

**“The use of the Psychosociocultural Model with Latino students”
Association for the Study of Higher Education
Roundtable session**

**Saturday, November 7, 2009
Grand Ballroom D
1:15-1:55pm**

Moderators:

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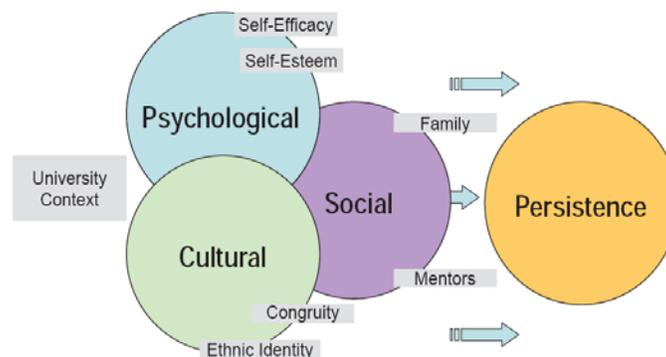
The goals of this roundtable are to:

Gain an understanding of the Psychosociocultural Model and how it has been used in the study of Latino undergraduate students.

Discuss ways in which the model can be used to further study this particular student population as well as similar traditionally underrepresented student groups.

Psychosociocultural Model:

The *psychosociocultural* model is a framework with combined measurements using a cultural congruity and university environment scale (Gloria & Robinson Kurpius, 1996) and has been used in studying racial ethnic minority (REM) college-aged students (Castellanos & Gloria, 2007; Gloria & Rodriguez, 2000; Pope & Reynolds, 2000).



(Castellanos & Gloria, 2007)

The PSC model includes the following: *psychological* (includes self-esteem, motivation, and self-efficacy in the personal adjustment of the students), *social* (includes family, peer, and faculty/staff mentorship which are vital sources of support for students), and *cultural* (includes ethnic identity, acculturation, and cultural congruity which leads to a positive campus climate experience) contributing factors leading to student adjustment and persistence in college among REM students (Castellanos & Gloria, 2007; Gloria & Castellanos, 2003; Gloria & Rodriguez, 2000).

Questions for discussion:

- 1) What types of qualitative and/or quantitative questions can be addressed with this theoretical model?
- 2) How might this model be applied to other student populations?
- 3) What other specific ways can the PSC model be used to best understand students' experiences and what programs or services are currently in place to assist and promote persistence among racial ethnic minority students?

Additional references:

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- Gloria, A. M., Castellanos, J., Lopez, A. G., & Rosales, R. (2005). An examination of academic nonpersistence decisions of Latino undergraduates. *Hispanic Journal of Behavioral Sciences*, 27, 202-223.
- Gloria, A. M., Castellanos, J., Scull, N. C. & Villegas, F. J. (2009). Psychological coping and well-being of male Latino undergraduates: Sobreviviendo la universidad. *Hispanic Journal of Behavioral Sciences*, 31, 317-341.
- Gloria, A. M., & Ho, T. A. (2003). Environmental, social, and psychological experiences of Asian American undergraduates: Examining issues of academic persistence. *Journal of Counseling and Development*, 81(1), 93-105.
- Gloria, A. M., & Robinson-Kurpius, S. E. (1996). The validation of the cultural congruity scale and the university environment scale with Chicano/a students. *Hispanic Journal of Behavioral Sciences*, 18, 533-549.
- Gloria, A. M., & Robinson-Kurpius, S. E. (2001). Influences of self-beliefs, social support, and comfort in the university environment on the academic persistence issues for American Indian undergraduates. *Cultural Diversity and Ethnic Minority Psychology*, 7, 88-102.
- Gloria, A. M., & Rodriguez, E. R. (2000). Counseling Latino university students: Psychosociocultural issues for consideration. *Journal of Counseling and Development*, 78(2), 145-154.
- Jones, L. Castellanos, J. & Cole, D. (2002). Examining the ethnic minority student experience at predominantly white institutions: A case study. *Journal of Hispanic Higher Education*, 1(19), 19-39.