

A CRITICAL EXAMINATION OF GENDER, RACE, AND
SEXUALITY IN INTRODUCTORY CLINICAL
PSYCHOLOGY TEXTBOOKS

by

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A THESIS

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ABSTRACT

Clinical psychology is a field that aims to understand behavior and to use this understanding to aid individuals and society in a multitude of ways. Many psychologists use their training to help patients who seek help with emotional, behavioral, or other types of mental health issues. Because psychologists can have a significant impact on individual's lives and society as a whole, analysis of the training psychologists receive is critical to ensure that appropriate material is being integrated into that training.

The present study is an examination of the five top selling introductory psychology textbooks as of 2008. These textbooks are used in upper level undergraduate and beginning graduate classrooms. The study's aim was to examine the content of these textbooks for information related to gender, race, and sexuality.

The findings suggest that although the field of psychology has continued to report that multicultural sensitivity is essential to effective treatment of diverse individuals, introductory psychology textbooks do not have sufficient and accurate information in any of these areas. All of the books examined were authored by males, contained a higher proportion of photographs of white males than white females and ethnic minority males and females, contained traditionally gendered descriptions of males and females, reported little information on sexuality or race, had no information on possible reasons for reported sex differences, and contained gendered examples of psychopathology. The significance of these findings and suggestions for improving the multicultural content of psychology textbooks are discussed.

DEDICATION

This thesis is dedicated to the small but mighty group of individuals who identify as feminist psychologists. Although the slope is steep, the field of psychology benefits from feminist critique and inquiry.

LIST OF ABBREVIATIONS AND SYMBOLS

M	Mean: the sum of a set of measurements divided by the number of measurements in the set
SD	Standard deviation: A measure of the dispersion of a set of data from its mean
p	Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value
t	Computed value of t test
$<$	Less than
$=$	Equal to

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CHAPTER 1

INTRODUCTION

Clinical psychology has been defined by the American Psychological Association (APA) as a field involving “research, teaching, and services relevant to understanding, predicting, and alleviating intellectual, emotional, biological, psychological, social, and behavioral maladjustment, disability, and discomfort, applied to a wide range of client populations” (Mayne, Norcross, & Sayette, 2006, p. 1). It is also the largest specialty within psychology and continues to grow with 2,400 doctoral degrees being awarded yearly (Mayne, Norcross, & Sayette, 2006). Two-thirds of service providers in the APA identify as clinical psychologists (VandenBos, Stapp, & Kilburg, 1981) and a majority of all psychology personnel in the United States identify likewise (Dewey, 2007; Stapp, Tucker, & VandenBos, 1985).

Curriculum in clinical psychology usually includes training in clinical intervention, assessment, supervision, research, and teaching. Although “hands-on” training is one method of learning in clinical psychology programs, textbooks are required in many, if not most courses, including practica. Because textbooks are an important source of knowledge for clinical psychology trainees, it is important to critically examine the content of these texts for sexist, racist, heterosexist, and other problematic undertones.

The American Psychological Association (APA) has developed several sets of guidelines to encourage psychologists to eliminate and/or decrease bias¹ that had been present in clinical, educational, research, and organizational work. Guidelines exist for: nonsexist use of language

(1975), therapy with women (1978), avoiding sexism in psychological research (1988), avoiding heterosexual bias in language (1991a), avoiding heterosexual bias in psychological research (1991b), psychological service to ethnically diverse populations (1993), therapy with lesbian, gay, and bisexual clients (2000), and multicultural education, training, research, practice and organizational change (2003)². Each of these documents will be examined by content area.

APA Guidelines Related to Gender and Sex

In 1975, the APA Task Force on Issues of Sexual Bias in Graduate Education issued the *Guidelines for Nonsexist Use of Language*. The task force conducted a pilot study examining the content of graduate textbooks in clinical psychology. The results indicated that women were less frequently cited as research participants, reviewers for the textbooks, and authors of these texts. In addition, women's work was cited much less frequently than men's and these textbooks often used the generic masculine pronoun. The task force also noted that if gender differences were examined in research studies, the results were usually not interpreted or even noted.

To help remedy this situation, the APA task force issued guidelines that would later become part of the APA Publication Manual. These guidelines include: using personal pronouns that are appropriate to the gender of the individual being discussed, using gender-neutral terms when talking about generalizations of human beings, refraining from using stereotypic terms, refraining from unwarranted generalizations across gender, inclusion of evidence of gender differences, interpretation of gender differences, and inclusion of feminist critique of the subject matter at hand.

Since the publication of these guidelines, studies have been conducted to examine psychology textbooks, mostly at the undergraduate level. For instance, Peterson and Kroner (1992) examined 27 psychology and human development textbooks to see if gender

representation was more equal than in the previous APA study and to develop a measurement tool for evaluating the content of textbooks. The content analysis revealed that for the introductory psychology textbooks, 74% of the authors were male and 60% of the reviewers of the texts were male. In the sections on the history of psychology, the work of men was described and pictured significantly more than that of women. Male theorists' work was depicted compared to females at a ratio of 8:1. In addition, women were pictured less frequently than men. When women were portrayed in photographs, they were much more likely to be portrayed as pathological than men.

The authors also found that the suggestions from the APA task force were rarely followed with the exception of pronoun use. Most of the authors of the textbooks used gender-appropriate pronouns and gender-neutral pronouns when referring to human beings in general. The authors expressed concern over these results because of the impact the material in the textbooks could have on a vast number of students. Many students take introductory psychology classes and if they are not sophisticated in their critical thinking or analyzing skills they will be unlikely to critique the content of these textbooks.

A second set of guidelines pertinent to sex and gender was published in 1978 by the APA. *The Guidelines for Therapy with Women* were intended to be used in training and clinical practice and were based on surveys of female therapy clients and practitioners. The task force that developed these guidelines found that behaviors of therapists that were considered sexist included: 1) fostering traditional gender roles, 2) bias in expectations and devaluation of women, 3) sexist use of psychoanalytic concepts, and 4) treating women as sexual objects. The task force issued a set of 13 guidelines (listed in Table 1) "for ethical and effective psychotherapy with women" (p. 1122). Newer guidelines have been adopted by APA Divisions 17 (counseling

psychology) and 35 (psychology of women) but have not yet been adopted by the APA Council of Representatives.

Lastly, the APA published *Guidelines for Avoiding Sexism in Psychological Research* in 1988. This document provided psychologists a list of common problems in psychological research at all stages of the research process, including: question formulation, research methods, data analysis and interpretation, and conclusion formulation. The article also provided suggestions for alleviating sexist bias at each of these stages of the research process.

APA Guidelines Related to Race and Ethnicity

At the end of the 1980s and beginning of the 1990s there was an increasing interest in cultural diversity in the field of psychology. During this time, the APA developed and published *Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations* (APA, 1993). This document included nine guidelines for psychologists (see Table 2) aimed at increasing the appropriateness and quality of psychological services provided to clients from ethnically diverse populations. Some of the assumptions underlying these guidelines are: 1) that psychologists have easy access to information about ethnically and racially diverse populations and 2) that those in their early training (i.e., graduate students) have opportunities to work with diverse clients and receive a culturally sensitive education.

A second set of guidelines related to ethnicity were later developed by the APA. The *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* were adopted as APA policy in 2003. This document established six guidelines (see Table 3) in five different content areas: commitment to cultural awareness and knowledge of self and others, education, research, practice, and organizational change and policy

development. Although the term *multicultural* suggests a larger scope of inquiry, the APA multicultural guidelines only refer to race and ethnicity.

In 2008, the APA published the *Report of the APA Task Force on the Implementation of the Multicultural Guidelines*, a document designed to identify “specific action steps that APA can take to develop or augment cultural awareness, knowledge, and proficiency within its governance and sphere of influence” (p. 5). Of particular relevance to the current project are recommendations 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, and 4.4 (listed in Table 4).

Recommendations 3.1, 3.2, and 3.4 are aimed at increasing diversity and multiculturalism in the education of future psychologists through measuring and evaluating students’ cultural competence, providing materials to help faculty teach from a multicultural perspective, and integrating the *Multicultural Guidelines* into accreditation standards for graduate programs, internships and post-doctoral education (respectively). Clearly, the inclusion of diversity and multiculturalism in psychology textbooks is an integral piece of each of these recommendations. Without proper attention to diversity in textbooks students will not have access to information on multicultural issues and faculty will not have information on multicultural issues readily available for dissemination.

Recommendations 4.1, 4.2, 4.3, and 4.4 are designed to encourage psychologists to: examine how culture might influence the variable(s) they are studying as well as culturally specific methodological issues, incorporate cultural context of human functioning into research, incorporate ethnically diverse samples into their research and report on the ethnic make-up of samples, and increase diversity proficiency in the publication process by considering multicultural expertise of reviewers and editors. If these recommendations were fully incorporated, psychology textbooks would detail ethnic/racial characteristics of the samples in

cited research, include more material on multicultural considerations in research, and information on how students can evaluate research and its applicability to diverse populations.

APA Guidelines and Articles Related to Sexuality

Similar to the guidelines published for nonsexist language, the APA published an article titled, *Avoiding Heterosexual Bias in Language* in 1991 (APA, 1991a). This document detailed problems in terminology in the psychological literature at that time. Specifically, the article advocated for the use of the term *sexual orientation* instead of *sexual preference* and specific language such as *lesbian* or *gay male* over the generic term *homosexual*. Authors were encouraged to avoid stigmatizing language such as *sexual deviance*.

The same year the APA also published an article titled, *Avoiding Heterosexual Bias in Psychological Research*. The article carefully detailed how to avoid heterosexist bias in all stages of research including formulating the research question, sampling, research design and procedures, protection of participants, and interpreting and reporting results. In the article, the authors called special attention to textbook authors and editors, stating,

“explicit mention of lesbian, gay male, and bisexual perspectives should be included for a wide variety of psychological topics...Teachers and professors should actively seek textbooks that present an affirmative view of lesbians, gay men, and bisexual people, and should inform publishers that they are doing so” (APA, 1991b, p. 962).

The authors of this article recognized the important role that textbooks play in (dis)confirming stereotypes as well as providing culturally-specific information to students.

The APA eventually published the *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients* in 2000. This document contained 16 guidelines for psychologists providing psychotherapy to the LGB³ community (see Table 5). According to the guidelines, providing access to diversity in education is an important part of ameliorating the too-often reported feeling

of unpreparedness to work with LGB clients experienced by graduate students and new psychologists. The guidelines cite work that has shown that graduate students report inadequate training in working with clients of diverse sexual orientations despite the APA's addition of diversity training to graduate school and internship curriculum and training experiences. Adding to the problem, the guidelines also cite research that has shown that psychologists show "prejudice and insecurity in working with lesbian, gay, and bisexual people" (APA, 2000, p. 1447).

Relevant Research

Although there have been few research articles that have assessed the impact that these guidelines have had on discourse within textbooks, one study examined how well introductory psychology textbooks represented diverse individuals and included issues of gender, ethnicity, and sexuality (Hogben & Watermen, 1997). Each textbook was coded by two separate individuals who examined the written content and photographs in each book. They examined a total of 28 books and found that 22 were solely written by male authors, 4 solely by female authors, and the remaining 2 were written by male and female co-authors. They found that the books written by solely female authors had more information on all diversity codes. Forty-two percent of all of the photographs in the textbooks were of females. Latinos were significantly underrepresented in the photographs as compared to the proportion of Latinos in the U.S. population.

The authors noted that several populations were extremely underrepresented in the texts. For instance, lesbian coverage amounted to an average of eight paragraphs while Native Americans received one paragraph, Latinos two paragraphs, African-Americans six paragraphs, and Asian Americans received one paragraph of attention in the texts. The authors concluded

that while introductory psychology textbooks are more representative than in the past, the exclusion of certain identities in these texts is a serious problem. They recommended supplementing the textbooks and advocating for more inclusion of diversity issues from textbook companies or department chairs. Interestingly, the texts had a lot of information on gender differences and gender roles, yet virtually none of the texts mentioned sexism or feminism. The authors criticized the lack of attention given to sexism and commented that because “sexism is detrimental to both women and men of all racial-ethnic groups, inclusion of sexism would be salient for all students” (p. 99).

Purpose of the Current Study

While the studies described above (Hogben & Watermen, 1997; Peterson & Kroner, 1992) are helpful in examining introductory psychology textbooks, both are dated and are only relevant to introductory level undergraduate courses. No follow-up studies have been conducted to examine whether the various APA guidelines had any impact on graduate level textbooks’ inclusion of gender, ethnicity, or sexuality. The purpose of this study is to fill in the gap by performing a content analysis of graduate level clinical psychology textbooks based on Bender and Kroner’s (1992) content analysis guide.

The purpose of focusing on clinical psychology versus other specialties is twofold. First, as mentioned earlier clinical psychology involves clinical intervention, assessment, and diagnosis – all of which can have a significant impact on people’s everyday lives. These activities are also ripe for errors based on biases. By ignoring or excluding information on issues of gender, race, class, and sexuality, clinical psychology may be doing a disservice to the vast communities of potential clients it could serve.

Second, there are personal reasons that have led me to want to conduct this study. I am currently a psychology intern at the Milwaukee Veteran's Administration, completing my final requirement before I am awarded my doctorate in clinical psychology. I completed my graduate training at The University of Alabama in the clinical psychology program. At one point in my third year of study, I noticed that there was a significant amount of information to which we, as students, were not getting access. For instance, we were heavily trained in quantitative methods, traditional therapies and theories of development and psychopathology, and standardized assessments. Although some of our classes and textbooks included discussion about limitations or flaws in these theories and therapies, not one of these criticisms came from a feminist lens. In addition, little to no information was provided for treating sexual assault and LGBTQ clients.

Based on the gap in the literature and my own experience in a clinical psychology program, the research question guiding the current study is: what are clinical psychology textbooks including/excluding? Specifically, I was interested in ethnicity, gender, sexuality, and feminism and to the extent each of these is (in)adequately covered. Further, why are there gaps in clinical psychology textbooks? Are there certain groups of people or presenting problems which the field is not willing to address? To answer these questions a critical content analysis will be conducted to both describe the content of these texts and to critique this content.

Hypotheses

Based on the previous research mentioned above, the following research hypotheses were tested:

1. Men will author, review, and edit more of the textbooks used in clinical psychology graduate programs.

- a. Those textbooks authored or co-authored by women will devote more time to issues of gender, race, and sexuality than those written by male authors only.
2. Males will receive more attention in the textbooks in the following areas: as psychologists, authors or contributors of psychological theories, and as subjects of study.
3. Females and males will be pictured at approximately an equal rate but when females are pictured they will be significantly more likely to be shown as pathological.
 - a. Ethnic or racial minorities will be underrepresented in the textbook pictures as compared to their proportion in the United States population as a whole.
4. Ethnic or racial minorities will receive less attention in the text than White individuals.
5. Non-heterosexual sexualities will be mentioned less frequently than heterosexuality.

CHAPTER 2

METHODS

Sample Selection

A list of the top five most commonly used clinical psychology textbooks used for graduate study was obtained from an anonymous publisher. These books are used to educate upper-class undergraduates and beginning graduate students on the field of clinical psychology. Typical chapters include: history of the field, schools of thought/therapy, ethics, assessment, basics of psychotherapy, and future directions of the field. Textbooks which were published before the year 2000 or were on specific issues *within* the broader field of clinical psychology were not considered for analysis because the current study focused on *current* material being used in *general* clinical psychology curriculum. A list of these titles and their authors is included in Table 6.

Procedure

Two independent coders examined each text according to the guidelines listed below. Each textbook's general characteristics were recorded, including: the gender of the authors and reviewers, and the year it was published. Next, each textbook was broken down into smaller, more manageable chapters for content coding. Five chapters were randomly selected from each text for in-depth analysis.

Coding. After sections of each textbook were randomly selected for review, coding of the chapters followed, with a focus on content and pictorial representation. Fifteen to 20% of the

verbal content was analyzed by selecting certain pages of the selected chapters. Pages 1, 10, 20, and 30 of each chapter were examined for descriptions. If the chapter did not have a page 30, the last full page in the chapter was examined. Using the coding description detailed in Peterson and Kroner's 1992 study of introductory psychology textbooks, the content about theorists and researchers was coded as description, mention, or illustration. A description is a "situation in which at least three sentences were used to refer or to discuss a person's theory or work" (p. 21). A mention refers to less than three sentences which focus on a particular person's work. An illustration is a picture or drawing which is used to show a certain individual who is referred to in the text. The gender of the author for each description, mention, and illustration was recorded as was the number of sentences describing the psychologist's work. The same procedure was used to examine ethnic minorities' representation in the text, when possible. However, it was impossible to tell ethnicity by the mere mention of a psychologist's name, which made analysis of ethnicity difficult except in the case of pictorial representations.

Chapters were also analyzed for examples and subjects of study. Examples that were used to illustrate points were coded for the gender and race (if applicable) of the person used in the example. If descriptors of the participants in a particular study were present, these were coded based on the gender and race of the participants as well.

Pictures that did not showcase theorists or researchers highlighted in text, but instead illustrated certain concepts discussed were analyzed by listing the gender and race of the individual in each picture. If more than one individual was in the photograph, coders determined by consensus which person was focal in the picture. Each illustration was also analyzed based on the *context* of the picture and assigned one of the following codes: Active/Agent (A/A) or Passive/Object (P/O), Positive (Pos) or Negative (Neg). If the behavior was neither positive nor

negative no *value code* (positive or negative) was listed. Descriptions of these codes can be found in Appendix A.

Pronoun use was evaluated by examining the first chapter in every text, which was thought to be representative of the pronoun usage in subsequent chapters. There were seven categories to describe pronoun use: the “generic” male pronoun, the “generic” female pronoun, female and male pronouns alternate, use of the construction he/she, plurals or neutral forms refer to females and to males, appropriate pronouns refer to people of each gender only, some other approach or combination of others (see Peterson & Kroner, 1992).

Critical Content Analysis. A critical reading of the selected pages in each text followed the content coding. Each text was examined with an eye towards discussions of the following topics: women, feminism, LGBTQ issues, sexuality, gender, and ethnicity.

CHAPTER 3

RESULTS

A total of 117 pages of text were examined for this project. Twenty-two photographs (19 photographs of psychologists and three pictorial representations of concepts discussed in the text) were acquired from a total of 805 pages that were examined across 25 chapters.

Although there was a plan of analysis for this project, several factors prohibited the strict adherence to this plan. First, pictorial representations of concepts described in the books were largely absent ($N = 3$). Therefore, any statistical evaluation of these pictures was contraindicated. There were pictures of male and female psychologists who were discussed in the text and analysis of these were still conducted statistically (for a distinction between pictures of psychologists and other pictures see Methods.) Second, there was a lack of information about minorities (e.g., often no reported ethnicity of person used in example, few non-White psychologists in pictures, no mention of LGBTQ clients in examples) present in these books. It was, thus, also impossible to quantitatively evaluate differences between those of different ethnicities and sexualities. The assessment of these variables was conducted as a critical analysis and is discussed in a later portion of this document. Third, very few chapters reported on demographic variables of participants in reported studies. It was therefore hard to determine if studies were conducted with equal numbers of men and women or if they were diverse in ethnicity or sexuality. In essence, many of the proposed statistical procedures could not be conducted as proposed. Instead, many variables were evaluated in a qualitative manner.

Analysis of inter-rater reliabilities and many of the planned analyses involving gender were still viable.

Inter-rater Agreement and Reliabilities

Both coders agreed on the gender of the authors 100% of the time and agreement for the category of pronoun use (see Appendix B) was 84%. Correlations of coder agreement ranged from .77-.98. In all cases, after discussion of cases in which the coders did not agree, consensus was achieved. The consensus ratings were used for all analyses.

Quantitative Analyses

All of the authors for the top five introductory clinical psychology textbooks were male. Descriptions of male psychologists ($M = 4.4$, $SD = 3.97$) in the selected chapters outnumbered those of female psychologists ($M = 1.2$, $SD = 1.98$; $t(24) = -5.36$, $p < .001$). Mentions of male psychologists were also more frequent ($M = 20.1$, $SD = 18.74$) as compared to those of female psychologists ($M = 8.3$, $SD = 8.6$; $t(24) = -4.71$, $p < .001$). Although not statistically significant, there was a trend for chapters to include more illustrations of male psychologists ($M = 0.6$, $SD = 0.7$) as compared to female psychologists ($M = 0.2$, $SD = 0.5$; $t(24) = -1.89$, $p = .071$). The chapters did not differ in the number of women ($M = 0.7$, $SD = 1.1$) and men ($M = 1.1$, $SD = 1.5$; $t(24) = -1.21$, *n.s.*) who were used in examples.

Despite recent APA multicultural guidelines on education and training (2003, 2008), which are supposed to encourage psychologists “to employ the constructs of multiculturalism and diversity in psychological education” (Report of the APA Task Force on the Implementation of the Multicultural Guidelines, 2008, p. 10), little data on ethnicity were present in the texts reviewed for the current study. In examining the examples used across texts, very few described the ethnicity of the individual. Only 20% of examples contained ethnicity information and 89%

(in 8 out of the 9 cases) of the ethnicity information was identified because of accompanying photographs. In all cases where there were accompanying photographs (N=8) the individual was White. There was only one other instance in which ethnicity was described and the individual in the example was categorized as “biracial.”

There were a total of 19 illustrations of psychologists throughout the texts. Of those, 18 were of White psychologists and one was an Asian American psychologist. A quick examination of the *total* photographic content of psychologists present in these texts confirms the paucity of representations of minority psychologists. For example, in the two texts that provided an index of photographs, there were a total of 58 pictures of psychologists. Of these 58 pictures, 42 were of white men (72%), 13 were of white women (22%), one was an African American man (2%), one of an African American woman (2%), and one of an Asian American man (2%).

Content and Critical Analysis

Gender. All books used a combination of the pronoun categories listed in Appendix A. All texts used appropriate pronouns to refer to people of each sex, and plural or neutral forms to refer to males and females. Three books used the construction he/she and only one book used the “generic” male pronoun. The use of the generic male pronoun was limited to one instance in this text. The books most frequently used plural or neutral forms of pronouns to refer to men and women.

In several of the texts, men and women were both used in examples. The way they were depicted in these examples can tell us a lot about how psychology and the larger culture views men and women. For example, one textbook started each chapter with a description and picture of contemporary clinical psychologists. In these descriptions the psychologist named what they saw as pros and cons of the field, gave a sample of their schedule, and discussed their predictions

on the future of psychology. Of the five chapters reviewed from this particular book, three had highlights of female psychologists. Two of these three female psychologists mentioned their role as a mother in their description of themselves. (e.g., “maintains a half-time private practice and supervises clinical psychology interns while being a mother to her son Zachary”). None of the male psychologists listed their children in their descriptions. The two female psychologists who listed the role of mother in their description also listed tasks associated with child-rearing in their daily schedules, while the male psychologists did not. In fact, two of the psychologists that were reviewed in this book are married and have a son together. While the woman’s schedule details child-rearing activities in addition to professional ones, his schedule is booked with professional activities from 8:30 a.m. until 6 p.m.

It is impossible from these data to know how many female and male psychologists have children and how many of those with children are engaging in traditional heterosexual gender roles. Regardless, the examples provided above show evidence that at least what is communicated in introductory clinical psychology textbooks is that women are/should be responsible for family life while men have the leisure to pursue their professional goals without having to spend much time in the “private sphere.”

There are other instances of traditional gender role stereotyping in examples used across texts. Men and boys are portrayed as exhibiting more behavioral problems, aggression, violence, and having more of a focus on occupational status and performance. Women and girls were more likely to be portrayed as victims of crime, in the role of caregiver or parent, and were portrayed as having poorly defined boundaries in relationships (see examples in Table 7).

Another issue that the current examination of introductory clinical psychology texts highlights is the sheer difference in reference to male and female psychologists and males and

females generally. In one chapter, the authors used five examples of individuals who provided “striking examples of what we mean by *intelligence*” (Compas & Gotlib, 2002, p. 189-190). The examples provided were: Sir Isaac Newton, Albert Einstein, Wolfgang Amadeus Mozart, Joseph Haydn, and Ludwig van Beethoven – all men. Similarly, all pictures of historically important psychologists were of men. This appears to be consistent with a statement made by Nancy Russo and Florence Denmark in 1987: “the history of psychology has been virtually equivalent to the history of male psychology. The contributions of women psychologists have been largely unrecognized, undervalued, and invisible in historical accounts” (p. 279). Women continue to appear less frequently or are absent as important psychologists in history.

Gender differences were reported for psychological factors or issues relevant to clinical psychology in eight chapters (32%). For example, gender differences were reported for cognitive abilities, rates of psychologists having sex with clients, and in the rate of awarded doctorates in clinical psychology. In no instance were possible reasons for the reported sex difference explained.

Ethnicity. Of the 25 chapters examined for the current study, only four (16%) mentioned ethnicity in some capacity. The discussion of ethnicity within these chapters was minor, totaling 29 sentences. The discussion of ethnicity fell into one of three categories: 1) generic statements about diversity, 2) research results, and 3) information about clinical practice.

Generic statements usually included a mention about ethnicity as part of the larger concept of diversity. These statements appeared to serve to remind the reader that the contextualization of the client is important in clinical work. An example of a generic statement is

“Diversity in gender, culture, ethnicity, language, religious faith, sexual orientation, physical ability and disability, and the entire spectrum of individual

differences has necessarily informed and enriched the practice and study of psychology (Plante, 2005, p. 71).”

One statement about research results included a brief discussion about racial/ethnic differences in IQ scores. The possible reason for racial/ethnic differences was not discussed in this case even though the results were said to be “the source of much controversy” (Trull, 2005, p.183).

The last category included statements about how ethnicity has or might impact clinical practice. For instance, one chapter highlighted the 1986 court decision in *Larry P. v. California* where a judge ruled that standardized intelligence tests could not be used with African American students in public schools because they were disproportionately represented in educable mental retardation classrooms. The discussion of this decision and its impact on taking cultural factors into consideration during psychological assessment was the longest of any discussion in any of the texts examined. The total discussion of this case accounted for 13 sentences in one chapter. Even though this discussion included information on acculturation scales and the recommendation to take ethnicity into account during assessment, all chapters were deficient in information about how ethnicity might impact psychotherapy and assessment. For instance, other than the discussion of lower IQ scores for African Americans, there was no other mention of how different ethnic groups scored on standardized tests. There was also no discussion of how ethnicity might impact psychotherapy and no discussion on how racism, institutional discrimination, and stereotyping can impact the therapeutic process.

An examination of portions of the texts not included in the randomly assigned pages and based on the table of contents of each book provided very little additional information on diversity. Three of the books had small subsections of one chapter on multicultural and diversity issues. These sections tended to generically discuss the APA guidelines on multicultural

education, training, research, practice, and organizational change for psychologists (further discussion of these guidelines provided in the introduction).

Sexuality. Out of a total of 44 examples across texts, only six (14%) had information about the individuals' sexuality. The individuals' sexuality was often not directly stated and instead had to be inferred based on descriptors in the text. For instance, in examples that used words like husband, wife, boyfriend, girlfriend, widow, etc. sexuality was inferred⁴. In all six cases where these data were present, the individual was portrayed as heterosexual. There were no instances of gay, lesbian, bisexual, or transgendered individuals in any of the examples in the material evaluated for this study.

No other information about sexuality was included in the randomly selected material. An examination of the texts indices, however, provided valuable information. One book had no mention of sexuality, homosexuality, gay, lesbian, transgender, or heterosexuality in its index, effectively making sexuality invisible in the discussion about clinical psychology. Another book's index listed two page numbers for the heading *sexuality* and one for *homosexuals, risk of HIV among*. Topics on the pages listed under the former heading included Freud's theory of psychosexual development and psychology's possible role in reducing "the increased risk of HIV infection...and violence against women (Compas & Gotlib, xxxx, p. 282)." Interestingly, on the topic of violence against women, the text states, "psychology can contribute to changing these attitudes that are socialized in families, schools, and other formal and informal structures in society (p. 282)." Under the index heading *homosexuals, risk of HIV among*, the text includes a description of a study in which researchers taught leaders in the gay community about safe sex, with results that indicated that their intervention reduced rates of unprotected sex among these men. Two books included a discussion of how the Diagnostic and Statistical Manual (DSM)

criteria change with society, giving the example of homosexuality, which was included in the DSM-III but dropped from the DSM-IV. Both of the books catalogued this discussion under the label *homosexuality*. One of these two books also included discussion of Freud's psychosexual stages categorized under the label *sexuality* and a brief description of "sexual orientation" related to diversity under *homosexuality*. Finally, one book included a discussion about working with LGB clients under the heading *sexual orientation*. The heading *gay/lesbian clients* also referenced this same discussion. This book did not include the headings *sexuality* or *homosexuality*. No book contained the headings *heterosexuality*, *bisexuality*, or *transgender*.

Overall, there was little information on sexuality or sexual diversity in any of the texts. What information was provided tended either to: reinforce heteronormativity (e.g., only describing heterosexual individuals in examples) or pathologize non-heterosexual sexualities (e.g., study about gay men having unprotected sex, homosexuality being included in an earlier version of the DSM). The texts also tended to use language (e.g., homosexuality) that is clearly listed as problematic language in the *Avoiding Heterosexual Bias in Language* article that the APA published (1991a).

CHAPTER 4

DISCUSSION

The aim of the current study was to provide a glimpse into the diversity content in introductory clinical psychology textbooks. Diversity is becoming more important in the clinical practice of psychologists as the population of ethnic minorities is growing, the visibility of LGBTQ individuals is increasing, and women are experiencing more economic and intellectual freedom than in decades past.

This study also allows an assessment of how well the textbooks are meeting the various guidelines the APA has issued related to diversity. In the recent past the APA began encouraging multicultural training in graduate psychology programs. In order for a graduate psychology department to be accredited by the APA, the program must meet the standards set by the APA. Several of these standards relate to diversity. In addition to standards about recruiting and retaining faculty, staff, and students from diverse cultural backgrounds, the APA requires that the program provide students experience with diverse clients and information on how cultural differences might impact the provision of psychological services (APA, 2005a). However, APA gives each program the freedom to decide how it will meet this standard.

The APA has taken additional steps to encourage multicultural awareness and informed practice by introducing a series of guidelines aimed at providing information and suggesting ways in which psychologists can work in culturally sensitive and meaningful ways with a variety of clients. Guidelines for research, language use, and practice exist for gender, ethnicity, and

sexuality. While the guidelines are a good attempt at promoting a multicultural psychology, guidelines merely “suggest or recommend specific professional behavior, endeavors, or conduct for psychologists” and are “intended to be aspirational rather than prescriptive. Guidelines are not intended to be interpreted as standards or requirements” (APA, 2008, p. 3). These guidelines, therefore, are not necessarily being successfully incorporated into the textbooks that psychologists-in-training are reading. In fact, there appears to be a gap between these formal efforts of the APA and the actual training that graduate students receive. For instance, a recent master’s thesis (Larsen, 2007) examined heterosexist bias in graduate programs reported by graduate students. Students reported bias in several areas including: textbooks and course materials, course content, comments by professors, and interactions with colleagues. Sixteen percent of students (out of 170) surveyed reported heterosexist bias in textbooks. Students reported omissions of information related to LGBTQ clients and pathologizing statements made about LGBTQ individuals most frequently. Similar examinations of students’ experiences with the (in)adequacy of diversity training related to ethnicity and gender are nonexistent.

The material contained in introductory clinical psychology textbooks is an important area of study for several reasons. First, introductory books reach a large audience, including those that choose not to pursue further training in clinical psychology. Material present in these psychology textbooks is important to the individuals who will not be further involved in psychology because it portrays a certain picture about the profession, its values, and about (ab)normality. These textbooks may be the last encounter with psychology or the mental health professions an individual has in her or his lifetime. Second, adequate representation of those from diverse backgrounds in textbooks is also important because it can help attract diverse psychologists. If an individual does not find information, pictures, and content relevant to her or

his culture, gender, ethnicity, or sexuality, she or he might be discouraged from pursuing a career in psychology. Third, as stated in the introduction, clinical psychology is the largest subspecialty in psychology. Thus, the number of individuals exposed to clinical psychology textbooks will be large and their content widely consumed.

Findings on Gender

The results of this study indicate that men still make up a majority of textbook authors, psychologists cited in texts, and are pictured more often as compared to women. Although women make up the majority of those who are awarded doctorates in clinical psychology (Snyder, McDermott, Leibowitz, & Cheavens, 2000), there is clearly a gap between this reality and the face of psychology that is portrayed in textbooks.

Examples. Many of the examples provided in the texts portrayed men and women in a very traditional way (see Table 7). For instance, women were more likely to have children, spend a significant amount of their time in childrearing activities, have less career ambition or place less emphasis on career, and have more of a focus on relationships. Examples of psychopathology tended to be described in gendered ways. Disorders or behaviors more commonly seen in males were described by using a male subject in the example. While many disorders may be statistically more likely to occur in males or females, these texts unwittingly blur the line of description and prescription. By providing caricatures of men and women that are more traditional and exhibit gendered psychopathology, these texts do not provide beginning psychologists with a good understanding and foundation in general human behavior. Instead they provide a narrowly-focused, gendered description of behavior and psychopathology. When these traditionally gendered examples are repeated over and over, one may *expect* that women and men act in traditional roles and may act according to these expectations. If a psychologist's

behaviors are based on expectations of traditional roles, they may inadvertently be setting up a situation of self-fulfilling prophecy and actually encourage these traditional behaviors from clients.

Additionally, psychologists exposed to this narrow and traditionally-defined set of gendered behaviors may have a difficult time envisioning alternative possibilities for expression of pathology, patterns of well-adjusted behavior, versions of healthy relationships, etc. This type of stereotyping, whether based on statistics or not, is severely limiting in the opportunities it gives to beginning psychology trainees for ethical, non-gender biased practice and research. It also creates the chance that psychologists may be paying more attention to behaviors that fit into their schema for male and female psychopathology, while ignoring others that although significant, do not fit into this schema.

Sex/Gender Differences. There was little information present in these texts on sex/gender differences. Those differences that were presented tended to focus on the higher rates of certain psychopathologies in one gender versus the other. The textbook sections that dealt with gender differences in psychopathology did not discuss possible reasons for the differences reported. This type of reporting on gender differences in psychopathology can be misleading because readers are not encouraged to consider: the similarities in mental health concerns for men and women; the ways in which socialization has encouraged gendered manifestation of psychological pain; and that the expression of psychopathology in men and women may be affected by power dynamics, in-group/out-group bias or exposure to discrimination. For instance, there is some research to suggest that the gender difference in rates of depression (women are twice as likely to report depression as men) may actually be due to structural factors. One study that examined depression rates in an employment setting found that when they controlled for salary, age,

education, and job classification, there were no gender differences in the rate of depression (Maffeo, Ford, & Lavin, 1990).

Other gender differences that were noted in the texts included differences in the number of degrees awarded in psychology and psychologists' sexual relationships with clients and students. As was the case with differences in diagnoses, the texts failed to explain possible reasons for these gender differences.

On a positive note, these texts used gender-appropriate or gender-neutral pronouns in almost all cases (one exception). Additionally, the ratio of the discussion of female to male psychologists' work decreased from 8:1 in a previous study (Peterson & Kroner, 1992), to 4:1 in the current project.

Findings on Ethnicity

Little information was present on ethnicity in the textbooks examined in this study. Information that was provided tended to be generic in nature, with several textbooks providing a discussion on the need for practitioners to take into account the contextual situation of the client. Examples of contextualized practice, however, were largely absent from the texts. Most examples did not include information on the ethnicity of the individual being discussed and only one fictitious client was described as "biracial." There was no discussion on how this client's ethnicity was incorporated into the psychologist's case conceptualization, assessment, or treatment.

Photographs in these textbooks favored White subjects, including psychologists and individuals shown illustrating text content. Examination of pictures in two entire textbooks, not just the randomly selected chapters for the study, provided no improvement in the number of

non-White individuals pictured. A vast majority of all pictures in these books were of White individuals.

Findings on Sexuality

The topic of sexuality was the topic that received the least attention across all texts. It was also the topic in which the most bias seemed to emerge with textbook authors relegating discussion of gay men to HIV and sexuality to Freud's psychosexual stages. Although the APA has published guidelines, pamphlets, articles, and books stating that "homosexuality and bisexuality are not indicative of mental illness" (APA, 2000, p. 1141), the invisibility of well-adjusted, mentally healthy LGBTQ individuals suggests otherwise. The pairing of gay men and HIV in one text is particularly disturbing because of the stereotype that HIV is a "gay disease." The prevalence of heterosexism in the texts examined serves as a demonstration that many authors and psychologists have not examined their own biases. It is unfortunate that heterosexist bias is communicated to graduate students through textbooks in psychology classrooms despite the clear suggestion of the APA that heterosexist terms (e.g., homosexual) be eliminated from psychologists' writings.

Increasing Multicultural Attention in Textbooks

Although many of the recommendations mentioned here have been mentioned in other places (e.g., APA, 2003a), these recommendations warrant repeating as they have yet to be realized. These recommendations occur at various levels including individual, interpersonal, institutional, and societal.

First, individual authors of textbooks should follow the suggestions of the APA's Textbook Initiative Work Group (APA, 2003b). In 1997, the APA Commission on Ethnic Minority Recruitment, Retention, and Training Task Force proposed the Textbook Initiative

Work Group whose purpose “was to develop suggestions for authors and publishers for incorporating multicultural content into introductory psychology textbooks” (APA, 2003b, p. iv). This group published their suggestions in a 2003 document that provided detailed recommendations for major content areas in introductory psychology textbooks. These guidelines provide 33 pages of concrete suggestions of material that should be included to make a textbook culturally-sensitive and informed. Recommendations for inclusion of aging topics, disability, gender, sexuality, and ethnicity are included for each content area.

Two particular suggestions are specifically related to the present study. The first suggestion is that diversity be discussed in all sections of the textbook and not merely represented in one section, chapter, or box in the text. The second suggestion states,

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 (APA, 2003b, pp. 2-3.)

Second, students need to be informed that their psychology textbooks can and should include more content on diversity. Students can form student groups, lobby professors for up-to-date diversity information in their textbooks and courses, and indicate to publishers a demand for more diversity content in textbooks. If students become more informed consumers of psychological information, they have more power to shape the content of their education in psychology. Student groups that represent historically marginalized student populations may be appropriate vehicles for students to advocate for change in psychology curriculum.

Third, professors and instructors should also educate themselves on the variety of textbooks that are on the market and evaluate the material with an eye towards content on

diversity. Instructors should choose the textbooks with an emphasis on culturally-informed material or supplement the textbook with appropriate articles and materials throughout the course. Instructors can also advocate for more inclusive texts by letting publishing companies' textbook representatives know that there is a demand for culturally-contextualized information.

Fourth, departments or state psychological associations could begin to formulate concrete guidelines for culturally-sensitive education in psychology and provide specific requirements for textbooks used in such courses. The APA currently requires that psychology programs who would like accreditation have a multicultural component to their training. However, they leave the program to decide how they will train students in multicultural competencies. Programs who do not have multicultural components to training do receive a point penalty in their evaluation. Currently, the APA is working on more concrete ways to measure and implement multicultural requirements for psychology education. The final result of this effort is likely several years away and state organizations or individual psychology departments could provide specific guidelines in the interim.

Although this is not an exhaustive list of ways that culturally-sensitive materials could be incorporated in psychology textbooks, they do provide a starting point for universities, departments of psychology, professors and instructors, authors, and students to behave in ways that increase the likelihood that psychology becomes truly multicultural.

Limitations

This study contains some noteworthy limitations. First, the study examined a small number of introductory clinical psychology textbooks. Larger-scaled studies are warranted to examine the extent to which the textbooks examined in the current study are generalizable across texts. It may be the case that textbooks that do a better job of incorporating multicultural

information are utilized, albeit to a lesser degree than the five texts examined in the current project. The texts examined in the current project are also somewhat dated and future studies should examine more current texts.

The second notable limitation is that this study did not assess the extent to which instructors supplement textbooks to include information on multicultural issues. It is possible that instructors do a good job of including information on gender, ethnicity, and sexuality despite the paucity of information included in the textbooks themselves. Further research could examine how textbooks are used in graduate-level courses and the degree to which additional information on multicultural issues is provided to students.

Despite these limitations, the present study is an important step in evaluating the content present in textbooks used in upper-level undergraduate and lower-level graduate classrooms. The study shows a clear bias to reinforce stereotypes of historically marginalized groups and to promote a psychology that is unable to meet the needs of a diverse patient population.

Summary

The fact that there is not enough data on ethnicity or sexuality (and gender in some cases) to quantify in the chapters selected for analysis speaks volumes about the treatment of ethnicity and sexuality in introductory textbooks in clinical psychology. The absence of information shows how clinical psychology treats these constructs – as invisible or unimportant in case conceptualization, therapeutic outcomes, and the training of new psychologists. Perhaps an even more troublesome effect of the invisibility of gender, ethnicity, and sexuality is that it may have the effect of discouraging members of minority groups from entering the field because they do not find themselves represented within the material publicly available about the field of psychology.

This examination provides preliminary evidence to suggest that psychology is overwhelmingly being written and told by men. The normative subjects presented in this psychology are White heterosexual men and women who behave in traditionally gendered ways. The discourse of the study textbooks is one of cultural hegemony - one group of ideas, dictated by those with the most power in society are seen as universal and “normal” while inconspicuously benefiting those with power. For instance, evidence suggests that the vast majority of those graduating with psychology degrees (72% of bachelor’s and master’s degrees and 77% of doctoral degrees) are White (NCES, 2001, as cited in APA, 2003a). There has been some suggestion that this is due to the lack of diversity within psychology textbooks (APA, 2003b).

Although the golden standard of having diversity infused into psychology curriculum, practice, and research is the goal of the many APA guidelines passed in the last few decades, this study provides preliminary, yet convincing evidence that introductory clinical psychology textbooks present a view of normative and ideal behavior and identities that are narrow and ultimately contradict many of the goals and intentions of the field.

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Table 1. Guidelines for Therapy with Women

Adapted from: American Psychological Association. (1978). Guidelines for therapy with women. *American Psychology*, 33, 1122-1123.

1. The conduct of therapy should be free of constrictions based on gender-defined roles, and the options explored between client and practitioner should be free of sex role stereotypes.
2. Psychologists should recognize the reality, variety, and implications of sex-discriminatory practices in society and should facilitate client examination of options in dealing with such practices.
3. The therapist should be knowledgeable about current empirical findings on sex roles, sexism, and individual differences resulting from the client's gender- defined identity.
4. The theoretical concepts employed by the therapist should be free of sex bias and sex role stereotypes.
5. The psychologist should demonstrate acceptance of women as equal to men by using language free of derogatory labels.
6. The psychologist should avoid establishing the source of personal problems within the client when they are more properly attributable to situational or cultural factors.
7. The psychologist and a fully informed client mutually should agree upon aspects of the therapy relationship such as treatment modality, time factors, and fee arrangements.
8. While the importance of the availability of accurate information to a client's family is recognized, the privilege of communication about diagnosis, prognosis, and progress ultimately resides with the client, not with the therapist. I've seen child therapists who were concerned that a mother is not appropriately handling her child, tell the husband about this concern, without confronting the mother herself.
9. If authoritarian processes are employed as a technique, the therapy should not have the effect of maintaining or reinforcing stereotypic dependency of women.
10. The client's assertive behaviors should be respected.
11. The psychologist whose female client is subjected to violence in the form of physical abuse or rape should recognize and acknowledge that the client is the victim of a crime.
12. The psychologist should recognize and encourage exploration of a woman client's sexuality and should recognize her right to define her own sexual preferences.

13. The psychologist should not have sexual relations with a woman client nor treat her as a sex object.

Table 2. Guidelines for Psychological Service Delivered to Ethnically Diverse Populations

Adapted from: American Psychological Association. (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48.

1. Psychologists educate their clients to the processes of psychological intervention, such as goals and expectations; the scope and, where appropriate, legal limits of confidentiality; and the psychologists' orientations.
2. Psychologists are cognizant of relevant research and practice issues as related to the population being served.
3. Psychologists recognize ethnicity and culture as significant parameters in understanding psychological processes.
4. Psychologists respect the roles of family members and community structures, hierarchies, values, and beliefs within the client's culture.
5. Psychologists respect clients' religious and/or spiritual beliefs and values, including attributions and taboos, since they affect world view, psychosocial functioning, and expressions of distress.
6. Psychologists interact in the language requested by the client and, if this is not feasible, make an appropriate referral.
7. Psychologists consider the impact of adverse social, environmental, and political factors in assessing problems and designing interventions.
8. Psychologists attend to as well as work to eliminate biases, prejudices, and discriminatory practices.
9. Psychologists working with culturally diverse populations should document culturally and sociopolitically relevant factors in the records.

Table 3. Multicultural Guidelines

Adapted from: American Psychological Association. (2003). Guidelines of Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists. *American Psychologist*, 58, 377-402.

1. Psychologists are encouraged to recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves.
2. Psychologists are encouraged to recognize the importance of multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals.
3. As educators, psychologists are encouraged to employ the constructs of multiculturalism and diversity in psychological education.
4. Culturally sensitive psychological researchers are encouraged to recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.
5. Psychologists are encouraged to apply culturally appropriate skills in clinical and other applied psychological practices.
6. Psychologists are encouraged to use organizational change processes to support culturally informed organizational (policy) development and practices.

Table 4. Selected Recommendations from the APA Task Force on the Implementation of the Multicultural Guidelines

Adapted from: American Psychological Association, (2008). *Report of the Task Force on the Implementation of the Multicultural Guidelines*. Washington, DC: Author.
Retrieved from <http://www.apa.org/pi/>

<p><i>Guide line 3: Psychologists Are Encouraged to Employ the Constructs of Multiculturalism and Diversity in Psychological Education</i></p>
<p>Recommendation 3.1: That APA explore measures to assess evidence-based cultural competence and establish benchmarks across levels of training and specialization.</p>
<p>Recommendation 3.2: That APA make resources and supportive materials available to assist faculty in becoming proficient in teaching from multicultural perspectives.</p>
<p>Recommendation 3.4: That CoA and its site visitors be encouraged to integrate the findings of this task force and the <i>Multicultural Guidelines</i> into their training and standards for accreditation.</p>
<p><i>Guide line 4: Culturally Sensitive Psychological Researchers Are Encouraged to Recognize the Importance of Conducting Culture-Centered and Ethical Psychological Research Among Persons From Ethnic, Linguistic, and Racial Minority Backgrounds</i></p>
<p>Recommendation 4.1: That APA encourage all those involved in psychological research and publication to be grounded in the empirical and conceptual literature on the ways that culture influences the variables that they investigate, as well as culture-specific variations of research design, assessment, and analysis.</p>
<p>Recommendation 4.2: That APA evaluate the extent to which peer-reviewed psychological literature incorporates multiple models of human functioning in research.</p>
<p>Recommendation 4.3: That APA develop reporting practices for background characteristics of research samples for peer reviewed psychological publications.</p>
<p>Recommendation 4.4: That there will be increased participation of underrepresented populations and others with multicultural expertise in the publication pipeline (reviewers, consulting editors, associate editors, and editors).</p>

Table 5. Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients

Adapted from: American Psychological Association. (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 55, 1140-1451.

1. Psychologists understand that homosexuality and bisexuality are not indicative of mental illness.
2. Psychologists are encouraged to recognize how their attitudes and knowledge about lesbian, gay, and bisexual issues may be relevant to assessment and treatment and seek consultation or make appropriate referrals when indicated.
3. Psychologists strive to understand the ways in which social stigmatization (i.e., prejudice, discrimination, and violence) poses risks to the mental health and well-being of lesbian, gay, and bisexual clients.
4. Psychologists strive to understand how inaccurate or prejudicial views of homosexuality or bisexuality may affect the client's presentation in treatment and the therapeutic process.
5. Psychologists strive to be knowledgeable about and respect the importance of lesbian, gay, and bisexual relationships.
6. Psychologists strive to understand the particular circumstances and challenges faced by lesbian, gay, and bisexual parents.
7. Psychologists recognize that the families of lesbian, gay, and bisexual people may include people who are not legally or biologically related.
8. Psychologists strive to understand how a person's homosexual or bisexual orientation may have an impact on his or her family of origin and the relationship to that family of origin.
9. Psychologists are encouraged to recognize the particular life issues or challenges that are related to multiple and often conflicting cultural norms, values, and beliefs that lesbian, gay, and bisexual members of racial and ethnic minorities face.
10. Psychologists are encouraged to recognize the particular challenges that bisexual individuals experience.
11. Psychologists strive to understand the special problems and risks that exist for lesbian, gay, and bisexual youth.
12. Psychologists consider generational differences within lesbian, gay, and bisexual populations and the particular challenges that lesbian, gay, and bisexual older adults may

experience.

13. Psychologists are encouraged to recognize the particular challenges that lesbian, gay, and bisexual individuals experience with physical, sensory, and cognitive-emotional disabilities.

14. Psychologists support the provision of professional education and training on lesbian, gay, and bisexual issues.

15. Psychologists are encouraged to increase their knowledge and understanding of homosexuality and bisexuality through continuing education, training, supervision, and consultation.

16. Psychologists make reasonable efforts to familiarize themselves with relevant mental health, educational, and community resources for lesbian, gay, and bisexual people.

Table 6. List of Textbooks Examined for Current Study in Order of Sales

1. Trull, T. J. (2004). <i>Clinical Psychology, 7th Edition</i> . Thomson Wdsworth: California.
2. Nietzel, M. T., Bernstein, D. A., Kramer, G. P., & Milich, R. (2002). <i>Introduction to Clinical Psychology, 6th Edition</i> . Prentice Hall: New Jersey.
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Table 7. Examples of Traditional Male and Female Characteristics Present in Text Examples

	Males	Females
Examples of Psychologists' Activities	<ul style="list-style-type: none"> • Dr. Cummings is past president of the APA, founder of American Biodyne, the nation's first Managed Behavioral Healthcare Organization (MBHO), and the founder of the first professional school. 	<ul style="list-style-type: none"> • Dr. Bassell Crowe combines a part-time private practice with being the mom of three girls. • Dr. Goldfarb Plante maintains a half-time private practice and supervises clinical psychology interns while being a mother to her son Zachary.
Examples of Psychologists' Views on the Pros of the Field	<ul style="list-style-type: none"> • ...Clinical psychology offers a great deal of autonomy and freedom... 	<ul style="list-style-type: none"> • As a mother of three, I have found that this flexibility allows me to be an involved parent as well as a committed professional.
Examples of Ethical Violations	<ul style="list-style-type: none"> • The child's parents feel that they cannot afford the evaluation and ask Dr. AA to list some diagnosis on the insurance forms so that the insurance company will pay for the evaluation. Dr. AA is concerned about his patient's financial problems and agrees to give the child a diagnosis of 	<ul style="list-style-type: none"> • Dr. D's patient happens to work in the printing business. Dr. D needs to order more stationary and business cards...so she asks her patient if she would produce the stationary and business cards for her at a discounted price.

	adjustment disorder with mixed emotional features.	
Example of Psychopathology	<ul style="list-style-type: none"> • ...Jason was brought to the clinic because of behavior problems that he had been exhibiting at school and home and because of questions about ADHD. • Raymond was brought to the psychology clinic by his mother after he had been caught shoplifting in a local store...She reported that her son was frequently angry and could not control his extremely violent temper. • The things that used to bring Brian so many rewards and such a sense of accomplishment – school and sports – were now sources of failure and frustration. And he didn't see how things could ever get better. • Mr. B has apparently placed a 	<ul style="list-style-type: none"> • Martha is a 24-year-old biracial woman who was referred for psychological testing by her psychiatrist. She had several hospital admissions due to depression and suicide attempts. Martha was diagnosed with both major depression and a borderline personality disorder. • Irvin Yalom was working with an elderly widow who had recently had her purse snatched. The therapist commented that the incident brought home to the client the inescapable fact that her husband was no longer with her. • The client is a 19-year-old woman who has been victimized by crime.

	<p>considerable importance on his occupational success for his sense of self-worth, but he is now “sure it is just a matter of time before he gets his pink slip.”</p> <ul style="list-style-type: none">• An overworked businessman with high blood pressure has been sternly admonished by his family physician to do more to deal with his potentially life-threatening hypertension.	
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APPENDIXES

APPENDIX A: Illustration Coding Scheme

Active/Agent (A/A): A person is obviously initiating or taking part in an activity

Passive/Object (P/O): A person is behaving in a passive manner or is the recipient of another person's actions

Positive (Pos): The behavior portrayed in the picture has a positive connotation or the caption labels the picture in such a way

Negative (Neg): The behavior in the picture is negative or the caption describes the behavior as such

APPENDIX B: Pronoun Use Categories

Male pronouns refer to males and females (the “generic” male pronoun)
Female pronouns refer to females and males (the “generic” female pronoun)
Female and male pronouns alternate
Use of the construction he/she
Plurals or neutral forms refer to females and males
Appropriate pronouns refer to people of each sex (i.e., female pronouns refer only to females, male pronouns refer only to males)
Some other approach, including a combination of the above.

FOOTNOTES

¹One of the reasons bias has existed in the field of psychology is likely the relatively restricted access women and other minorities have historically had to field. Women and minorities were denied doctorate degrees in psychology in the late 1800s and early 1900s. Psychology continues to have difficulty recruiting ethnically diverse psychologists, with only 6% of APA members are from ethnically diverse backgrounds (APA, 2005b). However, lack of diversity in the field cannot solely explain lack of diversity content in training. Sixty-one percent of new professionals who join APA are female and a majority of doctorates are awarded to females as well. Race and sex discrimination in hiring practices may make it difficult for minority group members to achieve academic positions in which they would be able to influence training. Internalized racism, sexism, and heterosexism may also partly explain the difference between the make-up of the field and diversity content in training.

²The APA also has diversity guidelines for working with older adults. These guidelines are not mentioned throughout this paper because the inclusion of age and older adults was not a topic analyzed in this project. See *Guidelines for Psychological Practice with Older Adults* (2004) for more information about these APA guidelines.

³The acronym LGB is used when only lesbians, gay men, and bisexual individuals are referred to in the texts examined. The LGBTQ acronym is used to describe those who are lesbian, gay, bisexual, transgendered, or queer.

⁴ Many of these textbooks were published and/or in press before the first gay marriage was performed in the United States on February 12, 2004.