

Diversity Committee E-Blast

May 2021

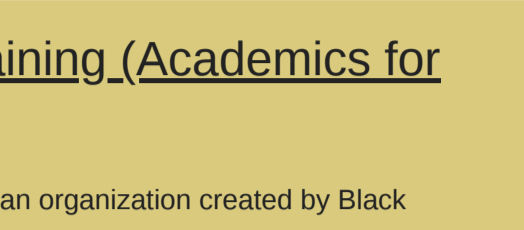
This Month's Newsletter At a Glance

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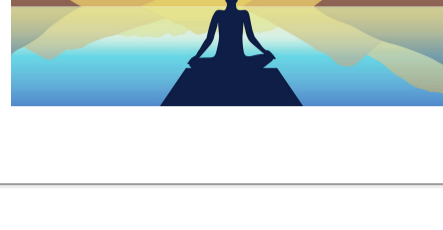


Workshop: Anti-Racist Training (Academics for Black Lives)

Academics for Black Survival and Wellness, an organization created by Black counseling psychologists, conducted a 7-day anti-racist training geared towards non-Black academics in August 2020. Recorded video discussions covering a wide variety of topics, including applying intersectionality and practicing Black allyship, are available [here!](#)

Resource: Mindfulness for Stress Management

News coverage of recent racially motivated tragedies and the large-scale challenges may weigh heavily on our minds and bodies. Exercises based on mindful present awareness may help alleviate stress.¹ Try one of these exercises from the Mindful Awareness Research Center at the University of California Los Angeles (UCLA)! <https://www.uclahealth.org/marc/mindful-meditations>



¹ Schumer, M. C., Lindsay, E. K., & Creswell, J. D. (2018). Brief mindfulness training for negative affectivity: A systematic review and meta-analysis. *Journal of Consulting and Clinical Psychology, 86*(7), 569–583. <https://doi.org/10.1037/ccp0000324>

Using Identity-first and Person-first Language When Discussing Disability

People with disabilities are one of the largest minority groups in the United States, as 1 in 4 American adults has a disability. Disability refers to a condition where activities usually performed by people (e.g., walking, reading, learning) are restricted. Some disabilities, such as traumatic brain injury and depression, are not visible to others. How do disabled individuals prefer to be referred to? It depends.

- *Person-first language:* using person-first language (e.g., people with disabilities, individuals who are hard of hearing) emphasizes one's personhood over their condition. Person-first language has been encouraged as the default for referring to people with disabilities,
- *Identity-first language:* some disabled individuals prefer to be referred to identity-first (e.g., disabled individuals, diabetic) as this is straightforward, descriptive, and allows disabled individuals to embrace their identity.

[Dunn & Andrews \(2015\)](#) suggest using both person-first and identity-first interchangeably (as we have here) to acknowledge both perspectives represented by person-first language and identity-first language.

Finally, when in doubt, ask! Everyone has different preferences for how they want to be identified.

Check out this piece from the APA on enhancing interactions with people with disabilities: <https://www.apa.org/pi/disability/resources/publications/enhancing-your-interactions.pdf>

Learn about UCCS's Office of Equity, Diversity, & Inclusion

The UCCS Office of Equity, Diversity, & Inclusion (EDI) provides essential support within the university, promoting those key principles of EDI through several campus-wide programs and initiatives. The EDI office plays a crucial role by collecting data on enrollment, retention, and graduation of UCCS students of color. Associate Vice

Chancellor Dr. Stephanie Rose Spaulding hosts the EDI Listening Sessions occurring throughout the semester, where students, staff, and faculty have opportunities to share their thoughts on EDI efforts at UCCS. The EDI office also supports students and faculty through numerous scholarships, grants, and awards celebrating contributions to EDI across campus and within the community. Learn more at: <https://diversity.uccs.edu/>

Staff Spotlight: Jennifer Roberts, MA

By: Kelly O'Donnel



Jennifer Roberts, a doctoral candidate in the Department of Psychology, teaches PSY 3510/GRNT 4630 Psychology of Aging. Ashton Applewhite, an advocate for older adults, often states that ageism is the last acceptable "-ism." Though we commonly hear about racism, sexism, ableism, and other "-isms," we rarely hear about ageism. Because this course focuses on aging, Jen felt it was appropriate to include a unit on ageism.

Throughout the semester, Jen and her students talk about ageism during dedicated ageism discussion weeks. Students are required to read a book written by Ashton Applewhite. They find examples of ageism in the media and together, they discuss their reactions to the book and media examples. Jen also encourages her students to increase their awareness of ageism, challenge their own ageist beliefs, and begin to advocate for older adults in whatever way they are comfortable. In addition to the ageism discussions, the students spend a good portion of the semester interviewing an older adult. They are required to ask their informant about topics from the class and the interviews are compiled into a final paper. Though the interview topics are selected by the students, most ask their informants about their experience with ageism. They learn about ageism directly from an actual person, rather than through videos and discussion, which enhances their understanding. In Jen's course feedback, students list the ageism discussions and the paper as the most meaningful course activities.

Upcoming Events

Emerging Scholars Symposium for Minority Clinical Psychology Researchers (May 21st)

click [here](#) for more information and registration

EDI Listening Sessions (May 7th and May 18th)

click [here](#) for more information and registration

Subscribe to the Psychology Department Diversity Committee's Mountain Lion Connect [page](#) to see an up-to-date list of university-related and community-based EDI events.

Editorial: How to Ask About Gender and Sexuality in Research

By: McKenzie Lockett

Due to changing norms, some researchers experience apprehension when it comes to the "best" way to assess gender and sexuality in a research study. Even for researchers who are not conducting research specifically in gender and sexuality topics, appropriate assessment of gender and sexuality in a research study's demographics ensures inclusive representation. Although norms and standards for assessing gender and sexuality are constantly evolving, research practices emphasizing diversity and inclusion have emerged in recent years.

Sexual orientation refers to one's self-description of physical, romantic, and sexual attractions. Assessments of sexual orientation typically focus on the direction of sexual or romantic attraction one has, such as being attracted to similarly gendered individuals or differently gendered individuals. Individuals who experience attraction to both similarly gendered and differently gendered individuals often identify as bisexual or pansexual. Additionally, a growing number of people in the United States identify under the umbrella term queer (Goldberg et al., 2020). Assessments of sexual orientation should also include the degree to which a person feels sexual or romantic attraction. This can include asexuality, which refers to low or absent sexual attraction, as well as demisexuality, which involves sexual attraction that emerges only after an emotional bond has been formed. Thus, assessments of sexual orientation should be inclusive to the wide range of identifiers a given person may use. For sexual orientation, APA heavily encourages allowing participants to self-identify through an open-ended question to allow each participant to describe their sexuality as they uniquely experience it. However, researchers can also assess for the most common sexualities, which include: a) straight, b) gay, c) lesbian, d) bisexual, e) queer, f) pansexual, g) asexual, h) demisexual, and i) polysexual.

The APA manual, 7th edition, emphasizes understanding the difference between "assigned sex at birth," which can be male, female, and intersex, and "gender" which refers to the attitudes and feelings one experiences with a given gender. For researchers with certain research questions, asking about assigned sex at birth as well as gender may be appropriate; for other research questions, researchers may be primarily interested in gender as a social group. The APA manual also strongly encourages researchers to collect information on the gender identity of participant samples, and to not assume that participants are all cisgender (that is, identify as the gender they were assigned at birth). Thus, it is recommended that researchers ask gender-related questions to capture whether a participant identifies as transgender or cisgender.

One study (Broussard et al., 2018) assessed reactions to different ways of assessing gender and sexuality in research studies. LGBTQ+ individuals largely preferred an expanded format for assessing gender, in comparison to a binary option (which simply asked "male" or "female") and a single-item, 58-choice option. This expanded format asked "what is your current gender identity" and provided seven response options: a) male, b) female, c) Female-to-Male (FtM)/Transgender Male/Trans, d) Male-to-Female (MtF)/Transgender Female/Trans Woman, e) Genderqueer, neither exclusively male or female, f) additional gender category, please specify _____, or g) Decline to answer. Using this expanded format - or a similar version - is a simple, straightforward method for assessing gender that simultaneously measures gender and gender identity, as well as allows participants to self-describe their identity when preferred. Other researchers prefer to do a two-step process for assessing gender and gender identity, with one question asking participants to identify as cisgender or transgender, and a follow-up question assessing gender (man, woman, non-binary, or other). It is increasingly important that researchers include a nonbinary or genderqueer option to adequately represent individuals who do not identify as a man or a woman, as a significant portion of transgender people identify as non-binary (Webb et al., 2015).

In conclusion, researchers in gender and sexuality topics encourage inclusive assessment of gender and sexuality that captures the multifaceted dimensions of gender identity and sexual orientation. It is recommended to include an open-ended question to allow participants to self-identify, even if this is used in conjunction with self-report options. Finally, researchers should consider the implications of assessing gender and sexuality. Because some individuals may not be comfortable sharing their gender identities and sexual orientations, providing options such as "prefer not to say" can empower participants to maintain their privacy if they'd prefer to do so.

Broussard, K. A., Warner, R. H., & Pope, A. R. (2018). Too many boxes, or not enough? Preferences for how we ask about gender in cisgender, LGB, and gender-diverse samples. *Sex Roles, 78*(9), 606-624. <https://doi.org/10.1007/s11199-017-0823-2>

Goldberg, S. K., Rothblum, E. D., Russell, S. T., & Meyer, I. H. (2020). Exploring the Q in LGBTQ: Demographic characteristic and sexuality of queer people in a US representative sample of sexual minorities. *Psychology of Sexual Orientation and Gender Diversity, 7*(1), 101. <https://doi.org/10.1037/sgd0000359>

Webb, A., Matsund, E., Budge, S., Krishnan, M., & Balsam, K. (2015). *Non-Binary Gender Identities*. Society for the Psychology of Sexual Orientation and Gender Diversity, American Psychological Association. <https://www.apadivisions.org/division-44/resources/advocacy/non-binary-facts.pdf>