



MENA Matters: Increasing Visibility in Psychology

Friday, September 24th

12 pm EST - 5 pm EST

Saturday, September 25th

10 am EST - 5 pm EST

CONFERENCE PROGRAM

2021 Conference Chairs

Bahaur Amini, M.S.

University of Kansas

Danna Bismar, M.S.

University of North Texas

2021 Program Chairs

Rawan Atari, Ph.D.

Purdue University

Laila Abdel-Salam, Ph.D.

Teachers College, Columbia University

2021 Conference Planning Committee

Zainab Akef, M.A., LMHCA

Penn State University

Mohamed Elnakib, Psy.D.

Alliant University

Negar Fani, Ph.D.

Emory University

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FAQ

VISIT THE AMENA-PSY [WEBPAGE](#) TO LEARN MORE ABOUT OUR ORGANIZATION.

Conference Theme

MENA Matters: Increasing Visibility in Psychology

MENA Matters speaks to AMENA-Psy's mission to advocate for MENA inclusion in the US social fabric and racial dialogue. It refers to the imperativeness of advocating for MENA recognition in the US, as the lack of such legal, and subsequently, social recognition has had significant negative implications. The lack of recognition of MENA has led to the failure in documenting mounting hate crimes against the community and has also hindered the community's sense of belonging.

MENA Matters also speaks to the importance of bringing a spotlight to MENA matters, including the similarities in MENA experiences, while also honoring and creating space to dissect the existing nuances. It reiterates that a MENA experience deserves acknowledgment and recognition.

CONFERENCE PROGRAM

BRIEF DESCRIPTION OF PRESENTATION TYPES

Paper

Papers will be orally presented to an audience, and the author(s) can decide on the format of the presentation, including whether there will be any visual aids. This should be a formal presentation of theoretical issues, original data collection, clinical case material, treatment methods, and/or program evaluations and descriptions (50 minutes).

Roundtable

Roundtables provide a small group forum for discussion and debate of a specific topic. Facilitators open this session type with brief remarks or viewpoints on a specific topic that can be discussed with the audience. This format is especially appropriate for exploration and feedback of a topic, engaging in in-depth discussion or debate, and meeting colleagues with similar interests (50 minutes).

Symposium

A symposium is a session focused on a common issue in which individual authors present their diverse views with the goal of integrating the perspectives into a meaningful whole. Symposia do not focus on only one paper but are meant to involve multiple authors to present in-depth knowledge around common themes within clinical practice, research, training, and/or policy; a discussant is optional (50 minutes).

Poster

Visually inviting presentation of an individual study or project, including graphs, tables, pictures, etc. Posters should highlight the key components of the particular type of work. Presenters must be available for discussion of their work at the poster session. In an effort to increase opportunities for masters and doctoral students in psychology to present their scholarship, we encourage students to be first authors on poster presentations.

CONFERENCE PROGRAM

DAY 01

12:00 - 1:30 PM

Friday, September 24

All times are listed in EST

Welcome

Ayse Ikizler, Ph.D., Bahaur Amini, M.S., & Danna Bismar, M.S.

Plenary Panel

Recognition and Representation for MENA Americans: Research, Practice, and Advocacy Priorities.

Mona Amer, Ph.D., Gigi Awad, Ph.D., Maryam Kia-Keating, Ph.D.

This plenary panel brings together three noted scholars to discuss the psychological implications and public health significance of recognition and representation for MENA Americans, including the impact of cumulative racial/ethnic trauma, the MENA American community's own perspectives on recognition and representation, and research, practice, and advocacy priorities.

1:30 - 2:10 PM

Poster Session

SEE PAGES 12-14 FOR POSTER ABSTRACTS

2:15 - 3:05 PM

Session 1

"I Have to Prove Myself": Exploring MENA International Students' Campus Integration.

Faten Baroudi M. ELT, & Latifa Sebti, M.Ed.

This phenomenological case study aims to raise MENA international students' voices by exploring their lived experiences in an American university during an unprecedented challenging time. This study's population consisted of 18 university students who identified as Arabs and have come to the U.S. from different MENA countries. Based on Bronfenbrenner's ecological framework, findings have revealed the significant role of social and academic interactions with the environmental factors in shaping student identity negotiation and their campus integration process. This study drives the need for tailored systems of support and a culturally responsive campus climate that promote diverse students' academic success.

School Psychology in the Arab World: A Mixed Method's Study Examining Publication Trends and Research Practices of Arab Scholars.

Rahma Hida, Ph.D.

The topic of internationalization has garnered interest in school and educational psychology in recent years, and prior research has explored the degree to which scholarship in school and educational psychology is internationally representative. This study aimed to evaluate school and educational psychology in the Arab World by utilizing a mixed-methods design wherein quantitative methods were used in the form of a systematic bibliometric analysis and qualitative methods were used in the form of semi-structured interviews with scholars in the Arab World to inform and explain quantitative findings. Results highlighted the following: (1) there is an overrepresentation of research from North America and Europe within international journals; and (2) Arab scholars identified strong incentive and motivation to publish internationally but significant barriers, including issues related to political unrest and turmoil, linguistic barriers, funding issues, and editors' and reviewers' biases toward research. Findings, interpretations, and implications are discussed.

Identity, Discrimination, and Belonging: The Arab American Muslim Experience.

Hanan Hashem, M.A.

Despite the heterogeneity of the Muslim and Arab American population, the racialization of the Muslim identity in mainstream media has resulted in the erroneous conflation between the religious and ethnic identities of Arab Muslim Americans. Due to their highly interconnected ethnic and religious identities, this conflation also occurs amongst Arab American Muslims, where Arab American Muslims may also sometimes have difficulty viewing their religious and ethnic identities as belonging to different groups. This paper explored the relevance of teasing apart Arab Muslims' ethnic and religious identities, well as ethnic-based and religious-based discrimination, in understanding their general sense of belonging and mental health outcomes. Results from the path analyses showed strong support for exploring both ethnic and religious based identities and experiences of discrimination when examining mental health outcomes for Arab Muslim American emerging adults.

CONFERENCE PROGRAM

2:15 - 3:05 PM

Session 1 continued

Vitality and Master Narrative Deviation in Lebanon: Identity Achievement in Social Challenge.

David Marcotte, Ph.D., Fady El-Chidiac, Ph.D., Myrna Gannage, Ph.D., & Nour Yaktine, M.A.

The integration of group master narratives and narrative deviations is integral to the achievement of identity and vitality. This paper considers the role of three salient master narratives in contemporary Lebanon and their relationship to subjective vitality: self-concealment, sexual diversity, and religious expectation.

3:10 - 4:00 PM

Session 2

Unpacking and Comparing Special Education Legislation across USA, Egypt, Morocco, and Saudi Arabia.

Latifa Sebti, M.Ed., Jennifer McIlvaine, M.S., Hind Alharbi, M.Ed., & Mary Kalliny, MBA

We will review the history and development of special education laws in the USA, Egypt, Morocco & Saudi Arabia. We will highlight and compare the cycle of legislation, litigation, and implementation of special education, including laws pertaining to inclusive education for students with disabilities in each country. We will also examine the challenges that MENA countries face in relation to perceptions of inclusion, difficulty of implementation of inclusive practices, lack of resources, teacher preparation programs, and training. As an implication of these challenges, we will emphasize the importance of comprehensive, holistic, and strengths-based approaches towards students with disabilities' education through stakeholder collaboration in these countries.

Exploring the Unique Meaning of Well-being among Arab Americans and Second Generation Iranian Americans.

Bahaur Amini, M.S., & Rawan Atari-Khan, Ph.D.

Scholars have considered well-being an essential ingredient when understanding what it means to live a good life. However, because most psychological research has been directed towards majority White groups, the field of psychology holds limited knowledge about the meaning of well-being for minority communities. This symposium will present findings from two research studies exploring the construct of wellbeing among Arab Americans and second-generation Iranian Americans. Presenters will discuss the cultural limitations of the current wellbeing literature and the rationale for the studies, as well as future directions.

CONFERENCE PROGRAM

3:10 – 4:00 PM

Session 2 continued

Culturally Responsive Group Intervention for Recently Arrived Muslim Immigrant Youth.

Marwa Ahmed, Psy.D., Ghada Saleh M.A., LAC, & Pei-Wen Winnie Ma, Ph.D.

In this roundtable discussion, we will discuss the results of a twelve-week, school-based group intervention for recently-arrived Muslim immigrant youth, and demonstrate culturally responsive group activities that may be helpful to immigrant youth throughout the acculturation process. Participants will engage in self exploration and recall acculturation impactful events. Participants will also engage in culturally responsive group activities to demonstrate effectiveness for immigrant youth in managing racial and religious discrimination, fostering peer-connectedness, and promoting utilization of collectivistic coping strategies. Attendees will participate in sharing ideas of culturally responsive clinical interventions to promote the psychological well-being of Muslim immigrant youth.

Calling Out and Calling In: Exploring Inter- and Intra-Group Oppression of AA/MENA-Identified Clients, Students, and Psychology Practitioners.

Tanya Erazo, Ph.D., Ahmed Enaitalla, Ph.D., & Charissa Hosseini, Ph.D.

With clinical psychology remaining a largely White, Anglo space (APA, 2019), practitioners- (e.g., clinicians and researchers), students- and clients of color can feel isolated and/or unsupported (Austin, 2002). Although training programs and clinical sites push cultural competency in attempts to minimize intergroup oppression (like microaggressions and over-pathologizing clients from backgrounds dissimilar to our own), few resources explore mitigating intragroup oppression in praxis; we need a space to explore these issues in order to manage them. This roundtable aims to create space for clinicians (trainees to supervisors), educators and researchers of psychology to discuss their experiences regarding oppression (from microaggressions to blatant hate speech, systemic discrimination and beyond) of AA/MENA-identified clients, students and practitioners as well as how to manage these acts of interpersonal and institutional violence.

CONFERENCE PROGRAM

4:10 – 5:00 PM

Plenary Speaker

At the Intersection: Experiences of LGBT MENA Americans.

Lamise Shawahin, Ph.D.

This talk will present on existing research, clinical and advocacy guidelines focused on working with LGBT MENA Americans.

5:00 – 6:00 PM

End of Day 1

Final Program

AMENA-Psy Social Networking Hour.

Organized by the AMENA-Psy Student Committee

Please join us for the AMENA-Psy Social Hour! This space has been created with the intention of fostering a sense of community, connection, and comfort for AMENA-Psy members. We will have spaces dedicated for students only, professionals only, and mixed spaces for all folx to connect with the community. All are encouraged to join us!

CONFERENCE PROGRAM

DAY 02

10:00 - 10:50 AM

Saturday, September 25

Plenary Speaker

Resisting Atomization in Diaspora Through Decolonial Thought and Praxis.

Lara Sheehi, Psy.D.

This talk will take up the ways in which white supremacy, especially in the settler colonial context of the United States, can have the effect of psychic and physical atomization on diasporic MENA communities. More specifically, it will explore our ethical imperative as MENA-identified clinicians to ward off efforts to conscript and entice us into fulfilling the fantasy of "model minority" and to collaborate with us in policing global justice efforts. This talk will draw on the work of Frantz Fanon and other leading decolonial scholars from the global south to provide tangible praxis notes of clinical, professional, and communal resistance.

11:00 - 11:50 AM

Session 3

Unresolved Historical Loss, Community Resilience, and Mental Health Among the Descendants of the Armenian Genocide.

Alissa Der Sarkissian, M.Ed.

The unresolved nature of genocides and subsequent collective trauma may lead some genocide descendants to center their community's transgenerational trauma as the lens through which they experience mental health, identity, and acculturation. While other sources of transmission for transgenerational trauma of genocide, such as genetics, substance use, and familial relations, have been more explored in the mental health field, this study centers community feelings of unresolved historical loss. Measures were adapted for Armenian youth for both historical loss and cultural preservation based on interviews from a previous qualitative study. With 215 Armenian American youth ages 16-21, a path analysis examines the direct and indirect effects of acculturative and historical loss experiences on mental health and the resiliency factors that may protect against these stressors.

CONFERENCE PROGRAM

11:00 - 11:50 AM

Session 3 continued

White, or Not Quite? Predicting Arab American Response to Racial Categorization Forms.

Nader Hakim, Ph.D.

How do Arab Americans respond to the basic task of ethnically self-categorizing on demographic forms? As many SWANA-identified residents of the U.S. will attest, this can be a fraught experience in social identity. An experiment and brief reflections indicate that such demographic questions are themselves a form of racial socialization, and reflects on how Arabness is a lived race, regardless of its absent civic recognition.

MENA Identity: Salma Hayek: Kahlil Gibran's The Prophet.

Gregory Kelly Gormanous, Ph.D.

An audience engagement enhanced with clips, YouTube, music; other media from Salma Hayek's film production, Kahlil Gibran's The Prophet, an animation of the 100 million selling book of the same title, directed by Roger Allers (writer and director of The Lion King). Hayek's identity development as an Arab Mexican & Arab American is introduced in her own voice embedded in her struggles in the film as a widowed mother with a young mute daughter who acts out after her father's death. The film portrays the child egocentric perspectives and her mother Kamila's stresses and anxieties about childrearing, work, and community relationships. Audience members may project personal meaning by relating to various life and identity issues applicable to Developmental, Positive & amp; other psychology courses.

Health and Wellness in MENA Communities: Health Disparities and Gaps in Literature.

Nicole Fleischer, Psy.D., & Anthony Eldridge, M.A.

We present a paper discussion to provide fellow psychologists and trainees the opportunity to learn more about social, cultural, and political factors that may moderate health care usage in MENA populations. The present review seeks to describe current Social Determinants of Health (SDoH) and Health Disparities that may affect engagement in health-seeking behaviors within the MENA population. Additionally, current limitations and gaps in the literature will be addressed. Recommendations for future research, culturally-informed practice, and implications of health disparities on physical and mental health.

CONFERENCE PROGRAM

12:00 - 12:50

Plenary Speaker

Emotion Socialization and Psychosocial Development in MENA Families.

Julie Hakim-Larson, Ph.D.

How do we learn about our emotions and how to regulate them as we develop from infancy, throughout our childhoods, and into our adolescence and adult years?? While family members (parents, grandparents, siblings, aunts, uncles, cousins) are critically influential as socializing agents, so are peers, teachers, schools, social media, and other forms of general media influences from around the world disseminated in print and film formats. The focus of this talk is on the positive messages that can be conveyed to individuals with MENA backgrounds to promote their healthy functioning and development. Forming a sense of overall well-being includes initiating and maintaining a set of multiple healthy identities developmentally. For immigrants and their families from the Middle East and North Africa, a new beginning can afford them the opportunity to creatively express themselves emotionally through their new identities.

1:00 - 1:50 PM

Session 4

Exploring Racial Ethnic Socialization in Arabs, Middle Eastern, and North Africans.

Mamona Butt, Milton Fuentes, Ph.D., Hafsa Abid, Joycie Bolona, Princess Cortes, Maritza Lazo, & Cole Vitelli

Racial ethnic socialization (RES) is the communication between families and youth regarding direct or indirect messages on race dynamics and racism (Anderson & Stevenson, 2019). The presentation will define the four different themes and previous findings of RES literature. Specifically, the advantages and disadvantages of RES on youth's racial-cultural identity and mental health. Lastly, the session will highlight different tools and techniques on how to engage in RES with children.

Student Programming: Post-Doc Panel.

Panelists: Dr.'s Rawan Atari, Rahma Hida, Molly Mechammil, & Jihan Najjar

This panel will discuss the process of applying to postdoctoral and faculty positions. The four panelists represent a range of types of postdoctoral fellowships and will share their experiences with applying to and accepting positions. We will begin with introductions, followed by a brief overview of the general process of applying, and end with a Q&A. If you are considering applying to postdoctoral fellowships, please join us!

CONFERENCE PROGRAM

1:00 – 1:50 PM

Session 4 continued

MENA American Communities in Mindfulness Research & Practice.

Andrea Haidar, M.A.

Despite the proliferation of mindfulness-based interventions in behavioral health, there is scant literature on mindfulness in research and clinical practice with Middle Eastern and North African (MENA) communities. Are mindfulness approaches effective and culturally acceptable for use with MENA individuals? How can we adapt mindfulness-based interventions to meet the needs of MENA individuals while (a) maintaining fidelity to evidence-based practice and (b) honoring the cultural origins of mindfulness? We will explore these questions through a roundtable discussion of our perspectives and experiences utilizing mindfulness-based interventions with MENA individuals.

Exploring the Lived Experience of Transmitting Resiliency among Arab, Middle Eastern, North African (AMENA) Migrants.

Nuha Alshabani, M.A.

This presentation shares the lived experiences of AMENA migrant families (N = 19) related to individual and intergenerational resiliency as well as their understanding of the environment's influence on these experiences. Overall findings will be discussed including how resilience capacity was impacted by interconnected environmental systems, how families understood resilience as persevering through adversity to foster a sense of belonging in the U.S., and how they used culturally meaningful strategies such as extended family support, collectivism, and cultural narratives to cultivate intergenerational resilience. A secondary goal is to elicit discussion from attendees about fostering resilience in their clinical work, research, and advocacy with AMENA families. Implications for research, practice, and advocacy will be presented.

2:00 – 2:50 PM

Session 5

Student Programming: Mentorship Panel.

Mentors: Samuel Girguis, Ph.D. & Mona Ghosheh, Ph.D.

Mentees: Molly Mechammil, Ph.D. & Samiha Jallouqa, Psy.D.

The Mentorship Panel will include a 50-min interactive session with four panelists. Two mentors and their mentees from the AMENA-Psy Mentorship Program will share their mentorship stories. We will also hold two breakout rooms to engage with attendees regarding challenges and strategies to seeking and sustaining mentorship overall and as AMENA-Psy members.

CONFERENCE PROGRAM

2:00 - 2:50 PM

Session 5 continued

Student Programming: Internship Panel.

Panelists: Bahaur Amini, Alissa Der Sarkissian, Halleh Hashtpari, & Sheila Rouzitalab,

This panel will discuss the process of applying to pre-doctoral internships. The four panelists represent different disciplines and internship sites and will share their experiences with applying, interviewing, and matching. If you are nearing the application process and interested in learning more, please join us!

Demystifying Advocacy: A Discussion on Advocacy for MENA Psychologists and Trainees.

Nicole Fleischer, Psy.D., Saba Ahmadi, M.A., Nuha Alshabani, M.A., Amir Maghsoodi, M.S., Andrea Haider, M.A., Layli Khaghani, Psy.D., Mohamed Abdallah, M.A., & Nahaal Binazir, Psy.D.

The AMENA-Psy Advocacy Committee will facilitate a discussion on barriers and solutions to engaging in advocacy efforts. This discussion is informed from diverse experiences in several domains, including professional and educational institutions, and shared initiatives within the committee. Space will be held for attendees to discuss their own experiences with advocacy, ask questions about conducting advocacy, and offer collaborative feedback. This roundtable is further intended as an opportunity to inform the Advocacy Committee's future advocacy efforts.

2:40 - 3:50 PM**

Session 6A

Diverse Perspectives on Conducting Research on Arab/MENA Populations: Importance, Challenges, Strategies, and Future Directions.

Panelists: Ibrahim Kira, Ph.D., Sawssan Ahmed, Ph.D., Ayse Ikizler, Ph.D., & Rawan Atari-Khan, Ph.D.

The AMENA-Psy Research and Education Committee will moderate a roundtable that will convene senior, mid-career, and early career psychology scholars who have conducted research with Arab/MENA populations. From their unique perspectives, panelists Drs. Ibrahim Kira, Sawssan Ahmed, Ayse Ikizler, and Rawan Atari-Khan will discuss the promises and challenges of conducting psychological research with Arab/MENA populations. We hope that this roundtable can propose strategies for overcoming obstacles of conducting research with Arab/MENA populations for scholars across subdisciplines in psychology and at various stages of their careers.

** Starts during session 5

CONFERENCE PROGRAM

3:00 - 3:50 PM

Session 6B

Student Programming: Live Supervision.

Supervisor: Sheeva Mostoufi, Ph.D.

Supervisee: Sheila Rouzitalab, Psy.M.

This panel will be an opportunity to observe a dyad engaging in live supervision. The dyad will discuss a case while attending to different aspects of identity within the cultural context of both the client and clinician. We will also have a portion of the panel dedicated to a Q&A section with our panelists. All attendees are welcome to attend this event!

4:00 - 4:50 PM

Plenary Speaker

The Importance of Being Counted: The Impact of MENA Identity Representation on Psychosocial Well-Being and U.S. Public Policy.

Roxanne Moadel-Attie, Ph.D.

Disentangling the complex layers of Middle Eastern and North African (MENA) social identity on micro and macro levels, this talk speaks to the effects of being invisible both on a psychological level and in terms of U.S. public policy. First, we will delve into a micro-level discussion concerning social identity self-categorization for MENA individuals in the United States as well as the acute impacts of identity denial. Then, panning to a macro-level, we will examine the broader impact of racial categorization for MENA individuals in terms of federal funding and political representation as a consequence of virtual invisibility on the decennial census questionnaire.

4:55 - 5:20 PM

Closing Session

Final Conference Program

Award Ceremony & Closing Remarks

A qualitative study of the lived experiences of Iranian couples who have migrated to Canada to explore the factors affecting their marital relationships.

Fereshteh Rashed, M.A.

Migration is a crucial life event and adapting to a new way of living is a long-term process. Due to the increasing number of Iranian couples migrating to Canada, this qualitative study seeks to understand their lived experiences in order to explore the factors affecting their marital relationships with respect to the challenging conditions caused by COVID-19. We aim to understand how Iranian couples perceive their marital relationships compared to pre-migration and how they have been adapting to living in a new country. In addition, we aim to understand the experiences of Iranian couples during the COVID-19 pandemic.

Can sexual anatomy drawings be a barrier for sexual education? Analyzing missing data patterns in a Muslim women sexual quality of life study.

Ebra Elsharnouby, M.A.

This exploratory study examines missing data in a Turkish Muslim women's sexuality study to understand the relationship between attitudes towards sex-ed drawings and women's sexual quality of life. The study compared 175 emerging and young adult women's sexual quality of life in three groups: a) women who consented to see male and female sexual anatomy drawings, b) who did not consent to see either or both drawings, and c) who skipped the consent and questions entirely. Approximately 1 in 5 women did not consent to see male and/or female sexual anatomy drawings and reported significantly lower sexual quality of life compared to other groups. The results imply that sex-ed with visuals may create a barrier for some Muslim women's education and hence cause poor sexual knowledge and quality of life.

Meta-synthesis on the racial and cultural experiences of therapists of MENA descent in clinical practice and training.

Fatima Mabrouk, M.S.W. & Maryam Omid, M.A.

There are relatively few clinicians of Middle Eastern and North African (MENA) descent practicing in the US (Bushra et al., 2007), and only a handful of studies that have investigated the experiences of MENA therapists. Since the 9/11 terrorist attacks, some MENA therapists have eschewed identifying their racial/ethnic backgrounds to others in the field of psychology at conferences and other events for fear of reprisals (Bushra et al., 2007). As a result, there is a near-absence of research on the experiences of MENA therapists in the psychological literature. The current study will seek to fill this gap by conducting a metasynthesis on non-empirical and qualitative studies that explore the racial and cultural experiences of MENA therapists so that recommendations can be made with regards to their training, supervision, and professional development within graduate programs and clinical practices.

Come as you are: Religiousness as a context for explanatory models and treatment.

Elijah Mudryk, B.A. & Laura Johnson, Ph.D.

Cultural competence is an ongoing focus for the American Psychological Association (APA) and training institutions; however, the cultural aspect of religiousness for members of the MENA diaspora has often been ignored in favor of geographic, language, and more obvious social differences. This disadvantages a significant subset of MENA-Americans who practice Islam given the existing stress factors of ethnic and racial discrimination along with culture-blind practices by clinicians creating barriers to clinical care. The present study draws on a quantitative analysis of reported religiousness, conceptions of mental health, and preferences for various forms of treatment to illustrate how culturally-responsive care can be improved for religious MENA descendants. Recommendations are also provided on how integrate spiritual care with cultural healers and how to communicate through culturally disparate views of health.

Implicit bias and negative perceptions of non-Arab Americans toward Arabs: Associations between knowledge, media consumption, social contact, and negative attitudes.

Isabella Tomei, B.S. & Tiffany Yip, Ph.D.

The present study investigated the implicit bias, negative attitudes, and open-ended perceptions of non-Arab Americans toward Arabs, in addition to the exploration of whether knowledge of the Middle East and Arab World, consumption of media, and frequency of social contact predicted negative attitudes toward Arabs. Non-Arab Americans over the age of 18 (n = 162; 61.7% female; 17.3% Asian, 4.3% Black, 3.10% Latinx, 8% Native American, 77.8% White) completed an Implicit Association Test (IAT) and a Qualtrics survey either through the Fordham Psychology Research Participation System (SONA) or Amazon Mechanical Turk (MTurk) in the fall of 2020. Results indicated a significant implicit bias toward Arab last names compared to last names of various origins, explicit negative attitudes toward Arabs across several situations, and predominantly negative and stereotypical open-ended perceptions of Arabs in general and in the media. Moreover, non-Arab Americans who had less social contact and frequently consumed reality television and political dramas were more likely to have negative attitudes toward Arabs.

Do family and religious support moderate the relationship between discrimination and health outcomes among Middle Eastern and North African Americans?

Pedram Rastegar, B.S. & Amy Peterman, Ph.D.

Religious and family support have been identified as a buffer for discrimination on health outcomes across racial and ethnic minority groups. However, less research has focused on Middle Eastern and North African Americans. This presentation will discuss the possible moderating role of family and religious support between discrimination and health outcomes among Middle Eastern and North African Americans. Potential implications of the results for clinical interventions will be discussed.