researchers conduct and report comparative studies involving EuroAmericans and a distinct ethnic minority or cultural group. From a cross-cultural research perspective, when such complexities are not acknowledged, these studies potentially generate inaccurate findings and conclusions while they promote stereotypes.

Infusing Content on Diverse Populations

Following is a list of suggestions for publishers and authors interested in producing textbooks that better represent the diversity of human experience. The suggestions may also assist those introductory psychology instructors concerned about selecting textbooks that will help them engage a diverse student body and portray psychology as an inclusive science.

- Conceptually and methodologically, psychology rests on the notion of ecological or external validity. However, we often have assumed generalizability across diverse populations based on nonrepresentative samples. This yields a picture of human behavior that ignores a wide range of human experience. Human populations are not homogeneous; rather, they represent a variety of human experiences and conditions. Individual differences are meaningful. Textbooks in psychology that seek to more accurately represent people in the real world might consider the roles of disability, gender, ethnicity, race, age, sexual orientation, and culture across all topics. This can be accomplished by the judicious use of research studies and examples that explicitly consider these dimensions.
- Culture, race/ethnicity, gender, disability, sexual orientation, language, and age can be integrated into the main text of every textbook chapter. Highlighting these issues only in special sections or boxes fosters the continued marginalization of members of nondominant groups.
- Explanation and understanding of the complexities of human behavior are promoted by consideration of sociocultural and sociopolitical contexts, as well as the biological bases of behavior. Textbooks that seek to foster a contextualized understanding of human behavior show how people function in the realities of their everyday lives.
- Understanding human behavior requires examining the ways in which individuals and society construct and interpret the meaning of sexual orientation, gender, race, ethnicity, culture, age, language, and disability status; examination includes issues of power and privilege in determining those constructions and interpretations. Textbooks that seek to examine social constructions typically promote an understanding of the roles of social power, privilege, and advantage.
- Gender, sexual orientation, culture, ethnic identity, age, and disability status are dynamic, not static, aspects of experience. Our understanding of them changes across situations, cohorts, and the life span, and textbooks can seek to reflect this perspective.
- All people have multifaceted identities. They belong to multiple groups at the same time. Therefore, publishers and authors are encouraged to avoid simplistic comparisons and dichotomies by emphasizing intragroup and intergroup variability.
- Publishers and authors can evaluate the adequacy of coverage or inclusion of diversity issues by seeking reviews from experts in the fields of gender, race/ethnicity, sexual orientation, disability, language, and aging.
- Authors can facilitate students’ understanding of the diversity of human experience by discussing the social construction of meaning and by destigmatizing the presentation of diverse populations. This will help readers understand key diversity-related constructs and at the same time provide a context for the individual examples described in each section of the text.
- When describing patterns of behavior, authors can avoid using the “dominant” population (i.e., European Americans or “Whites”) as the norm by presenting research findings that cut across diverse subgroups.
- Authors can facilitate an inclusive classroom climate and reduce bias in their use of language by following the APA guidelines on this matter (See APA Publication Manual: Guidelines to reduce bias in language.).
- Students and instructors with disabilities may benefit from textbooks that are accessible and presented in alternative formats, including large print, disk, Braille, cassette, Web-based text and text-based PDF files that can be read aloud by most computers.
- Diversity concerns are promoted when textbook pictures and text depict people with diverse sexual orientations, genders, ages, racial/ethnic backgrounds, language, and disabilities in nonstereotypical ways. For example, people with mental health problems are not always female. Parents are not always heterosexual. People with disabilities are not passive recipients of services, burdens to others, or asexual

beings. The vast majority of older adults are not frail individuals with Alzheimer's disease. It is also important to note that not everyone speaks English as their first language.

- Authors can be encouraged to balance discussions of issues for which there may not be established consensus rather than just providing references for one perspective. For example, the data are mixed concerning the benefits of single-sex and home schooling and other alternative educational approaches, so no particular approach may be presented as best for all students.
- Authors can be encouraged to avoid language that embodies stereotypes. Expressions such as “women are X; men are Y” or “gay people are this, while straight people are that” oversimplify complex relationships. Such ideas can be reexamined and discussed at a more appropriate level of complexity. When there is a preponderance of evidence for a group difference, it might be useful to state, for example, “many women are,” rather than “women are.”
- Textbook authors can consider explicit acknowledgement of the effects of stigma; the pervasiveness and durability of negative attitudes toward marginalized groups; and the daily social, psychological, and physical barriers that members of various populations often encounter daily in all spheres of life.

Resource Compendium: Examples of Diversity Content

The following is a comprehensive, but by no means exhaustive, listing of examples of diversity content (discussion issues and research findings) that can be infused into the 20 most common chapter topics of introductory psychology textbook. These examples are provided for the consideration of textbook publishers and authors and classroom instructors interested in increasing the diversity content of introductory psychology courses. Also, these examples are consistent with the above-noted constructs and suggestions. Thus, some of the examples refer to information that has been empirically researched, but nevertheless is still not widely embraced by psychological scientists and practitioners. Inclusion of such information in the introductory textbook and course might serve to balance the presentation and discussion of controversial issues or issues where scientific knowledge is rapidly changing. Similarly, many of the cited examples are supportive of constructs and perspectives integral to issues of diversity, e.g., the ecological, sociopolitical, and cultural contexts of behavior; social constructions; and social identity development.

The examples are organized by major chapter topics, and within each, by the five diversity areas of aging; culture, ethnicity, and race; disability; gender; and sexual orientation. Following the last topic, Psychological Research, the reader will find a list of suggested readings and references compiled

from recommendations provided by various members of the APA Textbook Initiative Task Force listed in the Acknowledgements section.

Introduction to Psychology/ History of Psychology

Aging

- Indicate the importance of aging as a field within psychology as a whole (Division 20, Adult Development and Aging, was one of the founding divisions of APA), particularly in areas such as cognitive psychology, intelligence, personality, and sensation/perception.
- Show, through demographic information that the field of psychology will increasingly need to address the aging population, particularly aging members of minority groups.

Culture, Ethnicity, and Race

- Explore the positive aspects of multiple social identities with an understanding that to be bicultural or multicultural is not a deficit but a strength (see research on multicultural competence).
- Recognize that there are several ethnic and cultural professional psychological organizations that emphasize research and development activities, each with its own professional journal. Examples include the Association of Black Psychologists, the Asian American Psychological Association, the Society of Indian Psychologists of the Americas, the National Latina/o Psychological Association, the International Association of Cross-Cultural Psychology, and the Society for the Psychological Study of Ethnic Minority Issues. Note the history and contributions of these organizations.
- Include people of color who have been left out of traditional accounts of the history of psychology (e.g., Kenneth and Mamie Clark, Francis Sumner, Inez Prosser, Ruth Howard, Charles Thompson, Herman Canady).
- Mention the famous Kenneth and Mamie Clark doll studies, which were the first psychological studies in history that the Supreme Court used as the basis for a ruling.
- Discuss the importance of going through a council of elders for American Indians and Alaska Natives and other community-based ethnic organizations when studying ethnic minority populations.
- In describing ethnic minority groups, avoid the use of the ethnic gloss, which is referring to North American

ethnic minority groups as though they are homogenous, a tendency of many researchers and writers. Emphasize, instead, the extraordinary heterogeneity that exists within each group (e.g., North American Indians and Alaska Natives, Hispanics, and Latino/as, etc.).

Disability

- Include discussions of the Americans With Disabilities Act of 1990 as well as the Individuals With Educational Disabilities Act (IDEA).
- Acknowledge that many individuals have multiple nondominant statuses (e.g., a person of color with a disability; gay/lesbian/bisexual person with a disability).
- Explore the psychological, economic, and legal importance of changing the environment to meet the needs of people with disabilities.

Gender

- Avoid portraying men as professional psychologists and women as the objects of study.
- Discuss the history of psychology in the context of the marginalization of women. Point out that views and stereotypes of both women and men are influenced by historical time, context of people's lives, and the cultures in which people live. Discuss women as contributors and how the demographics in the field of psychology are changing toward better representation of women.
- Discuss women psychologists' contributions to research and theory in psychology; include historical figures (e.g., Mary Whiton Calkins, Mary Cover Jones, Christine Ladd-Franklin, Dorothea Dix, Lillian Gilbreth, Leta Stetter Hollingsworth, and Karen Horney) and more contemporary feminists (e.g., Carolyn Wood Sherif, Carolyn Attneave, Sandra Bem, Martha Bernal, Eleanor Gibson, Rachel Hare-Mustin, and Janet T. Spence).
- Discuss feminist theory from a variety of contemporary perspectives (e.g., Laura Brown, Hope Landrine, Eleanor Maccoby, Ann Peplau, and Maria Root).

Sexual Orientation

- Discuss the changing view over time of sexual orientation in psychology, including the contemporary view that being gay, lesbian, or bisexual is not a pathological condition but a normal variant of human behavior; make reference to the recent adoption by the American Psychological Association of gay-affirmative therapy guidelines and the policy statement regarding the inappropriateness of reparative therapies.
- Avoid pathologizing sexual orientation.

- Include contributions of lesbian/gay/bisexual individuals to the history of psychology (e.g., Alan Turing) or of those who overtly affirmed lesbian/gay/bisexual experiences (e.g., Evelyn Hooker).

Biological Bases of Behavior

Aging

- Include Alzheimer's disease, particularly as a way of discussing genetic influences; however, information should be current, and references updated and accurate.
- Discuss the relationship between physical activity and mental functioning.
- Ensure that aging is presented in a balanced manner that does not equate it with a disease process.
- Include the topic of "plasticity"; good examples are the Swedish and Minnesota twin studies.
- Examples of functional neuroimaging might include aging.

Culture, Ethnicity, Race

- Consider including a discussion of the emergent research suggesting possible racial/ethnic variation in brain chemistry and behavior (e.g., research in psychopharmacology), however, see next point below.
- Ensure that findings that suggest a genetic basis for racial differences be accompanied by a discussion of (a) the integrity of the data and replication of studies and (b) contextual factors (e.g., prenatal care, poverty, cultural differences in diet, etc.).
- Present information on the historical roots of the eugenics movement and the underlying assumptions regarding racial/ethnic differences. In such studies "race" was widely used as the defining group variable. Refrain from using the term "race" as a biological category, as it is not a scientifically verifiable construct.
- There is a distinction between racial features (e.g., skin color, hair texture) and cultural characteristics. Biological and physiognomic features do not necessarily influence cultural orientations.
- Note that many people are described as learning disabled or grouped into special education status because English is not their first language.

Disability

- Make a distinction between the biological aspects of disability and the social impact of disability. Note that these aspects of disability are often confounded.

- Include positive models of health in addition to negative models of illness.
- Emphasize that health and disability are two different constructs, and a person with a significant disability may still be healthy. Also, note that people can have more than one type of disability.
- Mention that quality of life is often defined in ways that put people with disabilities at a disadvantage, and outsiders (nondisabled) usually think that quality of life is lower for people with disabilities than do people with disabilities themselves.
- Point out that public health information is generally unavailable to many people with disabilities because it is not offered in alternative forms (sign language, Braille, large print, open captioned). Although much information is available on the Internet, many people with disabilities live in poverty and do not have access to computers, especially computers adapted to their use.

Gender

- Discuss limitations of generalizing from animal behavior research to human behavior.
- Discuss nature/nurture issues critically; include a discussion of the tendency to overestimate biological determinism and acknowledge the contributions of biology and environment on gender-related behavior.
- Avoid oversimplification when discussing sex and gender differences, especially in relation to biological differences; address complexities and acknowledge disagreements in the field. Examples of discussion topics include:
 1. Historical roots of assumptions regarding sex differences (e.g., eugenics): Point out the many components of sex determination, including chromosomes, gonads, hormones, internal reproductive organs, and external genitalia. Raise questions about the existence of only two sexes, perhaps by considering how bisexual, transgendered, or intersexed individuals have helped theorists question long-held assumptions about gender.
 2. Hormonal influences on brain development or psychological functioning: Acknowledge the small number of differences and wide variability among people (e.g., not all women exhibit hormonal impact on mood, and many diary studies have shown that men's temporal mood changes may not differ from those of women).
 3. Sex differences in cognitive abilities, such as mathematics ability: Note distinction between math ability and math performance/involvement and discuss complex historical and contextual factors, including expectations of parents and teachers, which contribute to apparent differences.

4. Discuss the culture-bound nature of reports of the impact of hormones on women's moods and research indicating that both females and males experience comparable temporal mood fluctuations.

- Include pictures that depict the range of human appearance across cultures.

Sexual Orientation

- Emphasize the interaction between biological and cultural/contextual determinants of sexuality and sexual expression; note that sexual behavior and sexual desire cannot be explained by biological factors alone.
- Acknowledge the limitations of existing categories of sex, gender, and sexual orientation. Examples of assumptions to challenge and discuss critically include:
 1. Biological sex does determine one's sexual orientation.
 2. There can be only two sexes and two appropriate forms of gender expression.
 3. A lesbian or gay sexual orientation signals an individual who is or wishes to be like the other sex/gender.
- Note that discussion of the "causes" of gay, lesbian, or bisexual (LGB) sexual orientations without similar questions about heterosexual orientations suggests that LGB sexual orientations require explanation, while heterosexual orientations do not. This further suggests a biased approach that stigmatizes LGB orientations. More appropriate discussions seek to determine the broader elements of sexual object choice across all sexual orientations.

Sensation and Perception

Aging

- Mention the fact that changes occur with age in all sensory and perceptual processes. For example, presbycusis (hearing loss) and presbyopia (loss of ability to accommodate in the visual system) are relevant. Also mention that people can compensate for many of these changes. For example, some one can offset or slow down changes in the vestibular system by engaging in Tai Chi.
- Note that age-related changes are not always biological. High-frequency hearing loss occurs as a result of damage caused by exposure to environment. Thus the current generation of young adults may be putting themselves at risk for hearing loss because of their use of headphones and exposure to loud music.

Culture, Ethnicity, and Race

- Consider using the influence of cultural bias on perception as an example of top-down processing.
- Use the notion of cultural schema in how individuals from diverse backgrounds interpret the same situations (e.g., healthy paranoia) as a possible discussion question in this section.
- Point out that some interesting research has been conducted concerning the correlation of pain thresholds and differences and similarities among and between people from different cultural and ethnic groups.

Disability

- Note that paralysis does not mean loss of sensation. For example, tactile sensation or pain may be experienced in paralyzed body parts. Discuss the fact that the brain can develop new neural pathways to incorporate disability. For example, a toddler who is blind in one eye will develop depth perception in the seeing eye. Thus, a person does not simulate the experience of being blind by closing his or her eyes.

Gender

- Include women as experimenters in photographs of laboratory scientists. Point out the wide range of explanations for the obtained differences in visual-spatial abilities.

Sexual Orientation

- Challenge the assumption that lesbians are (or see themselves as) more like men and that gay men are (or see themselves as) more like women in discussions of gender schemas as influences on perception.

Learning

Aging

- Avoid using age stereotypes to portray certain principles of learning (using a picture of an old man to represent “learned helplessness”). A better use of a picture of an older person would be of one wearing a cap and gown and graduating as a nontraditional student or of John Glenn at age 77 being trained to return to space as an astronaut.
- Dispel the myth that “you can’t teach an old dog new tricks” by showing examples of older adults learning. This could include using illustrations of older “nontraditional” students graduating from college or of older adults in recent human factors research. This research includes training of older adults to use the Internet to improve social networks and access ATMs and home health care technologies.

- Use research evidence gathered from geropsychologists and applied cognitive aging researchers to describe how a training program would be designed to train older workers to learn new skills while taking into consideration changes that are known to be associated with aging.

Culture, Ethnicity, and Race

- Discuss group differences in learning style and the implications of these differences in understanding human learning. Often people of different cultures, racial, and ethnic groups have different learning styles. A great deal of research exists on different learning styles (cooperative/competitive; field dependent/field independent; surface/deep; holistic/analytic).
- The way in which modeling occurs through social learning theory can differ as a function of culture, ethnicity, or race. Discuss and present research on the ways in which psychosocial diversity can influence the observational learning process.
- Present the research that shows that stigmatized groups (African Americans and women taking mathematics courses) are more likely to be responsive to teacher expectations and that teacher expectations underestimate learning abilities of stigmatized groups.

Disability

- Point out that as with culture, ethnicity, and race, a disability can lead to differences in learning style. One obvious example would be a learning disability, but examples of findings of research with blind and deaf individuals could also be used to describe the importance of learning style to the understanding of human learning.
- In discussing special education, note that, in general, children with even severe disabilities (e.g., autism) do better when included in mainstream classrooms. This is not true for deaf individuals, whose average reading level has declined since they were mainstreamed. It may also be useful to note that special education focuses on academics, and there is not the passing on of independent living skills or the fostering of a community of peers with disabilities, role models, mentoring, or community integration.
- Include discussions of examples regarding how engineering psychologists have helped provide assistive devices for learning to people with disabilities.
- Provide examples of how psychological principles of applied behavior analysis and conditioning can be used to improve the quality of life of seriously developmentally disabled children and children with autism. One example is reinforcement schedules, which have been used to develop and maintain basic behaviors of these individuals.

- Discuss how assistive animals, such as seeing-eye dogs, are trained to work with (and for) disabled persons as an example of “shaping.” First, discuss the needs of a disabled person, followed by the assistive behaviors an animal would have to have in its behavioral repertoire, and finally how those behaviors would be shaped.
- Point out that most people favor different modalities for learning (e.g., hearing, seeing, touching). For people with certain disabilities (e.g., learning disabilities, brain injuries, developmental disabilities), these preferences may be more pronounced, and use of more than one modality usually optimizes learning.

Gender

- Point out that both reinforcement and observational learning (modeling) are involved in children’s learning of both stereotyped and nonstereotyped gendered behavior and gender roles (e.g., stereotyped: Girls playing with dolls, boys playing with trucks; nonstereotyped: A boy learning to cook from his grandfather). Discuss the effects of the lack of modeling of nonstereotypical roles and behaviors on females (e.g., the lack of senior women in many work places, the lack of women depicted in many careers). A discussion of the learning histories of transgendered people, before, during, and after transition, may be useful as well.
- Discuss gender differences in verbal and spatial learning, but include a discussion of how teacher expectations can influence learning.
- Point out that gender equity studies of classroom learning have shown that boys and girls are, in very subtle ways, treated differently in the classroom, and these differences can influence students’ achievement in the classroom. Research findings for college instruction have demonstrated mixed results.
- Avoid stereotypical portrayals of women, for example, the portrayal of a woman dieter eating a piece of cake as an example of “learned helplessness.”

Sexual Orientation

- As an example of therapy based on classical conditioning, some textbooks have used the treatment of a lesbian or gay person to change the person’s sexual orientation (orgasmic reorientation). This example reinforces the belief that sexual orientation is a disease to be treated. Such examples should be avoided. A better example may be to describe how behavioral treatments could be used to ease the fears and anxieties that may underlie anti-gay prejudice and hate crimes.
- Discuss findings regarding inhospitable school environments for lesbian, gay, bisexual, and transgendered (LGBT) students (e.g., peer harassment, invisibility) and

psychology’s strong policy statements regarding the right to a safe, identity-affirming educational environment.

- Discuss that there exists a lack of models for LGB individuals because of many LGB individuals’ invisibility and “closeted” identities. This lack affects relationships, families, educational institutions, and the workplace.

Memory

Aging

- Utilize research on normal aging as an example of different memory systems. Normal aging has effects on episodic memory and working memory, but not on semantic, procedural (implicit), or primary memory.
- Point out that recent research has demonstrated that if instructions for a memory task minimize the emphasis on memory, age differences in memory are reduced. This suggests that task demands in instructions can exaggerate age differences in memory.
- Research has shown that subliminally activated negative aging stereotypes (e.g., using terms such as “senile” and “decrepit”) can reduce cognitive performance in older adults, while positive stereotypes (e.g., “wise” and “astute”) can improve cognitive performance.
- Avoid using pictures of old persons suffering from Alzheimer’s disease. Only a small percentage of older adults develop memory pathologies; most older adults can engage in complex memory tasks well into late old age.
- Research on VLTm (very long-term memory) suggests that this form of memory seems to be stable for a long period of time and only flags shortly before death or disease.

Culture, Ethnicity, and Race

- Point out that studies exist that show cultural differences in how information is processed and represented in memory.
- Point out that cross-cultural research has demonstrated that in Asian groups that do not have the Western culture’s negative stereotypes about aging, age differences in some memory tasks do not present, while the differences do present in American groups.
- Indicate how racial stereotypes can influence memory and cognition by talking about research that found that when children were asked to recall information imbedded in stories, they showed better memory for racial stereotype information than for racial counter-stereotype information.
- Discuss that some memory tasks (working memory) show cross-cultural invariance, while other memory tasks

(semantic) and more complex cognitive tasks involving reasoning show major effects of cultural influence.

Disability

- Discuss that individuals with disabilities (deafness, blindness, and learning disabilities) will show differences in memory tasks because of differences in representations they use to encode information.
- Discuss how, for someone who is blind, many ability and knowledge tests also test memory. For example, in an oral multiple-choice test, a blind test taker must remember the question and each of the answer choices.

Gender

- Discuss that men tend to overestimate their spatial memory performance, and women tend to underestimate their spatial memory performance. Some studies show that even when women perform better than men on spatial memory, they have less self-efficacy for such tasks and underestimate their performance.
- Point out that individuals with strong gender schemas (i.e., gender schematic) tend to cluster items that are gender related more than individuals who are gender aschematic. This shows that strong gender schemas not only affect some people's behavior but also how they encode, organize, and remember information.
- Include information that the gender schema of even young children (aged 3-5 years) can influence their memory for gender-related information. Children tend to recognize items that fit gender stereotypes better than items that are exceptions to those stereotypes (e.g., female doctor). In fact, children will better recognize a "gender-inappropriate" picture if it is transformed to better fit the stereotype (e.g., female to male doctor).
- While there is evidence indicating that some adult reports of childhood sexual abuse may be constructed during therapy, many cases exist in which childhood sexual abuse is reported accurately in adulthood. Avoid the use of the term "false memory syndrome," which is a political concept and not a legitimate syndrome. Instead, discuss this as an example of delayed recall and how memory may be reconstructed over time.
- Discuss the relationship of repressed child sexual abuse memory with PTSD, delayed, in Vietnam veterans. When PTSD, delayed is applied to women's repressed sexual abuse, it is challenged, but when it is applied to Vietnam veterans, it is not.

Sexual Orientation

- Discuss how gender schemas, stereotypes, and memory processes interact to maintain negative attitudes toward gay,

lesbian, and bisexual people; include research indicating that people can hold unconscious prejudices despite conscious claims to the contrary.

Cognition

Aging

- Include the research on wisdom, a type of cognition associated with aging, when discussing different forms of cognition.
- When talking about intelligence, point out that age differences in intelligence are often overestimated by cross-sectional, age-difference studies. Longitudinal studies show changes related to age, but the changes are later than those found in cross-sectional studies.
- Demonstrate the complex meaning of intelligence by talking about the distinction between fluid intelligence (basic cognitive processes) and crystallized intelligence (the represented products of that processing). Age differences are found in fluid cognitive abilities, but not in crystallized abilities that increase with age. The increase in crystallized intelligence also dispels the myth that all cognition declines with aging.
- Point out that older adults often learn and use compensatory strategies as aids in addressing age-related cognitive changes.
- Make the distinction between academic intelligence, as measured by conventional standardized intelligence tests, and practical intelligence or tacit knowledge. Discuss that research has shown that the same older adults who are managers in industry show declines in academic intelligence but not in practical intelligence. Furthermore, practical intelligence predicts success in management performance, while academic intelligence does not.
- Point out that when young adults talk to older adults, they often use simplified speech (i.e., "elderspeak"). This style of language is based on the incorrect assumption and stereotype that older adults are frail and incapable of complex language comprehension.

Culture, Ethnicity, and Race

- Discuss the culture-specific nature of complex cognitive processes. For example, much research exists that shows cultural differences in reasoning style (analytic vs. holistic thinking).
- Point out that when one group of people does poorly on a particular cognitive test, cross-cultural and cross-ethnicity research indicates that the scores could be due to the way the test was designed or because of the particular

educational differences between the groups. It does not mean that one group's cognition or intelligence is worse than that of the other group.

- Explain that differences in cognition between different ethnic, cultural, or racial groups can be interpreted within the environmental and educational context of those groups.
- Point out that distinct cultural differences in cognition, especially in the areas of language usage, meaning, and language, exist (e.g., color representations).
- Emphasize that there is research indicating that learning concepts in one language facilitates learning in another language, which is the justification used for bilingual education.
- Discuss various research findings related to the effects of bilingualism on cognitive abilities. For example, persons who are fully competent in two languages often evidence a variety of cognitive advantages over monolinguals (e.g., in cognitive flexibility, concept formation, and creativity).

Disability

- Point out that cognitive representations in people with disabilities can be different, as with spoken language or American Sign Language.
- Explain that by definition some disabilities (e.g., autism, mental retardation, and traumatic brain injury) involve changes in cognitive processing.
- The deaf community would argue that American Sign Language is a language difference, not a cognitive one.
- Discuss that people with disabilities usually develop explanations for their disability. These might include a moral stance (e.g., the disability is a punishment for a family's sins or the person has been chosen by God to be special), a medical stance (e.g., the disability is a dysfunction in one or more bodily systems, and the purpose of medical intervention is to ameliorate the dysfunction to the greatest extent possible), a metaphysical stance (e.g., an experience chosen by one's soul), or a karmic consequence (e.g., disability is a social construct, and persons with disabilities are an oppressed minority who need legal protections and enforcement of civil rights).

Gender

- Often, research shows that men outperform women on tests of mathematical ability and spatial orientation, and women outperform men on tests of fluid cognition. Point out how people should be cautious in interpreting these differences. Are they because of biological differences in cognitive processes or simply because of differential training and experiences due to gender-typed expectancies? For example,

when males and females have completed an equal number of math courses, the gender difference in mathematical ability disappears. Point out that very few differences are found between the sexes on most cognitive tasks.

- Mention can be made about gender schema theory and its effects upon behavior.

Sexual Orientation

- Note that there are wide variations in the ways in which LGB individuals think about and explain their sexual orientation, ranging from seeing gayness as an immutable, innate proclivity that was always manifest to seeing gayness as a political act or a temporary choice.

States of Consciousness

Aging

- Emphasize research that shows that circadian rhythms change with age, leading to a shift in peak psychological and biological arousal time as people age. Older adults are more likely to be alert in the morning. Explain that testing should take into consideration that the time of day makes a difference in people's cognitive abilities.
- Point out that REM sleep is high in infants, then stabilizes in adulthood. This underscores how the elderly are the same as young adults, including dream time.
- Direct discussion to the influence of daily naps on sleep cycles. Some evidence suggests that older people do not need more sleep. Myths surrounding the belief that older adults need more sleep should be challenged.
- Take care in selecting and presenting photographic images of older adults. Occasionally photos show older adults in unflattering and unconventional poses, such as lounging about on park benches, playing lawn games, and looking bored with life. The vibrancy of aging should be the prominent photographic theme when portraying older adults.

Culture, Ethnicity, and Race

- Research generated from the emerging field of neurotheology holds promise in understanding how the brain influences spirituality and religious experiences. Balance descriptions of religious and spiritual experiences, such as of meditation, mystical happenings, and shamanic trance states, against the research of neuropsychologists.
- Point out that a growing body of scientific literature about altered states of consciousness and their relationship with alternative forms of healing is emerging from studies sponsored by the National Institutes of Health. Many of

the studies emphasize cultural and ethnic group differences and similarities that shed light on various forms of conscious states especially occurring among North American Indians and Natives.

- Point out that meditation and biofeedback seem to yield similar brain wave patterns.
- Pain thresholds are known to vary among members of different cultural and ethnic groups. Provide information to illustrate that some cultural groups learn to tolerate pain differently (e.g., traditional Navajo or Dine).
- Trance-like states and varying levels of consciousness occur with daily regularity among many of the world's indigenous populations. The states and experiences are considered normal within the cultural group's worldview. Ensure that some material and discussion focus on the concept of cultural relativism and consciousness states and experiences.
- Religious and spirituality-based ceremonies are important aspects of the lives of numerous ethnic minority groups. Many of these ceremonies—such as church ceremonies among Hispanics and African Americans, traditional ceremonies among American Indians such as in the Native American Church; participation in sweat lodge ceremonies, the Sun Dance, etc.—involve important and powerful consciousness transformations and experiences. Give attention to the significant spiritual aspects of the lives of certain members of ethnic groups.

Disability

- Include information to show that sleep patterns and cycles among disabled persons can cause symptoms related to sleep disruption rather than to disabilities.
- Pain is an integral part of many disabilities. Pain is difficult to quantify and measure across people; this does not imply that people with more pain cause their own pain. Focus on long-term pain experiences and the influences of pain on consciousness.
- Some of the drugs used to manage disability sequelae can cause changes to consciousness and to thinking processes. Do not confuse the effects of drugs with the effects of a disability.
- Mention can be made about how body mass and states of mind when ingesting drugs can have an influence upon the drugs' effects.

Gender

- Present discussions concerning gender differences and mind-altering drugs with reference to the contexts in which the drugs are used. Similarly, emphasize the

correlates of culture, gender, and drug and alcohol use and misuse.

- In discussing mind-altering drugs, give attention to the influence of alcohol use on date rape and the relationship between drug use and vulnerability to sexual assault. For example, alcohol does not make men violent; nonetheless alcohol intoxication often is used as an excuse for violent and aggressive behaviors among men.

Sexual Orientation

- Consider the use of alcohol and other mind-altering drugs by perpetrators of hate crimes toward gay, lesbian, bisexual, and transgendered people.

Intelligence and Intelligence Testing

Aging

- Include current research on wisdom, expertise, and creativity in discussions of intelligence and aging.
- On this topic, the findings from the Seattle Longitudinal Study and research on training would be a helpful source for discussion and presentation.
- Mention the work of Gisela Labouvie-Vief's on aging as development and underscore the influence of wisdom on intelligence.

Culture, Ethnicity, and Race

- Include Robert Guthrie's work on the history of intelligence testing in the United States. Emphasize the fact that during the first half of the 20th century, intelligence test results were used to promote social and policy biases against many groups of people, including ethnic European immigrants and people of color residing in the United States. Balance the discussion of racial/ethnic test score disparities with research that identifies the cognitive strengths of African American and other racial/ethnic children and adults.
- Discuss issues and research related to intelligence testing of language-minority persons, including the need to conduct such tests in both English and the native language of the person being tested, and recognized procedures for translating tests. Discuss the body of existing research that examines nonpsychometric approaches to the study of intelligence.
- Robert Sternberg's work on triarchic theory of intelligence should be given consideration. Traditional intelligence tests measure analytic intelligence and ignore practical and creative intelligence components.

- Include discussions of the history of the intelligence testing movement; its effects and impact on ethnic minority groups in North America, especially as it relates to the social significance of race, immigration, and educational opportunities; and related legal challenges.

Disability

- Discuss the concept of disability as a social construction. Highlight changes in definitions of terms such as “mental retardation” and “learning disability” that affect classification of and access to services for people with disabilities.
- Discuss the impact of intelligence test scores on opportunities for educational services for people with disabilities.
- Present the fact that many if not most intelligence tests include a performance component of intelligence, but this may disadvantage those with disabilities.

Gender

- Discuss the historical use of intelligence tests to repress different groups of people, including women.
- Acknowledge that the middle-class male criteria of achievement are typically used when intelligence tests are developed.
- Discuss the complex interaction of heredity and environment on intelligence and that substantial research supports the idea that what is measured by intelligence tests is not a fixed characteristic.
- Emphasize that there are no known differences between the sexes on overall intelligence.

Sexual Orientation

- Point out that any kind of testing assumes optimal testing circumstances. Test results, therefore, are compromised by any situation in which an individual is not functioning optimally. The testing of LGBT youth may be suspect given the untoward educational climates in which LGBT youth are forced to function.

Motivation, Emotion, Sexuality

Aging

- Emphasize that sexual behavior continues throughout old age; address biases and myths (e.g., biased studies on testosterone and aging, myths regarding decreased sexual functioning for women after menopause).

- Include discussion of HIV/AIDS in older adults.
- Discuss lesbian, gay, and bisexual sexual orientation in older adults, including unique issues older LGB people face.

Culture, Ethnicity, Race

- Include discussion of cultural differences in emotional expression. Include discussion of unique issues lesbian, gay, or bisexual people of color face.
- Discuss the role of oppression in motivation and related research (e.g., Claude Steele’s work on test-taking behavior of stigmatized students).
- Address the myths (regarding ethnic minorities’ sexuality) that Latinos/as and African Americans, for example, often are assumed to be hypersexual. In addition, the number of pregnancies in these communities may be an interesting issue to address. There is an interaction with social class.
- Discuss diverse meanings of sex and sexuality across cultural groups (e.g., their focus on different parts of the body as sexual), and perhaps how these affect daily living behaviors (e.g., clothing).
- Cultural scripts of emotional expression (display rules) differ from culture to culture. For example, David Matsumoto presents a series of studies that demonstrate how Japanese subjects engage in nervous smiling when watching gruesome pictures or videos, as opposed to the dominant American culture’s expressions of disgust or horror.

Disability

- Emphasize that people with developmental disabilities experience the full range of emotions that others do.
- Challenge the stereotyping of people with disabilities as asexual by including discussions of sexuality (including lesbian/gay/bisexual people with disabilities).
- Include a discussion of increased incidence of sexual violence (e.g., rape, incest) against people with disabilities.
- Note that for people with disabilities, motivational factors include less access to positive social reinforcements. Quite often the absence of positive reinforcement leads to perceived negative reinforcement, such as peer rejection, high unemployment, and limited social opportunities.

Gender

- Note the biased nature of studies that use only men as participants and then generalize inappropriately to women or studies that ignore the role of culture in

determining the behavior of men and women. Examples for discussion include:

1. McClelland's achievement motivation theory (alternative explanations from the work of Jacqueline Eccles might be included, for example): Emphasize social expectations regarding women's achievement and contextual factors that compromise achievement (e.g., role models and mentors, discrimination, differential educational experiences, gender role socialization, role overload issues, etc.). Discuss limitations of defining achievement in ways that ignore traditionally feminine activities (e.g., raising children is rarely defined as achievement).
 2. Gender and cultural issues affecting motivation for eating, dieting, and the onset of eating disorders.
 3. Gender differences in crying and other kinds of emotional expression, including explicit examination of factors such as gender socialization, cultural expectations, and display rules that vary by gender and culture: Make a distinction between experiencing and social expression.
- In discussions of sexuality, include examination of risk and incidence of sexual violence (e.g., date rape, sexual harassment; childhood sexual abuse) and sexually transmitted diseases, discussion of responsibility of females and males, and context of a culture that condones objectification of women.
 - Acknowledge interaction of gender, culture, and race/ethnicity in emotional and motivational factors.
 - Point out the evidence that women's sexuality may be fluid over the life span.
 - Feingold found that women are as affected by physical attractiveness as are men, but men are more willing to acknowledge this effect.

Sexual Orientation

- Distinguish between complex aspects of sexuality—sexual desire, sexual fantasy, sexual behavior, sexual identity, sexual attraction, sexual object choice, sexual orientation, etc.
- Discuss cross-cultural variations in sexual expression and behavior and the role of culture in shaping sexual behavior.
- Discuss the roles of heteronormative, anti-gay societal attitudes and structures in shaping the experiences of all individuals and the ways in which the internalization of those norms is particularly problematic for LGB individuals.
- Consider the biased nature of studies that collapse data from bisexual individuals into samples from gay and lesbian

people. Similarly, discuss the problems related to generalizing from data gathered from gay and lesbian samples to bisexual people.

Developmental/Life Span

Aging

- Include aging as a field within life span development
- If examples are given of what researchers do in this field, some should be studies of adult development and aging, preferably ones that provide a balanced approach (i.e., neither overly negative nor overly positive).
- Drop outdated notions about development in middle and old age. Avoid using some of the more dated stereotypic notions about development such as midlife crisis, disengagement theory, and empty nest. In general, attempt to find more current original citations rather than rely on secondary sources, many of which are outdated.
- Include as examples of applied developmental research elder abuse, caregiving, grandparenthood, retirement, and sexuality, rather than examples that focus exclusively on day-care or family issues involving young children.
- In death and dying, discuss physician-assisted suicide from the standpoint that if depression and pain can be alleviated, an individual's suicidal wishes usually disappear. Include a separate section on end-of-life medical decision making.
- Rather than end the chapter with death and dying, consider the topic of subjective well-being and happiness in later life. This could also include coping mechanisms and creativity in responding to age-related changes in physical functioning.
- Acknowledge the role that cultural traditions play in the life-span developmental process with some good intercultural examples.

Culture, Ethnicity, and Race

- Place less emphasis on interpretation of deviations from normative developmental patterns and more emphasis on the variability of development and the various social, cultural, and economic factors that affect such variability. Include discussion of ecological theories of human development.
- Point out that stage theories are culturally dependent and note that cultural variability in child-rearing practices is associated with differences in cultural problem-solving challenges.

- Emphasize strengths of children from various ethnic and cultural groups that derive from their unique cultural orientations and enculturation.
- Indicate that variability associated with ethnic identity development exists. Discuss social and cultural factors that may be protective, adaptive, and resilient.
- Give attention to developmental differences and similarities that exist between and among social class statuses and cultural groups within ethnic minority groups.

Disability

- People of all ages can have disabilities, not just children. Point out that people with disabilities can have a variety of roles in the family, including roles as parents, grandparents, partners, siblings, and children.
- Include variations in parenting by people with disabilities and the fact that their parenting role is made more challenging by lower employment and income, lack of assistive technology, lack of role models and resources, and constraints on transportation. A specific example is that in many countries, people with disabilities are not allowed more than one passenger with them on paratransit, so a parent with two children could not take both of them to the pediatrician.
- Discuss the fact that children with disabilities frequently are the only ones in their families with a disability (or their particular disability). Therefore, parents might not be well equipped to help inoculate them to stigma and discrimination. The stigma attached to a child's disability creates difficulties in the child's relationships with peers. Children with disabilities are often isolated from peers with disabilities or put with peers who have disabilities from which they are trying to distance themselves (e.g., LD, MR, and autism), thus, they lack the peers, community, and role models needed to foster a positive identity as a person with a disability.
- Point out that children with disabilities often have traumatic experiences with medical service delivery systems (hospitalization, surgery, public stripping, or objectification) that compound the stigma of disability.

Gender

- Differentiate between sex and gender. Acknowledge that gendered roles differ across cultures. Examine the complex roots of gendered development from biological and social perspectives. Discuss physical maturation and changes in physical functioning and appearance in terms of implications for personality and social behavior.
- Avoid presenting normal female physiology as pathological, such as menarche, menopause, and menstruation. Do not

limit discussion of the menstrual cycle to sexual responsivity or mood. Menopause should be included but not presented solely as problematic for women.

- Balance the discussion of the impact of day care on children. Treat parenting, not just as mothering; also include discussion of fathering.
- Point out that parent and caregiver expectations are stereotyped in most cultures for gendered behavior. Avoid assuming that sex differences in behavior (aggression, verbal skills, play activities, and motor activities) are innate. As children begin to self-identify as girls and boys by the age of 2 or 3 years, these activities become increasingly gendered. Discuss the impact of social expectations regarding gender on development in adolescence. Include the effect of expectations and traditional roles for adolescents as prescribed by gender and cultural background.
- Include the fact that parenting has an impact on the parent as well as on the child. In discussions of teenage parenthood, include the impact of becoming a mother or father on the adolescent. In discussions of the adolescent developmental transition to adulthood, include responsibilities and barriers that differ in sociocultural expectations for girls-to-women versus boys-to-men across ethnic groups.
- In discussing theories of moral development, point out the limitations of the research subjects and lack of generalizability between and within gender groups.

Sexual Orientation

- Challenge the prevailing assumption in developmental theory that heterosexuality is the normative outcome of psychosexual development. This can be discussed directly in the sections on adolescent development, where examples of same-sex relationships can be included.
- Discuss the challenges lesbian, gay, and bisexual people face because of heterosexism and discuss the process of coming out or developing a lesbian/gay/bisexual identity. Note how this process varies by life stage. These challenges may be discussed under the rubric of "identity." Include discussions of developmental models on identity or the coming out process. Point out the impact of invisibility on identity development. These models should be discussed in the context of how they interact with other facets of identity (ethnic, racial, gender, disability). Some identities may be privileged, and others may be disadvantaged in the same person. Social context may determine which identity a person feels is most salient at any given time. Distinguish between the internal identity process and the external identity process that involves reference group identification. For example, challenge the assumption that being universally "out" is the hallmark of developmental

maturity for all lesbian, gay, and bisexual people. Question why sexual orientation is relevant to identity and discuss why this is more likely to occur in cultures that have rules about appropriate targets of sexual attraction.

- Discuss the issue of sampling errors that may occur from those who are willing to be research subjects when studying issues involving sexual orientation. Existing studies may measure those who are “out” but not necessarily those who are not out. Our knowledge of those who are not out tend to be extrapolations and recollections from those who are out and are recalling what it was like to be closeted.

Personality

Aging

- In covering trait theories, include McCrae and Costa’s “big five” broad categories of personality traits and related evidence about the consistency of these patterns throughout adulthood.
- Explain that predominant defense mechanisms change over the life span. Researchers examining coping and defenses in later life have concluded that older adults are better able to manage negative emotions and conflict.

Culture, Ethnicity, Race

- Mention ethno-specific theories of personality (e.g., M. Ramirez, A. Jenkins, J. Baldwin a.k.a. Kobi Kambon, L. Comas-Diaz, J. Jones, J. Trimble, B. and E. Duran, S. Sue, and D. Sue). Many of the ethnocultural personality research findings challenge conventional personality theories by drawing attention to culturally patterned socialization and child rearing influences, tribal and village values and beliefs about personhood, and the influence of legends and stories and how they shape one’s character. Therefore, give attention to ethnocultural variations on personality development and how such findings vary from conventional personality theories. Some examples include individualism and collectivism, cultural concepts of the self, locus of control, the culture and personality school in anthropology, sociocultural change, traditionalism, and modernism.
- In discussions of personality assessment measures, include discussion of the limitations of traditional assessment measures such as the MMPI; discuss underlying theory of various assessment measures developed for use on specific racial/ethnic populations.
- Emphasize that personality develops in a cultural context. In other words, address cultural and contextual factors when addressing theories of personality (Kurt Lewin’s early work; John Dollard’s culture and personality model, etc.).

- Discuss various theories related to racial identity development and the effects of acculturation and assimilation on personality.
- Critically discuss various theories and research related to negative and positive effects of prejudice, racism, racial/ethnic separation (segregation), and skin color on personality.
- Kitayama’s construal of the self should be mentioned. He discusses how in Japan, the self is conceived vis-à-vis the community as opposed to a personality separate and distinct from the community.

Disability

- Indicate that extensive research demonstrates that there is no “disability personality.” Basically, personality prior to disability onset predicts personality after disability. There may be a shift in values, but this is not tantamount to a fundamental character change. Those born with disabilities or with early onset disability may be shaped in part by having a disability (i.e., by living with a stigmatized condition), but this is different from saying the person has a disability personality.
- Specific disabilities are associated with certain ages and/or gender (e.g., about 80% of those with spinal cord injuries are male, and typical age of onset is 18-25 years old). Do not assign attributes of that cohort (e.g., increased alcohol and drug use) to the disability per se.
- Point out that alcohol and drug use is higher among certain disability populations (e.g., spinal cord injury). Drugs used to control some symptoms of disability (e.g., spasticity or pain) are more amenable to abuse. Drug treatment programs often are not accessible to people with disabilities, and attitudinal barriers can hinder access to treatment.

Gender

- In discussions of Freudian and other psychoanalytic theories, include the work of Karen Horney, which represents an early important attempt to address deficiencies in Freudian views of women. In addition, include discussions of recent feminist and related critiques of Freudian theory.
- Discuss the impact on personality characteristics of differential power and status variables linked to gender.
- In discussions of masculinity and femininity as personality traits, point out that these are stereotypes that vary across ages, cultures, and measuring instruments. Question the assumption that femininity or masculinity is natural and normative for women and men.

Sexual Orientation

- Discuss the dynamics of hidden identities and hidden relationships, which are features of many LGB peoples' lives, as factors that may influence apparent personality characteristics.
- In describing the background or history of personality theories, discuss the relevance of personality theorists' own ethnic, class, and other identifications and the identifications' role in how those theorists view personality as a construct. Emphasize that theories are elegant hypotheses that spring from people's own personal experience and cultural context. These theories are usually based on the acceptance of a range of values and behaviors that are deemed acceptable within a professional community and that may only apply to dominant group members.

Psychological Testing and Assessment

Aging

- Point out that a major task of assessment is to distinguish effects of normal aging from pathological processes. Assessment instruments should be standardized and should yield quantifiable results. These results must be compared to normative data. Normative data is not only influenced by age, but also by education, SES, and cultural background.
- Recognize the influence of comorbidities. In older age, physical, functional, and mental health disorders often co-occur. For example, depression and delirium often co-occur, as do lower extremity disability and depression, immobility and dementia. Assessing important comorbid conditions is critical in assessment of older adults.
- Indicate that multiple methods of assessment are optimal. Gathering both self-report and performance-based data as well as data from a close other (where appropriate) typically leads to the most valid assessment results. Self-report information can be misleading in older adults, as they may under or overestimate their abilities, as is the case, for example, when there is comorbid depression and physical disability.
- Emphasize brief assessments. Explain that depending on the setting and the purpose, a two-tiered approach may be useful. The first step is screening, and the second step is performing a more in-depth assessment when indicated by the screening.

Culture, Ethnicity, and Race

- Include information about the history of psychological tests and assessments, their standardization, and issues of racial/ethnic/cultural bias.

- Discuss test item meaning, measurement equivalence, interpretation, and application issues when presenting the differences in psychological test scores in general and particularly when assessing and diagnosing mental disorders across ethnic and racial groups.
- In discussions about the use of standardized tests, include information that challenges conventional perspectives of the appropriateness of using standardized psychological assessment and tests for all populations. A substantial body of research has identified several conceptual, measurement, and procedural factors that influence standardized test outcomes among distinct cultural and ethnic populations. Several studies have examined the reliability and predictive validity of tests when used with diverse populations and the influence of differences in cultural knowledge on test performance. In the study of intelligence testing, for example, some studies have discussed the concept of Type I-Type II questions and stereotypic learning and their influence on the test performance of racial/ethnic/cultural groups. Critiques that challenge works such as the Bell Shaped Curve and its genetic-only approach to understanding intelligence should be included.
- For a number of decades, researchers and scholars have been writing extensively on the influence that a person's cultural worldview, identity, and acculturation status can have on assessment and testing outcomes. Researchers call for the establishment of measurement equivalence, controls for cultural specific response sets, and use of diagnostic categories that are in line with a person's worldview. In discussions and presentations, a balanced perspective on the social, cultural, and contextual factors that influence these differences and factors should be presented.
- It is important to point out that the typical psychometric concerns such as reliability, validity, and practicality, as well as ethical considerations, are involved in all assessment regardless of culture, ethnicity, and other dimensions of diversity that influence a person's identity. Include in the discussion and presentation that many tests assume, on the part of the test taker, a rather sophisticated set of a priori skills and propensities, such as the understanding of instructions, ability to read, a desire to do well, etc. Yet all of these factors may be more variable in a distinct ethnic or cultural group than the resultant score achieved in testing.
- Consider the possibility that a psychological test usually originated in one culture and therefore is designed to get at a construct which at the originating point is an assumed etc. This may result in forcing onto another culture a dimension that makes little sense in that context such as intelligence, creativity, depression, mental illness, etc.

Disability

- Discuss practical problems that may occur when test administrators use standardized tests to evaluate people

with disabilities and/or when test administrators with disabilities perform such evaluations. These problems can include accessibility of test materials for people with disabilities (both test takers and test administrators) and equivalence of modified tests and unmodified tests.

- People with disabilities historically have been excluded from normative groups used to develop psychological tests and assessments. Different test score norms should be anticipated when evaluating people with disabilities because of their different life experiences and alterations in school placements and educational patterns. Explain how these circumstances and experiences may compromise the test administrator's ability to interpret test scores accurately when evaluating people with disabilities.

Some disabilities (e.g., mental retardation, learning disabilities, etc.) are defined or diagnosed primarily based on test and performance scores. Discuss changes in definitions of disability and score cutoffs that have redefined and reclassified people.

- Cite studies that demonstrate that frequently used psychological tests (e.g., the MMPI, the Beck Depression Inventory, and intelligence tests) may yield inaccurate scores when used to evaluate people with disabilities. For example, the MMPI has many items that reflect the sequelae of spinal cord injury, thus inflating certain scales. The extreme isolation of adolescents who have disabilities may alter their responses on projective tests, such as the Rorschach. Testing the prelingually deaf with an English-based test only tests English skills, not the constructs for which the test was created. It should be assumed that use of only English-based tests is inappropriate for this population. For intelligence testing, performance-based tests are preferable. And, although there is a modified English version of the Beck Depression Inventory (BDI), modified in language to be more readable by the deaf, its equivalency to the BDI for hearing people is unknown.

Gender

- Discuss ways in which gender differences in test-score research on gender and SAT scores are sometimes magnified and sensationalized in the media.
- In discussions of ability testing, point out that women's scores on the SAT often under-predict their college grades. Consider possible reasons for this.
- Discuss the concept of stereotype threat in terms of how it may influence women's test scores in competitive situations. Stereotype threat is relevant under conditions where the individual excels in an area that goes against the stereotype, if this area is important to the individual, and if the individual is tested at the frontiers of this ability level. However, self-efficacy may be more relevant in that self-efficacy predicts that an individual will persist in an area in

which he/she feels efficacious and will not persist in an area in which he/she feels nonefficacious. Thus, if a woman does not persist in an area, we may not be measuring her true ability in this area but her interest in it.

Sexual Orientation

- Sexual orientation is ignored as a variable in the development and standardization of virtually all psychological tests. Acknowledge that there is no normative data on LGB persons' responses on psychological tests.
- Acknowledge the heterosexual bias in psychological tests reflected in the assumption that gender stereotypic responses are normative and that gender atypical responses are non-normative.
- Mention the classic Chapman and Chapman studies on illusory correlation. These studies indicated that people had a notion that some responses on the Rorschach indicated homosexual tendencies (e.g., mention of buttocks), but these signs were actually not statistically related to homosexuality. Still, these interpreters thought that these responses indicated homosexuality, so that is how they interpreted the responses.

Abnormal Psychology

Aging

- Overall, discuss the limitations of the DSM-IV in diagnosing problems in older adults as it was not designed with reference to this population.
- When discussing the epidemiology of major mental disorders, mention information about differences in frequency and symptom presentation in older adults. For example, major depression is lower among the current cohort of older adults. However, symptoms among members of this group may present as somatic or cognitive rather than psychological problems. Anxiety disorders are most prevalent among older adults (11%), but symptoms also present differently than they may in other age groups. The maturation hypothesis predicts that among the personality disorders, rates of antisocial personality disorder decrease among older age groups.
- Material for dated information about older adults and findings from more recent robust studies should be incorporated. For example, include accurate data on suicide in older adults. Disease entities, such as dementia, delirium, and amnesic disorders, should not be presented as though they are synonymous with or a normative consequence of aging. Acknowledge cultural factors that give aging diverse meanings and give older adults different roles and different values across cultures.

- Draw the reader's attention to the occurrence of PTSD in World War II and Korean Conflict veterans, even though the term was not used to describe the phenomenon at that time.

Culture, Ethnicity, and Race

- Discuss the relationship between culture/ethnicity/race and the DSM and culture-specific syndromes (e.g., gender identity disorder, anorexia, bulimia), including mention of the appendix section of the DSM-IV-R, which discusses cultural considerations in diagnoses. Also discuss tribal specific syndromes, other cultural-specific syndromes, and the effects of a person's worldview within a culture on symptomatology.
- Include information about the effects of racism and discrimination on coping behaviors and personality. Discuss various ways that such coping can adversely affect behavioral and psychological functioning. Similarly, discuss examples of resilience and psychological strength in the face of a hostile social climate; also discuss the notion of intrinsic personality/psychological deficits in contrast to or in combination with social environment deficits/challenges.
- Offer information about culture-specific perspectives on behavior in addition to biological, cognitive, behavioral, and humanistic perspectives. Major disorders seem to be fairly equivalent cross-nationally, but less major disorders may be influenced by cultural display rules.
- Discuss the impact of ethnic/racial/cultural variables on the diagnosis of mental disorders using the DSM-IV. For example, the cultural phenomenon of *marianismo* could lead to a diagnosis of Dependent Personality Disorder in those cases when a clinician is not aware of symptoms of *marianismo* resembling this particular disorder.
- In defining "abnormal" it is important to emphasize that many ethnic and cultural groups have not been offered the opportunity to provide their perspective on what the term means from their cultural worldview. Include in the presentation that numerous cultural groups have their own cultural-specific descriptions for abnormal behavior, such as *amok*, *ghost sickness*, *taboo breaking*, *Windigo psychosis*, *arctic hysteria*, and so on.

Disability

- Discuss disability as a phenomenon that most people will experience in their lifetimes, either directly or through a family member, which raises issues of morbidity, mortality, and quality of life that are basic to everyone.
- Offer critiques of the stage model of disability, which has been discredited by many, as have myths of disability paralleling grief responses.

- Emphasize the ways that bias occurs in the diagnosis of people with disabilities (e.g., studies that show that depression is underdiagnosed in mentally retarded persons because the mental retardation "overshadows" the presence of the depression).
- Discuss the ways that diagnosing depression presents particular problems with people who have disabilities. For example, because people with disabilities are expected to be depressed about their disability, the depression may be normalized and viewed as if it is less treatable. Similarly, if the disability is incurable, the despair about the disability may also be viewed as if it is incurable as well. The expectation of depression among people with disabilities is pervasive despite the fact that 70% of people with disabilities do not get depressed at the onset of disability.
- Indicate that the sequelae of many disabilities (e.g., stroke, MS, polio, etc.) can overlap with symptoms of depression, making it necessary to develop specific depression markers for people with disabilities.
- Emphasize the underestimation of the impact of disability-specific stressors—such as problems finding transportation, medical care, and rehabilitation, etc.—that are related to social policy and funding of health care services. For example, in one study, adults with disabilities rated their interactions with the Department of Rehabilitation as the most oppressing interaction in their lives.
- Emphasize the strength, resilience, and adaptability, not just the deficits, found in people with disabilities.
- Discuss the phenomenon of internalized devaluation, the effects of living with a severely stigmatizing condition, for people with disabilities.
- Discuss the social contexts surrounding people with disabilities, including gender, race/ethnicity, sexual orientation, socioeconomic class, and other identities that help shape the experience of disability and may compound the stigmatizing effects of living with a disability.
- Discuss the significance and importance of the "psychiatric survivor movement."

Gender

- Present characterizations of healthy behavior with an appreciation for the ways that gender stereotypes have shaped those characterizations. Discussions about depression or other clinical syndromes should include information on the differential rates of those syndromes between women and men. Include feminist psychological perspectives and discussions that examine the role of the social factors that might predispose either men or women to present with specific disorders with greater or lesser frequency. Similarly, discuss how social factors may

influence symptom presentation such that the same symptoms may be interpreted differently, sometimes appropriately and sometimes not, as a function of gender. For example, one gender may be more likely to present symptoms in ways that lead to the person of that gender's being perceived as depressed with greater or lesser frequency than the other gender.

- Because gender roles vary across cultures, it is important to question the validity of deeming deviations from traditional gender identities or roles in one culture as disorders or pathologies (e.g., Gender Identity Disorder).
- Include discussions that examine the ways women's subordinate social status and traditional gender roles may contribute adversely to women's optimal mental health.
- When discussing the DSM, acknowledge the role of cultural gender stereotypes in diagnostic formulations. For example, women are more likely than men to be diagnosed as histrionic, dependent, or borderline, while men are more likely than women to be diagnosed as antisocial or as having explosive personalities.

Sexual Orientation

- Acknowledge that notions of pathology, normalcy, abnormality, and disorder are culturally embedded and socially constructed and therefore are defined according to cultural norms. As cultural norms undergo change over time, behavior that was considered pathological may no longer be viewed this way (e.g., the 19th century "disease" of drapetomania, characterizing the slaves who continually attempted to escape from their masters). This is true of definitions of nonheterosexual sexual orientations (e.g., gay, lesbian, bisexual). Once considered pathological, they have not been considered as such in psychology for almost three decades.
- Even though homosexuality has been taken out of the DSM, there is still some lingering professional bias in that homosexuality was moved from a disorder to "ego-dystonic homosexuality" in 1980 under the DSM-III, then to "sexual disorder not otherwise specified" in 1987 under DSM-III-R, then still mentioned in 1994 under DSM-IV and in 2000 under DSM-IV-TR under "sexual disorder not otherwise specified."
- Point out that the definitions of pathology are also a direct reflection of who and what groups are dominant in a culture and who and what groups are subordinate. Members of the dominant social group usually have the power to decide what is normal or pathological and who and what is not.
- Emphasize that concepts such as sexual orientation do not exist in all cultures. In those cultures where gender-related and sexual role behavior are not defined by or related to

the object of erotic attraction, the concept has little importance. Hence, heterosexism, homophobia, biphobia, and homonegativity may be viewed as social disorders that are unhealthy reactions to phenomena that are within the normal range of human diversity.

- Discuss the ways that people from subordinate social groups, who have been negatively stigmatized or who have been deemed pathological, are often pathologized even more when they protest against or respond negatively to unfair treatment. The objection to being unfairly pathologized may be used as further evidence of their pathology. In this context, point out that people who respond with a heightened level of suspicion or anger when faced with unfair treatment, such as homophobia or biphobia, are not being pathological as they are often characterized.
- Overall, discuss the locus of pathology (i.e., depression, hopelessness, apathy, anger, internalized self-depreciation, and anxiety) in socially disadvantaged populations as a phenomenon that is often a function of their need to cope with discrimination and unfair treatment, not a result of their intrinsic deficits.

Psychological Interventions, Counseling, and Psychotherapy

Aging

- Indicate that it is often thought that there is a dearth of information both on the prevalence of mental health problems among older adults, and on those therapeutic interventions that might be most effective with older adults. However, data are unavailable on the prevalence of some disorders as well as the efficacy of a number of psychological interventions for older adults.
- Discuss that although the dementias increase most dramatically with age, they are not the most common psychological disorders of later life. Both depression and anxiety disorders are more common, with recent research reviews suggesting that anxiety disorders are more common than depression. Psychological disorders other than the dementias seem to decline in the older years, pointing to the likely role for increasing psychological resources to protect older adults in the face of the stressors of later life.
- Discuss the developmental diathesis stress model, which provides a good framework for presenting the interplay of factors influencing psychological disorders in late life.
- Indicate that research on the effectiveness of psychological interventions with older adults has consistently demonstrated that psychological interventions work in the treatment of depression with older clients, with effect sizes for interventions with older clients that are roughly

equal to the effect sizes obtained with medications for depression with older adults and with interventions for depression with younger adults.

- Note that research studies have also found positive outcomes for psychological interventions with older adults for a wide range of problems, including anxiety, substance abuse, sleep disorders, and pain control and for behavioral interventions with persons with dementia.
- Seek to provide a positive research-based view of the prognosis for treatment of psychological disorders in older adults.
- In sections dealing with diagnosis, emphasize the need to carefully assess the physical, psychological, societal, communal, and/or familial factors that might be causally and interactively associated with a presenting problem among older individuals.
- Address the influence that segregation and discrimination may have on older adults.
- Provide information that underscores the fact that older adults must be accorded the same respect and autonomy accorded any and all clients.
- Include information that addresses the need to understand and respect the manner in which different cultures address the process of aging.
- Address the importance of developing service provider awareness of the availability and accessibility of resources to assist older adults.
- In discussing the use of psychoactive substances in treatment, note that psychotherapeutic drugs need to be adjusted for older adults.
- Discuss how the dynamics of the client-therapist relationship change when the client is older than the therapist.
- Emphasize that there is a growing need for research on mental health issues in older populations and for psychologists who specialize in working with the elderly.

Culture, Ethnicity, and Race

- Significant differences exist among cultural, ethnic, or racial subgroups and groups with respect to acceptance and response to therapy. Point out the importance of multicultural awareness for people who counsel persons in these groups.
- Counselors and therapists may “blame the victim” by ignoring the fact that many problems are tied to social, political, and/or economic conditions. Emphasize this point

throughout sections dealing with counseling and psychotherapy.

- Point out that the prevailing views of what causes psychological problems and how such problems should be treated are largely based on theories of human behavior developed by upper-middle-class males and used with populations that resemble their socioeconomic backgrounds and thus may be inappropriate to diverse populations.
- Provide information on the importance of the cultural context, environment, or setting in which a person lives. There is a tendency to measure all persons according to the same hypothetical “normal” standard of behavior. Given the cultural variability in standards for behavior, an individual’s behavior should be interpreted according to the cultural context in which the person finds himself or herself on a daily basis.
- Direct attention to the fact that a person’s cultural values, attributes, and/or practices are important to understand, respect, and take into consideration. For instance, it might be noted that while the individualistic perspective tends to be encouraged in Western society, the collectivist orientation is an equally viable alternative with particular advantages.
- Note the need for therapists to be aware of the availability and accessibility of culturally relevant and effective resources that may be more in line with the client’s needs and preferences.
- Point out that benefits are gained when, in assessing a client, therapists and counselors give serious consideration to the client’s level of acculturation, level and type of racial identity, and level of identification with relevant social/ethnic groups.
- Discuss various issues related to therapists’ selection and use of culturally/theoretically and linguistically encapsulated psychometric instrumentation and procedures, including whether score norms are appropriate to a particular group, whether there is validation information for linguistic equivalence in the meaning of items on questionnaires, and in consideration of the interpretation of test results depending on an individual’s cultural context.
- Discuss the major tenets of the APA Guidelines for Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists.
- Discuss findings of the Institute of Medicine’s report on health disparities related to racial/ethnic differences in the delivery of health services.
- Emphasize that in a recent U.S. Surgeon General’s report, titled “Mental Health: Race, Culture, and Ethnicity,” it

states that there is inadequate representation of ethnic and cultural perspectives on the research used to generate professional treatment.

Disability

- Provide information that underscores the fact that people with disabilities share no common physical or behavioral characteristic. They are a very diverse group. Their diversity cuts across physical, social, and cultural variables.
 - Discuss the need for counseling approaches that are sensitive to disability culture and include consideration of the influence that segregation and discrimination may have on persons with disabilities. For example, discuss the proposition that society's emphasis on beauty and able-bodied norms can be a disadvantage to people with disabilities.
 - Carefully address and examine the perspective that persons with disabilities must be accorded the same respect and autonomy accorded any and all clients. This includes goal setting and type of help/intervention that the client prefers.
 - Disability affects the family, not just the individual. This is an important treatment consideration. Sections on treatment might point out the need for treatment strategies for individuals with disabilities to be responsive to issues concerning the individual's larger social and familial network.
 - Point out that therapy between an able-bodied therapist and a client with a disability might be conceptualized as cross-cultural counseling, where all of the potential problems of cross-cultural therapy apply (e.g., miscommunication, early dropout, overpathologizing, etc.). This view would encourage case formulation where the definition of the role of disability is neither over- nor under-inflated.
 - Discuss that client behaviors may hold different meanings for someone with a disability than for other clients. For example, a wheelchair user who cancels at the last minute because the lift in the van isn't working is not necessarily resistant or acting out. Unexpected disruptions of daily routine due to mechanical or electrical failures of equipment are common for people who rely on assistive technology.
 - Note that psychological diagnosis can be complicated by disability. For example, depression tends to be overlooked in people with developmental disabilities. Substance abuse rates are higher among people with certain types of disabilities (e.g., spinal cord injury) but often are not assessed.
- Confront myths about biological differences between males and females.
 - Direct attention to the way that children, according to their gender, are treated differently as soon as they are born. A cross-cultural perspective relative to such treatment may be helpful. Implications for the development of the "self" and the provision of therapy should be addressed with as much detail as possible.
 - Explore sex, sex role typing, and gender identity, and make distinctions among these terms. To address presenting problems more appropriately and effectively, counselors and therapists are encouraged to consider the distinctions among these concepts. Underscore the importance of understanding cross-cultural differences in reference to these terms.
 - From the perspective of counseling, give attention to the important role that gender plays with respect to occupational choices.
 - Rather than presenting men and women in stereotypical roles when describing therapy and mental health issues, attempt to use examples that portray a balance in gender roles in therapy. For example, use photographs that portray both men and women in client and therapist roles. Another possibility is describing clients in terms of their problems in place of stereotyping women or men into certain illnesses.
 - Discuss issues of sexual misconduct in therapy and the potential for misuse of therapist power. Include some discussion of ethical principles as related to counselor and therapist behavior in these instances.
 - In sections outlining therapeutic approaches, introduce feminist therapy.
 - Introduce the ideas of autonomy versus relatedness as therapy goals, including both aspects rather than just emphasizing individuality or self-determination.
 - Integrate discussions of social and sociopolitical factors into examples of mental health issues. These might include discussions of balancing home and career goals, or power and control in family therapy.

Gender

- Acknowledge the manner in which gender permeates all aspects of counseling in both subtle and overt ways.

Sexual Orientation

- From a diagnostic perspective, discuss the benefits of careful assessment of the physical, psychological, societal, communal, and/or familial factors that might be causally and interactively associated with a presenting problem.
- Given its impact on the mental health and well-being of gay men, lesbian women, and bisexual people, discuss society's historical view and treatment of persons from these groups: Treatment has ranged from tolerance to harsh

oppression; homosexuality has been viewed as sin, as crime, and as sickness and only more recently as normal.

- Encourage discussion of the negative impact that social and legal discrimination has on the psychological well-being and development of gay, lesbian, and bisexual persons. This discussion could be incorporated into sections concerning social factors related to mental health and well-being.
- Examine how biases in diagnosis and treatment affect the provision of mental health services to LGB persons.
- Be sure to address same-gender sexual orientations as they exist across groups (e.g., cultural/racial groups, older adults, men, women) with specific attention to similarities and differences.
- Discuss research indicating that some treatment approaches and practices are appropriate with LGB clients, while others are damaging. For example, most versions of systems theory or feminist therapy overtly acknowledge the role of social pathology in contributing to mental health problems, whereas intrapsychically orientated theories can be used by therapists to avoid examining those issues (e.g., anti-gay prejudice).
- Acknowledge that all therapies are value-laden and discuss related implications.
- Discuss the evidence related to identity-affirming, proactive approaches to treating LGB clients.
- Emphasize that therapy as a field (psychology as well as other mental health specialties) has established guidelines for therapy with LGB persons and has declared reparative therapy unethical; review contextual orientation of the guidelines and multiple foci of intervention (e.g., families, youth, elderly, training mental health professionals, etc.).
- Note that therapists who are prepared to treat gay or lesbian clients may (or may not) also be familiar with issues that bisexual clients face. Biphobic attitudes held by gay, lesbian, and heterosexual people can affect the mental health and well-being of bisexual people.

Health Psychology

Aging

- Cite evidence that challenges myths surrounding the health status of older adults. For example, cite evidence related to the prevailing notion that older people are not sexually active.
- Discuss variations in the health status of older adults from different racial and social class groups.

- Include recent references to studies on aging and coping. Discuss research documenting changing views of aging (e.g. related to widowhood and coping).
- Include discussions of the effects of exercise on health, particularly as it pertains to aging and quality of life into later years.
- Discuss the impact and interrelationship of physical and mental health and behavior on the major illnesses of later life (e.g., cardiovascular disease, cancer, etc.).
- Describe strategies that are effective in promoting adherence to medical regimens and medical decision making among older adults with multiple chronic health conditions or changes in cognition.

Culture, Ethnicity, and Race

- Point out that many of the differences in health status across racial groups can be attributed to contextual factors. Discuss the perspective that racial health disparities are not normative, but are due to the lack of effective attention to treatment, prevention, and research among particular populations.
- Discuss the effects on health of sociocultural variables such as stress and poverty and institutionalized “isms” (race, gender, age, and sexual orientation).
- Include research comparing different cultural groups’ experience of stress based on work-related conditions.
- Present information that illustrates the impact of culture on definitions of health and illness, notions of when it is appropriate to seek professional help for health concerns, the use of folk medicine or remedies, and the ways that cultural differences can influence the relationship between the health professional and the patient or client. For example, culture and pain is one related topic for which a number of references are available.
- Address successful models of culturally centered treatment prevention and intervention modalities (e.g., HHS guidelines on cultural competence in health care, Niang in Senegal, and minority AIDS prevention programs).

Disability

- Discuss the idea that people with disabilities are redefining the construct of health. People with even significant disabilities may define themselves as healthy.
- Discuss the notion that health and disability can be conceptualized as two different but potentially overlapping continua. Point out that persons with disabilities may require health services but are not needing or seeking a cure for the disability.

- Note that persons without disabilities often perceive the quality of life of persons with disabilities as much lower than do the persons with disabilities themselves. Cite related research: For example, a study of older women (over 80 years) with disabilities indicated that most of the women reported feeling happy and contented.
- Discuss the impact of rationing of health care for people with disabilities. Mention this point in sections dealing with health care and services.
- The WHO classification schemes have influenced the perception of disability. The distinctions among impairment, disability, and handicap have helped support the social model of disability. Critically discuss the assumptions behind these labels and their influence.
- Point out the fact that public health information (e.g., about AIDS) is often not made accessible to the disability community (e.g., Braille, large print, etc.). This is relevant to discussions of intervention and treatment programs and their effectiveness.

Gender

- Discuss research showing that responses of health care providers differ depending on the consumer's gender. For example, women's physical complaints are more often than men's attributed to psychological rather than organic causes. Women are twice as likely as men to be prescribed mood-altering drugs.
- Particularly when describing research results from clinical trials, point out the limitations in sampling that limit the generalizability of those research findings and results in a lack of data available on women's health issues. Caution readers to be aware of male health-related findings that are assumed to apply to women as well.
- The risks associated with behaviors such as dieting, alcohol use, smoking, and sexual behavior differ among men and women. Discuss these issues and support points with relevant research.
- Include concerns of women in discussions of HIV/AIDS. Poor and ethnic minority women are most likely to be diagnosed with AIDS.

Sexual Orientation

- Be sure to address health issues pertinent to sexual orientation beyond the issue of AIDS. Point out that there is a component of resilience or "crisis competence" that people develop when they learn successfully to manage social disadvantage.
- Discuss the importance of the LGBT communities in providing LGBT people with positive images of themselves

and positive experiences that are likely to be absent in dominant cultural environments. Include in the discussion the findings that positive images can influence one's physical health and psychological well-being.

- Discuss the implications of having an identity that is stigmatized but is largely invisible and the influence this could have on a person's health and behavior.

Social Psychology

Aging

- Ageism is another "ism" that's relevant to discussions of group formation, social attributions, changing social roles, self and identity formation and development, and prejudice and discrimination. Chapters tend to emphasize young adults. Give consideration to the entire developmental life span.
- Present relationships after young adulthood (e.g., Sternberg's theory of love over time), as well as the characteristics of long-term and family relationships.
- Avoid sending mixed messages concerning relationships among older adults, for example, describing an older-person couple as having a nonsexual relationship built on mutual respect and friendship; in fact, a couple could have a highly active sexual life along with one based on mutual respect and friendship.

Culture, Ethnicity, and Race

- Numerous studies reported in the fields of cross-cultural, cultural, and ethnic minority psychology present findings that are at odds with conventional social psychological findings. In some studies, researchers failed to replicate conventional findings with respondents from distinct cultural and ethnic groups. Include exemplary studies in various sections to show that culture and ethnicity indeed can influence social psychological study outcomes and produce alternative and rival hypotheses.
- Include examples for a wide range of ethnic and cultural groups in sections on racism, prejudice, and discrimination. Racial profiling, for example, occurs with great frequency among Hispanics and North American Indians and Natives, yet their statistics and corresponding prejudicial encounters with law enforcement are rarely represented in texts. Similarly, include a discussion of White privilege and the effects this has on racist behavior and attitudes.

Disability

- Present material concerning the long-standing, robust findings on the widespread negative attitudes held toward disabilities. Some examples include the following: By age 6

years, children show a clear preference for peers without disabilities; the doctrine of “separate is not equal” has not been held true for people with disabilities, who have separate entrances, bathrooms, transit systems, and seating sections in theaters; and people from the deaf community do not consider themselves disabled.

- Acknowledge that there is a rich disability culture, history, and language. For example, current research emphasizes how people with disabilities communicate with one another within and across disability through use of different communication styles and forms. Moreover, people with disabilities are at least bicultural, as they are part of the disability community and the larger able-bodied community and culture. Also, deaf individuals consider themselves to be language different, not disabled.
- Cover the key ideas of the independent living movement and independent living centers.
- Discuss legal issues pertaining to disability. These include definitions of disability in the law, the concept of least restrictive environment, and the relationship of laws to the daily lives of people with disabilities.
- Discuss the concept of universal design and its importance not just to people with disabilities but older adults, parents with strollers, etc.
- Considerable information exists on disabilities and abuse. Give attention to topics dealing with power relationships, attitudes, and prejudice and discrimination. For example, studies show that the rate of physical abuse and sexual abuse of children with disabilities is twice that of children without disabilities; people with disabilities tend not to be believed when they report abuses; and disabilities can be exacerbated by abuse. Also, higher divorce rates are associated with parents of children with disabilities. Furthermore, the relationship between a history of abuse and depression is the same for people with disabilities as it is for people without disabilities. Point out that it is, thus, vital that researchers inquire about such a history when conducting research with people with disabilities to avoid ascribing all problems to the disability itself.

Gender

- Include discussions of prejudice and discrimination, role differences in power, status, economic resources, attraction, and love and the importance of status and multiple identity variables in social situations, but do not make gender the sole focus.
- Avoid using data from older studies on gender socialization, as much of the current information challenges earlier findings.
- Contemporary findings suggest that there are more similarities than differences between males and females.

Avoid placing too much emphasis on gender differences and presenting the gender experiences as distinct dichotomies. Also, give attention to such factors as ethnicity, culture, power, socialization, and the importance of situations and contexts and their influence on shaping study outcomes, otherwise, the reader may perceive gender differences as biological, innate, or unchangeable by default.

Sexual Orientation

- Sections dealing with attribution theory include discussions concerning the experiences of gay, lesbian, and bisexual persons. For example, in discussing the fundamental attribution principle, make reference to the stereotypical notion that LGB people are to blame for their maltreatment. Similarly, in discussions about attribution error, reference can be made to the token exception rule as reinforcing the “belief in a just world.”
- Include experiences of gay, lesbian, bisexual, and transgendered people in sections concerning prejudice and discrimination, especially in subsections dealing with stigma and internalized oppression. Additionally, present material that shows how attitudes toward gays and lesbians challenge the viability of the contact hypothesis of prejudice reduction, influence the development and maintenance of positive self-esteem, and shape society’s homophobic beliefs and behavior.

Industrial/Organizational Psychology

Aging

- Information on the characteristics of the workplace should include the increasing number of older workers and responses to them, such as bridge employment and redesign of the workplace setting.
- In sections on employment testing, make the point that performance and selection processes need to be specific to age groups. That is, the predictive validity of employment tests for job success may differ among various age groups, and tests that have not been validated with older workers may be inappropriate for use with them.
- When discussing the impact of stereotypes and discrimination in hiring practices, include stereotypes about older workers. For example, in a study of typing ability, older experienced typists anticipated words further ahead on the page than younger typists did, effectively compensating for age-related reductions in typing speed. In another study, older workers were found to have lower rates of absenteeism compared to younger workers. It is also important to note that age is a protected category under federal civil rights statutes.

Culture, Ethnicity, and Race

- Discuss the impact of racial bias in hiring interviews and personnel testing and evaluation.
- The changing diversity of the American workforce has led to considerable discussion about how employers can create environments that foster respect among diverse groups. Describe characteristics of work settings that create satisfying and productive atmospheres for workers from various cultural, ethnic, and racial backgrounds.
- In talking about career patterns, recognize racial, ethnic, and cultural differences. Discuss traditional versus nontraditional career patterns. Moreover, point out how consumers are increasingly ethnic minorities, so work places should be more responsive to this change in demographics.

Disability

- Unemployment among people with disabilities has remained steady at about 70% despite laws designed to address equal opportunity (e.g., the Rehabilitation Act of 1975, the Americans With Disabilities Act). There is a long and pronounced history of discrimination against people with disabilities in employment. Point out that the reasons cited for not hiring people with disabilities (e.g., safety, higher insurance rates, and greater absenteeism) are not supported by work records of people with disabilities.
- Assistive technology (e.g., wheelchairs, voice recognition software, Braille printers, and teletype machines) has improved the lives of people with disabilities. But information about such technology is not well known, the technology may be too expensive for people with disabilities to buy, users usually cannot try out equipment before purchasing it, and insurance puts severe limits on what is available. Discussions of assistive technology should acknowledge both its advantages and associated barriers.
- Include discussions of the body of information about the correct “fit” of person (with a disability), assistive technology, and employment environments. Such discussions might include gender and ethnic concerns with regard to appropriateness and cultural meaning of specific assistive devices. In some instances, assistance decisions are made without regard to the impact on formal and informal personal assistants (training, ability to use or assist with assistive technology, etc.).

Gender

- Analyze gender differences in leadership in sufficient detail to make situational factors clear. For instance, recent research demonstrates that women and men leaders are evaluated using different criteria. In other words, in the view of their constituents, what works for women may be different from what works for men. Note that strategies

that are effective for many men frequently result in negative evaluations of women. Furthermore, the situation in which the leaders are operating influences the nature of effective strategies differently for women and men.

- In sections on work settings, discuss characteristics of the work setting and culture that affect whether a balance of work and family is made easy and contributes to job satisfaction. Acknowledge that the importance of balancing work and family is not restricted to women. In particular, emphasize that flextime schedules for both parents facilitate family well-being.
- Evaluate the wage gap between women and men because it is so often incorrectly and simplistically attributed to psychological, value, or preference differences between women and men. Discuss multiple factors when analyzing this excellent example of how multiple variables can contribute to a trend of discrimination. Include discussions on issues such as sexual harassment, glass ceiling, and the fact that they still exist, and the influence of child care on employment sites.

Sexual Orientation

- Discuss discrimination against those who are not married heterosexuals, such as bias in compensation and benefits and evaluations, workplace climates that assume the worker's partner is the other sex, and career development issues that may affect LGB people differently from others. For example, organizational characteristics, such as responsiveness to harassment complaints, gender ratio of workers, and policies prohibiting discrimination on the bases of sexual orientation or extending benefits to same-sex partners are related to heterosexism in the workplace. Heterosexism, in turn, is related to decreased job satisfaction and organizational withdrawal, as well as personal psychological well-being and physical health.

Applied Psychology

Aging

- Rapid changes in modern technology may create different experiences, depending on a person's generation. The experience of encountering rapid changes in technology on a daily basis is different for older people who grew up with out these technologies than for younger people for whom they are a natural part of their world. Technologies such as ATMs, the Internet, facsimile machines, palm pilots, and CDs, require new learning on a constant basis. Address challenges associated with new technology for older individuals. Correspondingly, acknowledge the advantages afforded by technology to older individuals. For example, e-mail has facilitated a new avenue of social support for older adults.

- Discuss important legal, ethical, and health care issues (for example, the need to spend down assets to qualify for Medicaid) that older Americans face.
- Sections focusing on environmental psychology highlight the advances being made in psychology in designing environments to facilitate individuals who are dealing with some of the challenges of aging.
- Highlight the work of psychologists at the Roybal Centers for Research in Applied Gerontology.

Culture, Ethnicity, and Race

- Discuss that whenever undesirable but necessary structures are to be placed somewhere (e.g., a waste management plant, nuclear waste deposit site, etc.), middle class neighborhoods have the funds to fight such facilities being considered for their communities, whereas those with fewer resources do not. Therefore, such structures typically are placed in more heavily concentrated ethnic minority communities. This is one example of environmental racism. Include a discussion of the impact of neurotoxins on physical and psychological health.
- Discuss various job-related issues. For example, with respect to getting jobs (particularly more prestigious ones or those requiring people to tout their qualifications), many ethnic minorities, especially traditional Asian Americans or others who come from collectivistic backgrounds, may value humility and, therefore, not engage comfortably in self-promotion. They may be the most qualified for the positions, but their cultural background prevents them from underscoring their credentials. Therefore, interviewers who may not be aware of these cultural differences may not fully appreciate a candidate's true credentials. Under these circumstances, it is preferred that others tout the candidate's credentials, thus enabling the candidate to save face.
- Explain that one of the biggest challenges in this area is the interaction of race and social class, where people of color with low incomes do not have the most advanced educational technological equipment. It puts many of them at a distinct disadvantage in classes where knowledge of computer skills and program operation are essential to the learning experience.
- Include research findings and discussions on the influence of the race of a perpetrator and the race of the victim in criminal arrests and on jury decisions.

Disability

- In discussions of assistive technology (AT) and devices, describe how these technological advances have been important for improving the daily lives and independence of people with disabilities. However, also note that

multiple factors for people with disabilities (e.g., high unemployment, less access to health care, higher poverty rates) put AT out of financial reach for many people with disabilities.

- In sections on AT, discuss the importance of matching technology to person and context. Important studies exist in the area of matching (e.g., Marcia Scherer). Without attention to this matching, most assistive devices sent home with people on release from hospitals are abandoned within a few months.
- Point out that the advent of the Internet, telecommunication devices, and telephone relay services have made communication among the deaf and between deaf and hearing people possible in a way it never has been in history.
- In sections dealing with AT, discuss how the body boundary of a person with a disability incorporates the AT (e.g., the wheelchair becomes a part of the person's personal space).
- In discussions of AT, emphasize how AT changes the relationships between parents with disabilities and their babies in a number of ways. For example, adapted baby-care equipment reduces the body strain for parents with disabilities and, as the focus on physical task decreases, allows for greater physical closeness and emotional bonding. AT also has legal implications. In custody cases, parents with disabilities should not be evaluated on adequacy of baby care in the absence of appropriate adaptations and accommodations.

Gender

- Discuss ways in which psychological research has informed legal decisions, such as the research on power and its impact on sexual harassment litigation and the battered woman syndrome.

Sexual Orientation

- Although an emerging area of study, discuss the role of technology in LGB communities. Discuss, for example, Web sites with LGB information and chat rooms that make it possible for closeted or rural or otherwise constrained LGB people to access information and one another.

Family

Aging

- Define family as not only the nuclear family, but as including multiple generations.
- Present information on the importance of grandparenting in the lives of older adults as well as in the lives of

children. Note that grandparenting often includes active parenting of children.

- Present information on the reality of family violence as it affects the elderly.
- Examine how marital and other intimate relationships change over the course of adulthood.
- Refute the stereotype of older adults as isolated from their families.
- Show variations in minority and ethnic groups in the role of older adults in extended family life. Include older LGBT families, as well as older families with members with disabilities.
- Discuss aging and its effects upon families, and examine how different cultural groups deal with their elders.
- Include the role of technology (cellular telephones, camcorders, Internet, e-mail, etc.) in maintaining/increasing family communications, as well as other technology (e.g., television) in decreasing family communications.
- Discuss the positive side of caregiving, including ways in which it is not as stressful as it is typically perceived to be. Note that some older people continue to provide caregiving started in younger years. Include a discussion of gender issues in caregiving by and/or for older people. Consider using the term “personal assistance” rather than “caregiving.”

Culture, Ethnicity, and Race

- Discuss variations in family constellations and dynamics across different cultural groups. Include information on the reality of family violence as it affects varying cultural and ethnic groups.
- Discuss the impact of the welfare system and migration on families.
- Using Roger Barker’s concept of ecology, discuss immigration and civil rights as two key examples of “disjuncture” of families—disruptive experiences and their impact on family functioning.
- Discuss the ecological/economic/historical (values, beliefs, traditions)/sociocultural contexts of families and how these factors ground families and shape child socialization practices.

Disability

- Note that there are tremendous variations in family constellations for families with disabilities. People with

disabilities may have families of choice that include peers with disabilities, personal assistants, etc.

- Discuss the fact that women with disabilities fare worse than do men with disabilities or nondisabled women. The women are more likely to be single, separated, or divorced; less likely to have graduated from high school or attended college; and more likely to be unemployed and receive lower monthly incomes.
- Point out that adults with disabilities are much more likely to be single than are adults without disabilities. Because women outlive men, they are more likely to be widowed and living with a disability. Women are more likely to be caretakers of men with disabilities than men are of women, because women often marry men who are older and because women are more likely to stay with husbands who become disabled, compared with men whose wives become disabled.
- Explain that people with disabilities may elect to live together without marriage to avoid a change in SSDI or SSI status. Conversely, they may stay married even if separated to keep a spouse with a disability on health insurance. Note that able-bodied White men are seldom referred to as “persons” and that the use of the word “persons” tends to be reserved for members of marginalized groups.
- Indicate that there is a pervasive assumption that people with disabilities are a burden on their families. A literature search using the key words “disability” and “burden” produces scores of articles. This perennial pairing of “disability” with “burden” complicates families’ adaptation to disability.
- Present information on the reality of family violence as it affects people with disabilities.

Gender

- Discuss the major changes in family forms that have developed in the United States over the past 25 years. Point out that the concept of family includes a broad range of domicile and attachment relationships.
- Consider how the roles of girls and women vary within families from diverse cultural contexts.
- Discuss the complex issues associated with child care and parenting employed mothers experience.
- Present information on the reality of family violence as it affects the women.
- Present evidence for the expansion theory, that well-being increases as women have multiple roles (e.g., family and employment).

- Discuss attitudes toward egalitarian relationships of women and men in differing family constellations (e.g., heterosexual married or cohabiting, lesbian). Compare time spent on home and child-care tasks for mothers and fathers in differing family forms and across diverse cultures. Discuss the benefits of egalitarian family relationships and some of the barriers to achieving them.
- Discuss gender differences in emotional support provided in families and the major role of women in family relationships.
- Discuss the variables that contribute to greater well-being of men over women in heterosexual marriages.
- Present a range of variables that may contribute to the stress of single parenting, such as poverty, as well as those factors that foster strength, such as social and community support.
- Summarize some of the major factors that lead to family dissolution, including spouse and child abuse, alcoholism, etc.
- Include the role of technology (cellular telephones, camcorders, Internet, e-mail, etc.) in maintaining/increasing family communications, as well as other technology (e.g., television) in decreasing family communications.
- Emphasize the contributions of supportive families to children's self-esteem, educational attainment, and physical/psychological well-being.
- Avoid stereotyping family roles (e.g., referring to parenting exclusively as mothering).

Sexual Orientation

- Challenge prevailing notions about what constitutes a healthy family (i.e., a heterosexual couple, legal marriage, and gendered roles for both partners).
- Present information on children raised by same-sex couples to dispel stereotypes about the negative effects of such families.
- Discuss the challenges LGB families face because of heterosexist attitudes and structures (e.g., lack of child custody protection, lack of insurance coverage, lack of legal status with regard to health decisions, lack of death benefits, lack of protection of mutual property, difficulties in dealing with children's schools and friends, discrimination in housing, invisibility of relationships, etc.).
- Explain that the stressors lesbian, gay, and bisexual youth experience may contribute to their higher rates of

school absence, substance use, and other potentially disruptive behaviors.

- Assert that the children of lesbian and gay parents do as well as children of heterosexual parents on major measures of mental health and social adjustment.
- Suggest that families with lesbian, gay, and bisexual members have limited access to the array of services afforded to other families because of bias, lack of provider knowledge or skills with the population, and absence of funding. Lack of funding is at times associated with issues of legal recognition for the relationships of same-sex couples as well as their legal and financial commitments to children for whom they share responsibility.

Psychological Research

Most introductory psychology textbooks include separate sections or chapters on the methods and procedures associated with the conduct of psychological research. In general, this subheading applies to all of the subheadings in this monograph, however, the recommendations presented in this section can be included in a separate discussion of the overarching theme.

- Discuss the limits of the generalizability of psychological research. Much of the extant research is based on a set of normative assumptions that value the experiences of some (i.e., White, male, heterosexual, young, middle-class, able-bodied U.S. American college students) over those of others.
- Use examples to incorporate diversity into research methods sections. For instance, examples of research on aging can be used to illustrate types of research designs (e.g., cross-sectional vs. longitudinal, quasiexperimental).
- Avoid citing damaging research examples, such as Bruno Bettelheim's theoretical work on the origins of autism positing that autism was a profound deficit in the bonding between child and mother. This led to decades of blame and guilt of mothers of children with autism. Another example of damaging research is a study using cosmetics and plastic surgery to make children with Down syndrome appear more "normal." Another example of damaging research is the data on the cognitive abilities of children of working mothers that fails to take into account the multiple variables in parenting.
- Discuss the ethical problem of informed consent in research with Alzheimer's patients.
- Discuss ethnic/racial issues in epidemiological research. For example, biases in reporting the epidemiology of mental health may result when the investigator uses prevalence results collected with a small sample involving a particular

ethnic/racial group and then generalizes these results between (African American versus Hispanics) or within (e.g., Puerto Ricans versus Mexican Americans) ethnic/racial groups.

- Consider the value of using multiple paradigms to interpret research findings. For example, what would it mean if women, members of ethnic minorities, gay, lesbian, or bisexual people, people with disabilities, or older people were taken as the norm rather than straight, White, able-bodied, young men? Discuss the argument for moving research from Paradigm I (moral and medical models) to Paradigm II (social model) to honor the new paradigm (National Institute on Disability and Rehabilitation Research) in research.
- Assess the extent to which research findings have validity across cultures, including subcultures, and discuss the need to develop culturally conscious norms, constructs, and methods.
- Describe the attributes of those who participate in psychological research. Discuss the implications of research that is designed and conducted by a relatively homogeneous group that employs samples that do not represent the diversity of humankind. Are individuals with certain characteristics more likely to conduct or act as respondents in psychological research?
- Reflect on the importance of the heterogeneity within subgroups. For example, research on one subgroup of people with disabilities may not generalize to those with other disabilities.
- Include both qualitative and quantitative methods in descriptions of research design and discuss feminist challenges to conventional research methods.
- Discuss the role of experimenter bias and participant expectations in research outcomes and how these relate to gender, culture, sexual orientation, age, and disability status. A significant body of research indicates that women and men often respond differently to male and female experimenters, thus calling to attention the reliability of the results of many studies.
- Discuss the extent to which personal, institutional, and cultural biases affect the kinds of questions researchers ask. For example, there is extensive literature on the effects of mothers who work on child development, while the impact of fathers who work is rarely studied. In another example, prior to Evelyn Hooker's landmark study, research assumed that same-gender sexual orientations or behaviors were pathological with no empirical support. Hooker's study was the first to use nonclinical samples, and it demonstrated that gay and heterosexual participants could not be distinguished on the basis of indicators of pathology.
- Discuss the extent to which diversity-related biases (e.g., ageism, racism, sexism, and heterosexism) influence the way research is conceived, designed, interpreted, and published. Possible examples include the preoccupation with finding sex [gender] differences instead of similarities, research exploring the causes of homosexuality rather than sexual orientation, and the composition of the scientific power elite in psychology, such as journal editors and reviewers.
- Recognize that research is conducted and interpreted with in a historical context (e.g., the Kallikak studies and the societal context of eugenics). Discuss the implications of age- and ethnicity-related shifts in the demographics of the U.S. American population as a sign of changes in the historical context.
- The achievement of cultural measurement equivalence across cultures through use of item linguistic translation procedures is central to understanding the cultural equivalences of measures. Mere language translation is not enough. Use of conventional scaling procedures in cultural comparative research has introduced a number of methodological problems especially in the use of a structured response format. Response styles of culturally different respondents create problems for scale and questionnaire construction and use. In constructing and using measurement instruments in cultural comparative or cultural-sensitive research, the investigator must give serious attention to issues of equivalence. The instrument's content, format, and metric style must be congruent with and comparable across the cultural groups selected for study. Researchers must provide hard evidence that the components of the measurement process meet the standards of functional, conceptual, metric, linguistic, and stimulus equivalence.
- Discuss the need for research itself to be accessible, i.e., in a variety of methods and modalities to be accessible to people with different disabilities, people from lower socioeconomic backgrounds, and people in less accessible geographic locations.
- A conscious effort to include statistically valid sample sizes of ethnic and cultural populations in all research should be considered to describe normal psychology and to generate professional treatment.

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