

CEMRRAT IMPLEMENTATION GRANT AWARDS

Grants Awarded in 2007

Category: TRAINING/STATE ASSOCIATIONS

Applicant: Jennifer F. Kelly, PhD, Chair, APA Committee of State Leaders and Michael Sullivan, PhD, APA Practice Directorate

Proposal Objectives: Funding strategy for increasing minority participation and the development of ethnic diversity in SPA membership and leadership through partial funding of Committee of State Leaders' (CSL) 'Diversity Initiative'.

Amount Requested: \$7,000

Amount Granted: \$7,000

Project Progress Report: This year we received nominations from 13 SPTAs, including APAGS. For the 2008 State Leadership Conference, 6 SPTAs will receive full-funding and Seven SPTAs will receive partial-funding to send their diversity delegate to SLC. All Partially Funded Delegates will have their airfare paid by APA, eliminating the need for that expense out of pocket. In addition, the Delegates will be able to submit expense reports directly to APA for the balance of the \$750 award. (Submitted 12/18/07)

Category: LINGUISTIC MINORITY

Applicant: Rebecca Toporek, PhD, San Francisco State University

Proposal Objectives: To develop the Multicultural and Social Justice (MC-SJ) Guide, a web based training tool that will serve as a resource for psychologists, mental health practitioners, educators, and students to engage in self directed multicultural and social justice training.

Amount Requested: \$4,974

Amount Granted: \$4,974

Project Progress Report: Not Received

Applicant: Oksana Yakushko, PhD, University of Nebraska-Lincoln

Proposals Objectives: To create a three day training course for doctoral level psychology students in the counseling psychology program at the University of Nebraska-Lincoln. The in-depth training courses will provide the students with a better knowledge with how to work better with linguistic minorities.

Amount Requested: \$6,000

Amount Granted: \$3,000

Project Progress Report: Grantee worked with other campus organizations to create a workshop that will not only benefit doctoral students in their Department of Educational Psychology, but also clinical psychology and marriage and family graduate students. The workshop is scheduled for March 2008. (Received 12/04/07)

Category: FACULTY/PROFESSIONAL DEVELOPMENT

Applicant: Shara Sand, Psy. D., Yeshiva University

Proposal Objectives: To develop four specialized 3- hour workshops which focus on recruitment and retention, facilitation and training of linguistic minority students, incorporating multicultural constructs into all course work and multicultural assessments for faculty at the Ferkauf Graduate School of Psychology.

Amount Requested: \$4,900

Amount Granted: \$3,600

Project Progress Report: Not Received

Applicant: Janet Helms, PhD and Guerda Nicolas, PhD, Boston College

Proposal Objectives: To host a 2.5 day professional training program entitled "Integrating Race and Culture in Teaching". This conference is aimed at enhancing teacher's knowledge about race, culture, racial identity and the integration of these concepts into the teaching practice.

Amount Requested: \$10,576

Amount Granted: \$5,000

Project Final Report: The institute organized a two and a half day professional training program that introduced the attendees to "conceptual models and specific strategies for studying and implementing culture and race into their teaching". Each day of the conference consisted of a keynote address, small group discussions, and workshops on different themes. The selected topics covered were class participation, classroom management, communicating with ethnic and linguistic minority parents, evaluation and assessment of students, and promoting self awareness. Experts who participated in the program were professors of Psychology at respected academic institutions. Ultimately, thirty-five individuals, mostly women, from different ethnic backgrounds and fields of work participated in the summer workshop.

Category: ETHNIC MINORITY LEADERSHIP DEVELOPMENT

Applicant: Lora Tuesday- Heathfield, PhD, Utah Psychological Association (UPA).

Proposal Objectives: UPA is going to develop an annual one-day workshop with a nationally recognized speaker focusing on the topic of providing service to diverse populations. Also, develop an ongoing active membership network within UPA.

Amount Requested: \$12,000

Amount Granted: \$5,000

Project Progress Report: Not Received

Applicant: Ree LeBlanc Gunter, PhD, Connecticut Psychological Association (CPA).

Proposals Objectives: Within CPA is the Ethnic Diversity Task Force, which has set out to provide outreach mentorship to communities of color by promoting mental health at hair stylists, barbershops and their clients.

Amount Requested: \$5,000

Amount Granted: \$2,000

Project Progress Report: During the year, they developed training protocols, identified several beauty salons and barber shops to participate in the project, purchased educational materials, made initial contacts with KHAIR (a program that matches at-risk children with salons or barbers), developed and distributed a survey, and participated in two health fairs promoting the project. In the future, they plan to design new marketing material and train the Ethnic Diversity Task Force members on protocols. They also plan to conduct training sessions with hair stylists and barbers and use the survey to update the CPA Ethnic Diversity Task Force's Professionals of Color Directory and make it available for hair stylists, barbers and their clients. (Received 11/30/07)

Category: STUDENT UNDERGRADUATE/GRADUATE

Applicant: Kevin Kaut, PhD, The University of Akron

Proposal Objectives: To create a faculty mentorship with ethnic minority students to promote greater involvement of ethnic minority students in research projects, networking, and greater ethnic minority participation in psychological organizations.

Amount Requested: \$5,000

Amount Granted: \$2,500

Project Progress Report: Not Received

Applicant: Jennie Park-Taylor, PhD, Fordham University

Proposal Objectives: To develop "Pathways into Careers in Psychology Program", which is an innovative research mentoring program for ethnic minority students to participate in graduate level research with current graduate research assistant.

Amount Requested: \$7954

Amount Granted: \$3500

Project Progress Report: Two undergraduate students have been successfully recruited as PCPP participants. The whole team meets two to three times a month to work on research specific tasks, while the participants meet individually with their doctoral student mentors once a month and with Dr. Park-Taylor once a month. Participants have been given research responsibilities such as literature reviews and literature summaries. The team has been able to submit a poster presentation for the 2008 APA annual convention, which would allow the participants to attend and present at a professional psychological conference. (Received 1/08/08)

Applicant: Milton Fuentes, PhD, Montclair State University

Proposal Objectives: To create the MSU Scholars Program which is geared towards ethnic minority student interest to pursue further graduate level work in psychology through mentorships, career guidance and developing leadership skills.

Amount Requested: \$4,878

Amount Granted: \$4,000

Project Progress Report: Twelve students were recruited and ten were enrolled in a learning community, consisting of: General Psychology, College Writing and a New Student Seminar. Nine of the Scholars are female, while three are male. They are all freshman with an average age of 18. With respect to race, five identify as black, two as Asian and the rest identify as "other", referring to themselves as Latino/Hispanic. One hundred percent declare psychology as their first major. All the Scholars completed an online Pre-Evaluation. Scholars receive weekly invitations to club events and the majority have become members of the Psychology Club. Getting Started with research; Advising Session; and The Seven "Whats" to a Personal Statement. Over 50% have been assigned to a research community. (Received 12/05/07)

Applicant: Jason Burrows-Sanchez, PhD, University of Utah

Proposal Objectives: To create a Graduate Assistant Position (GAP), which will be designed to increase the amount of ethnic minority applicants to their graduate program. In addition, this student will focus on recruitment and retention of ethnic minority students enrolled in one of their doctoral programs.

Amount Requested: \$5,000

Amount Granted: \$4,000

Project Progress Report: Grantees are working steadily to achieve all objectives. Grantees have established relationships with the Assistant Dean of Diversity of the graduate school and the psychology department so that they can reciprocally aid in each other's efforts. Grantee also plans to attend the 2008 International Counseling Conference. (Received 11/26/07)

Applicants: Bernadette Sanchez, PhD & Michael Aldarondo- Jeffies, DePaul University
Proposal Objectives: To host a two day symposium targeting ethnic minority undergraduate and graduate students at DePaul University. Sessions will include on what is the current research in ethnic minority communities, workshops on how to gain entrance into graduate school, mentoring and networking opportunities.
Amount Requested: \$8369.50
Amount Granted: \$4,100
Project Progress Report: The one-day symposium was held in November 2007 under the title Pipeline: Professional Development Symposium for Psychology Students of Color. The symposium featured two kinds of workshops, one for undergraduate students (considering graduate school in psychology, graduate school application process, self-presentation in writing..) and one for graduate students (the writing process, tips for being a successful graduate student..).The symposium ended with a panel presentation that included doctoral-level professionals of color. Nineteen graduate students and 13 undergraduate students attended the symposium and evaluations were conducted at the end of the workshops and the day. They will analyze the evaluations and will submit the final report by January 2008. (Received 11/30/07)

Applicant: Margaret Rogers, PhD, University of Rhode Island
Proposal Objectives: To upgrade the psychology department's website to attract more ethnic minority candidates to their doctoral programs. Also, updating their current brochures and pamphlets to increase more ethnic minority interest at URI.
Amount Requested: \$2,340
Amount Granted: \$1,680
Project Progress Report: They have focused their efforts on web revision, by hiring a web specialist to design the web site. In addition to changing its design, they are adding information (photographs, descriptions of the university, department, programs, clients served, training options offered, and graduate admissions process and applications) to the web site. At this point, they want to devote the money granted to further developing and improving the web site, rather than to constructing the revised written material on their programs. (Received 11/30/07)

Applicants: Elizabeth Boyd, PhD, Barbara Yutrzenka, PhD, Jeannie Caraway, PhD, Jessica Synder, BA, & Jessica Gustin, BA, University of South Dakota
Proposal Objectives: To host the "Building Bridges Gathering", which is a conference aimed at promoting the importance of higher education to Native American middle and high school students. Also, offer direction to students and the benefits of mentoring and networking among other Native American mental health professionals.
Amount Requested: \$5,530
Amount Granted: \$3,450
Project Progress Report: Not Received

Applicant: Sigmund Hough, PhD, VA Boston Healthcare System
Proposal Objectives: To engaged in a start up initiative "awareness, access, activity and accomplishment" (AAAA), focused on diversity and multiculturalism for psychologists.
Amount Requested: \$12,200
Amount Granted: \$4,200
Project Progress Report: Mailing error prevented receipt of funds. Funds reissued

Applicant: Khanh Dinh, PhD, Sharon Wasco, PhD & Ivy Ho, PhD, University of Massachusetts- Lowell.
Proposal Objectives: To develop a program titled Recruitment and Retention of Cambodian American Students Majoring in Psychology (RRCAMP); to increase the number of Cambodian American students majoring in psychology.
Amount Requested: \$9,500
Amount Granted: \$5,900
Project Progress Report: Not Received

Applicant: Amy Fisher Smith, PhD, Gilbert Garza, PhD, & Jeffery Reber, PhD, University of Dallas
Proposal Objectives: Division 24's Society of Theoretical and Philosophical Psychology will be hosting a three day conference to introduce ethnic minority undergraduate students to research methodology.
Amount Requested: \$6,470
Amount Granted: \$3,770
Project Progress Report: While it was clear that the students had the capacity to be technically proficient to follow the steps and procedures of a method, we were surprised as workshop leaders by the students' obvious and deep need for mentoring - what some have described as role modeling, seeking advice, and wise counsel (Neal-Barnett, Mitchell, Boeltar, 2002). We did not anticipate finding students who seemed genuinely starved for relational direction, attention, and help. These minority students - mostly African American, first-generation college students - had basic questions about entering graduate school, taking the GRE, joining APA, and even more fundamental questions surrounding their own identities and whether or not they were appropriate graduate school "material." On the one hand, we were not surprised that such students had these questions. However, we were surprised that seemingly no one was stepping in to fill the mentoring void to answer their questions. (Received 11/30/07)

Applicant: Tracey Revenson, PhD, The City University of New York
Proposal Objectives: To develop two programs entitled the Ambassador program and Mentoring-Outreach-Research-Experience (MORE) program. These programs will provide structured opportunities for undergraduate and master's level students to obtain intensive hands-on research training and mentoring.
Amount Requested: \$5,680
Amount Granted: \$5,600
Project Progress Report: A tri-fold brochure describing the program was designed and produced. The program began Fall 2007 with planning meetings in September and October, during which goals and logistics were discussed. Eighteen doctoral students are acting as ambassadors, visiting 10 campuses across New York City. A mentoring/outreach component is expected to grow out of the Ambassador Program. One student who attended a presentation has already contacted a speaker to establish a mentor relationship. (Submitted 12/20/07)

Applicant: Tim Constant, Casa Richard Academy
Proposal Objectives: To start up a introductory level psychology course at Casa Richard Academy. The seed funds will be used to purchase textbooks for this course.
Amount Requested: \$2,889.80
Amount Granted: \$2889
Project Progress Report: Students have been enthusiastic about the course. Many have commented about how the course helped them to understand human behavior and therefore helped with many personal issues. This is very valuable to our students who struggle with many family and socioeconomic issues and who cannot obtain guidance from school counselors because of state budget reductions. Implementing the Psychology class at Casa Richard Academy has allowed us to continue our school mission to provide all of our students with the same opportunities as students in suburban, well-funded and established public school districts. 90% of the Psychology students are ethnic minority students and 100% of the Psychology students are from low-income households with the majority of the students receiving lunch assistance. (Received 11/29/07)

Grants Awarded in 2006

Category: TRAINING/STATE ASSOCIATIONS

Applicant: Michael Sullivan, PhD, Chair, APA Committee of State Leaders
Proposal Objectives: Funding strategy for increasing minority participation and the development of ethnic diversity in SPA membership and leadership through partial funding of Committee of State Leaders' (CSL) 'Diversity Initiative'.
Amount Requested: \$7,000
Amount Granted: \$7,000
Project Progress Report: Not Received

Category: LINGUISTIC MINORITY

Applicant: Jamie Brass, MA & Kimberly Husenits, PsyD, Indiana University of Pennsylvania
Proposal Objectives: To start up a 3-day pilot Latino/Spanish immersion workshop aimed at providing greater cultural competency to participants who work with Spanish-speaking individuals and Latino populations.
Amount Requested: \$5,000
Amount Granted: \$2,500
Project Progress Report: Not Received

Applicant: Dinelia Rosa, PhD, Columbia University
Proposals Objectives: To start up a Bilingual Track Practicum (BTP) at the Center for Educational and Psychological Services of Columbia University's Teachers College, whereby Spanish-proficient Counseling and Clinical students will further develop the foundation of competency to work with Spanish-speaking clients.
Amount Requested: \$4,986
Amount Granted: \$2,500
Project Progress Report: Not Received

Category: THEMATIC: FACULTY RECRUITMENT AND RETENTION

Applicant: Yasna Heravi, MA & Camilo Ortiz, PhD, Long Island University
Proposal Objectives: Assisting clinical psychology doctoral program in serving underserved populations and increasing ethnic minority participation in the program. They planned to accomplish these goals by recruiting a faculty member to annually teach a cultural diversity course and by organizing workshops and colloquia through which visiting scholars could address issues related to minority populations.
Amount Requested: \$5,000
Amount Granted: \$5,000

Project Progress Report: They have been able to recruit a professional with a strong background in research and clinical work to teach the course. They also booked two speakers for a training event in the Spring of 2007 and are in the process of contacting and booking other professionals for future engagements. At this date, none of the funds have been used yet.

Category: FACULTY/PROFESSIONAL DEVELOPMENT

Applicant: David Baker, PhD, & Rhonda Rinehart, MILS, Archives of the History of American Psychology, University of Akron

Proposal Objectives: To promote awareness of ethnic minority influences on contemporary theories and models in psychology through hosting a multi-day conference to examine the relationship and impact of the Blackfoot people and culture on the work of psychologist Abraham Maslow.

Amount Requested: \$13,000

Amount Granted: \$3,000

Project Report Status: Not Received

Applicant: Wade Pickren, PhD, APA Archives, & Frederick Leong, PhD, Asian American Psychological Association (AAPA)

Proposal Objectives: To document the Asian American experience in psychology through the production of a DVD set.

Amount Requested: \$8,800

Amount Granted: \$3,000

Project Progress Report: Several additional oral history interviews were conducted in 2007. We are now in a position to begin the process of making the DVD resource, which we anticipate we can begin in April 2008. Any additional interviews can be incorporated into the master Digital Data file. I have a person here in Toronto, Cynthia Shih, with expertise in digital video editing who will be able to edit the files and make a DVD product. Ms Shih has been assisting me on another project and her work is excellent. Dr Leong and I anticipate that we will be able to bring the project to completion by the end of 2008. (Submitted 12/27/07)

Applicant: Sanjay Nath, PhD, Widener University

Proposal Objectives: To provide workshops to faculty on how to handle charged or "hot" moments in the classroom around issues of diversity and difference.

Amount Requested: \$5,500

Amount Granted: \$4,000

Project Progress Report: Not Received

Applicant: Laura Kohn-Wood, PhD, Joseph Gone, PhD, Donna Nagata, PhD, and Nnamdi Pole, PhD, University of Michigan

Proposal Objectives: To host a "state of the science" of ethnic minority mental health through a series of on-campus workshops on "Race, Ethnicity, Culture, and Psychopathology."

Amount Requested: \$5,000

Amount Granted: \$4,000

Project Progress Report: Requested an extension, due to staffing changes and unavoidable delays. (12/21/06 & 01/04/08)

Applicant: Woodrow Wilson, PhD, Florida Memorial University Counseling Center

Proposal Objectives: To address the impact of substance abuse, trauma and mental health on Black college student retention, through hosting the 2006 Annual Conference on Mental Health among Black College Students.

Amount Requested: \$5,272

Amount Granted: \$3,000

Project Progress Report: The 2006 conference was cancelled and dispersed funds were returned. Morgan State University was awarded \$2000 to host the 2007 conference.

Applicant: Vickie Mays, PhD, University of California, Los Angeles

Proposal Objectives: To increase ethnic minority psychologists' knowledge base, level of cultural competence and research efforts re tribal and urban American Indians, through hosting a two-day workshop series on the health and mental health of American Indians in Los Angeles and San Bernardino County.

Amount Requested: \$5,272

Amount Granted: \$3,000

Project Progress Report: Not Received

Category: ETHNIC MINORITY LEADERSHIP DEVELOPMENT

Applicant: Tai Chang, PhD, Asian American Psychological Association (AAPA)

Proposal Objectives: To develop functions on the AAPA website that will facilitate mentoring through asynchronous online discussions forums among members of the Asian American psychological Association.

Amount Requested: \$4,825

Amount Granted: \$3,250

Project Progress Report: Not Received

Applicant: Justin McDonald, PhD, and Toy Caldwell-Colbert, PhD, APA Division 45
Proposals Objectives: To sponsor a book drive and brief counseling sessions for hurricane Katrina's victims during the 2006 APA Convention in New Orleans, LA.
Amount Requested: \$1,500
Amount Granted: \$1,500
Project Progress Report: Not Received

Category: STUDENT UNDERGRADUATE/GRADUATE

Applicant: Dalia Ducker, PhD, California School of Professional Psychology, San Francisco Bay – Alliant International University

Proposal Objectives: To sponsor two ethnic minority students for an intense and focused recruitment outreach effort targeting African American and Latino/Latina college students in California.

Amount Requested: \$5,400

Amount Granted: \$4,000

Project Progress Report: Major plans have yet to be implemented, however, they have done general outreach to other California colleges and universities, as well as ethnic minority student organizations in local schools, through e-mail, mail and personal visits. Most of the outreach has been implemented by current students, a tactic they hope will attract more interest in the program. Through this, they hope to be able to come in contact with possible future applicants in order to educate them about the programs and persuade them to apply to CSPP. There is no other outcome data reported, as they are currently focusing their efforts of recruitment.

Applicant: Kecia Thomas, PhD, University of Georgia

Proposal Objectives: To establish a Research and Engagement in Diversity seed grant and network program for graduate students in psychology at the University of Georgia.

Amount Requested: \$6,500

Amount Granted: \$4,000

Project Progress Report: Implemented a project, Creating a Supportive Climate for Diversity and Ethnic Minority Psychology, which was a cross-departmental, cross-college initiative that supported the professional development of psychologists and graduate students who teach multicultural courses, conduct research on diversity issues, or provide services to ethnic minorities

Applicant: Lisa Orbé, PhD, and Richard Austin, M.S.Ed, LaGuardia Community College - CUNY

Proposal Objectives: To start up the Mentoring Minority Scholar in Psychology project whereby ethnic minority community college students will be prepared to transfer to a four-year institution.

Amount Requested: \$4,926.59

Amount Granted: \$4,000

Project Progress Report: Not Received

Applicant: Kumea Shorter-Gooden, PhD, California School of Professional Psychology, Los Angeles

Proposal Objectives: To launch the Minority Male Outreach Recruitment, Retention, and Enhancement Project whereby African American and Latino males currently enrolled at CSSP, Los Angeles will engage in recruitment outreach initiatives in targeting male undergraduate and MA level students in colleges and universities and in local social/human services agencies in California.

Amount Requested: \$8,700

Amount Granted: \$5,100

Project Progress Report: Faculty and staff from CSPP have collaborated with system-wide administrators for Alliant International University in helping this project progress. Through recruitment materials, supportive activities, development of a Graduate Adjustment Scale in Psychology, identification of sources of funding, an unofficial "PR" campaign to attract attention to the program, and ultimately the recruitment and selection of seven scholars, MMORRE has managed to sustain its development. A kickoff luncheon was organized to officially introduce the project and the new scholars to the faculty and staff of the Alliant International University in Los Angeles. The scholars have, since then, taken on several tasks such as recruitment, marketing, support, measurement development, and grant-writing and will be working on these tasks throughout the year. A presentation of the project's efforts thus far is being planned for the end of the academic year.

Applicant: Kathy Harowski, PhD, Metropolitan State University

Proposal Objectives: To conduct surveys and focus groups with undergraduate and graduate students of color and community organizations serving ethnic minorities in the twin cities in order to obtain information on the awareness of current graduate training program in community psychology, and to understand the needs for a planned applied psychology doctorate.

Amount Requested: \$1,200

Amount Granted: \$1,200

Project Progress Report: Not Received

Applicant: Melanie Page, PhD, Oklahoma State University

Proposal Objectives: To develop and videotape a course on graduate school preparation targeted to sophomore and junior level ethnic minority psychology majors.

Amount Requested: \$4,990

Amount Granted: \$3,500

Project Progress Report: Throughout the course, several professional speakers addressed the class about how to prepare for graduate school and overcome the financial, social and educational hurdles that may be a barrier for such progress. As a result, the majority of the students in the class are actively participating in projects that give them hands on experience in the field such as participating in research programs. This ultimately increases their likelihood of being accepted to a graduate school. The creators of this program plan to have a website for the course, so as to reach a larger number of individuals. They are also trying to permanently integrate the course into the university curriculum and will continue to integrate previous students into the program by inviting them to future events and special lunches with speakers.

Applicant: Krista Chronister, PhD, University of Oregon

Proposal Objectives: To enhance writing and scholarship activities of first year ethnic minority Counseling Psychology doctoral students through a pilot intensive writing workshop conducted prior to the first week of class.

Amount Requested: \$5,530

Amount Granted: \$3,450

Project Progress Report: Not Received

Grants Awarded in 2005

Category: TRAINING/STATE ASSOCIATIONS

Applicant: Michael Sullivan, PhD, Chair, Committee of State Leaders

Proposal Objectives: Funding strategy for increasing minority participation and the development of ethnic diversity in SPA membership and leadership through partial funding of Committee of State Leaders' (CSL) 'Diversity Initiative'.

Amount Requested: \$7,000

Amount Granted: \$7,000

Project Final Report: During the 2005 State Leadership Conference, there were 28 delegates and a diversity liaison. With the financial support of the Office of Ethnic Minority Affairs (OEMA) and the Committee for the Advancement of Professional Practice (CAPP), delegates were offered a stipend to assist in covering their expenses. Four states, provincial, and territorial psychological associations (SPTA) participated in the initiative for the first time and were fully funded; 12 of the delegates were partially funded and were returning SPTAs. Twelve delegates were fully funded by their SPTAs—the most ever. As can be seen the initiative continues to grow. During the 2005 State Leadership Conference, the delegates participated in an orientation meeting, to facilitate their understanding of the CSL, the State Leadership Conference, the Diversity Initiative and the American Psychological Association. During the meeting the delegates obtained information of ways to become involved on the national level and in their respective associations. Networking and mentoring opportunities were available for the delegates. In addition, a workshop focusing on the diversity initiative was conducted. Under the leadership of the Diversity Subcommittee, additional support will be provided to advance the Diversity Delegates' initiatives in their own associations throughout the year. This will include ongoing networking among the Delegates and the CSL members via the Diversity listserv, and collection and analysis of information on the goals, plans, and progress of the various SPTAs Diversity Initiatives. (Submitted 05/12/05)

Category: LINGUISTIC MINORITY

Applicant: Kelly L. Irvine, PsyD, Phoenix Indian Center

Proposal Objectives: To provide faculty release time and support towards creating a training manual, organizing speaker's series, fostering multi-cultural Native immersion experiences, and connecting up existing grant-writing and research resources, with the purpose of further developing and expanding a practicum and postdoctoral training program benefitting linguistic minorities of Native groups seen at the Phoenix Indian Center, a non-profit United Way agency.

Amount Requested: \$5,000

Amount Granted: \$3,500

Project Final Report: For six months, they managed to create policy and procedure infrastructure to formalize the minority training and service the postdoctoral and practicum program. This served as a mechanism for service provision and training with clinical and family psychologists-in-training. During the course of the program, it was relocated to the American Indian Prevention Coalition, Inc. training site(s), due to loss of funding. The program continues to attract practicum and postdoctoral trainees from ASU and Argosy University and now also includes the agency and three local reservations whose residents conduct assessment and treatment. A Grand Rounds presentation proved successful in informing and training community and family practice physicians and psychiatrists about the cultural relevance among nearby tribes and the urban Native population. Speaking engagements and training programs as such also proved successful in increasing recruitment for NA postdoctoral applicants. This process has ultimately created a research fellowship opportunity for Dr. Irvine and the University of Arizona in Tuscon. Ultimately, the project is being analyzed to identify how helpful it has been in alleviating distress for recent migrants to the urban areas.

Category: MATH/SCIENCE

Applicant: Lisa Harlow, PhD, Gwyneth Boodoo, PhD, Herb Eber, PhD, and Keith Whitfield, PhD, Society of Multivariate Experimental Psychology

Proposal Objectives: To hold a 5-day forum that includes a 3-day conference at Howard University, and a portion of the 2005 APA conference, with the main goal of instilling interest, training and recruitment of minority individuals into the study of multivariate quantitative science.

Amount Requested: \$10,000

Amount Granted: \$6,000

Project Progress Report: Everyone involved (students, faculty, and SMEP members who attended the symposium on the minority conference) felt that the minority conference was very successful and worthwhile. The quality of the program, including the students, faculty, presentations, and APA conference experiences, was high, generating a great deal of interest and excitement for presenters and participants alike. The students appeared stimulated and able to integrate the new knowledge into their ongoing graduate programs and/or plans. Certainly we cannot expect that all or even most of the students will choose to become quantitative psychologists; some few may. Many will become better scientists, able and willing to understand complex models and perhaps use the technology that supports them. Most are apparently readily motivated to seek training as, indeed, they requested during the recent sessions preceding the APA conference in Washington. (Resent 02/15/08)

Category: FACULTY/PROFESSIONAL DEVELOPMENT

Applicant: Jeffrey L. Helms, PsyD, Amy Buddie, PhD, Randolph Smith, PhD, Linda Noble, PhD, Valerie Whittlesey, PhD, Sharon Pearcey, and Ginny Q. Zhan, Kennesaw State University

Proposal Objectives: Kennesaw State University Department of Psychology to host a two-day intensive training, in order to increase faculty knowledge & appreciation of diversity issues and train them with content knowledge & pedagogical skills to disseminate this information thru its integration in their respective syllabi and upcoming semester's lectures.

Amount Requested: \$7,360

Amount Granted: \$4,000

Project Progress Report: Not Received

Applicant: Joseph Kovach, PsyD, Calumet College of St. Joseph

Proposal Objectives: Calumet College of St Joseph Psychology Department to host The Psychology Department Diversity Workshops, a series of 6 on-campus diversity workshops during 2005-2006 academic year, for its full-time and adjunct faculty members. Invited experts in diversity will impart information on current thinking on diversity issues and their impact on the community.

Amount Requested: \$4,950

Amount Granted: \$3,150

Project Progress Report : Failed to submit (Due 06/15/06)

Applicant: Myra Waters, PhD, Morgan State University

Proposal Objectives: Morgan State University Counseling Center to host a 3-day conference to address the clinical needs of Black college students and HBCU-specific service related concerns. Invited speakers are Drs. Helms & Carter. Among other outcomes, it is expected that participating mental health professionals' capacity to meet the psychological needs of their students will be enhanced.

Amount Requested: \$5,185

Amount Granted: \$4,071

Project Progress Report : Failed to submit (Due 01/05/06)

Applicant: Anthony Smith, PhD, Mareah Steketee, PhD, and Sally Cameron, North Carolina Psychological Association

Proposal Objectives: NCPA Diversity Task Force to initiate cultural competency training within North Carolina Psychological Association (NCPA) membership by funding the participation of two Task Force members to a 4-day diversity training offered by the National Multi-Cultural Institute (NMCI). Upon receiving the training, it is expected that the 2 members will reciprocate by providing formal cultural competency training to others within NCPA.

Amount Requested: \$7,610

Amount Granted: \$4,000

Project Progress Report: Failed to submit (Due 08/30/06)

Applicant: Victoria Munoz, PhD, Wells College

Proposal Objectives: Wells College to host a 2-day multicultural colloquia series featuring Dr. Helms. Expected outcomes include increasing Wells College psychology faculty's theoretical background, practical knowledge, and teaching strategies needed to achieve multicultural competence, and diversify the curriculum.

Amount Requested: \$4,575

Amount Granted: \$2,575

Project Progress Report: The grant allowed the grantee to bring a series of three multicultural experts to the campus in Fall 2005. Each scholar completed at 2-3 day residency involving a public talk to the community, conversation with students and faculty, workshop with faculty and guest lecturing in classes (Received 11/14/05)

Project Final Report: Faculty were strongly encouraged to attend lectures and sessions on multicultural competence. A new tutorial, Diversity and Psychology, was added to the curriculum. Four faculty and five students were involved. Grantees work has been presented at major conferences. The ripple effects continue to spread on campus. (Received 07/27/07)

Applicant: Ma'at Lewis-Coles, PhD, John Jay College of Criminal Justice, CUNY

Proposal Objectives: To professionally produce an educational video that will promote cultural competence in the psychological treatment of ethnic minorities via a professional development video and seminar model that addresses knowledge, awareness and skills for coping with racism and oppression.

Amount Requested: \$2,600

Amount Granted: \$2,100

Project Final Report: The educational video was produced. Screening and evaluation was also completed.

Applicant: Pam Remer, PhD, and Fred Danner, PhD, University of Kentucky

Proposal Objectives: The Department of Educational & Counseling to host training workshops on diversity and social justice. It is anticipated that trained faculty will be able to integrate diversity issues into coursework, and facilitate difficult classroom diversity dialogues.

Amount Requested: \$3,500

Amount Granted: \$3,445

Project Final Report: During 2005-2006, the syllabi in the university were collected and examined in order to determine whether they include enough diversity. Through focus groups, students were also asked their opinions on whether the university pays attention to diversity issues in its programs. The results showed that the university was not meeting the diversity-related needs of its students. Using the information compiled, goals were identified in order to improve the university's programs. Additional discussion, incorporating students' feedback, on the topic will take place in "town meetings" that have been planned for the next semester. In Spring and Fall of 2006, they held workshops with expert diversity trainers. The CEMRRAT grant funds were used to pay for these two workshops. In May 2006, students' opinions were again compiled at the results seemed more promising than those compiled earlier. Students reported an increased awareness and respect in the faculty and curricula. The impact was not only evident on students, but on faculty as well. Feedback collected from members of the faculty that were involved in the grant related activities showed a positive change in attitude and awareness towards mentoring students from ethnic minorities. Ultimately, the department was nominated for a University of Kentucky award for its "outstanding achievement in diversity education".

Applicant: A. Diaz-Martinez, PsyD, and L. Duncan PhD, Jersey Shore University Medical Center

Proposal Objectives: To conduct a 9-month multicultural competence pilot program as part of training requirements for its psychology staff and pre-doctoral interns. At least 6 speakers with multicultural expertise will present on various topics of interest: working with different racial/ethnic groups; culturally sensitive treatment modalities; sensitivity to the experiences of linguistic minorities; immigrants and different races living in the USA.

Amount Requested: \$5,000

Amount Granted: \$3,000

Project Progress Report: Received

Project Final Report: Failed to submit (Due 09/01/05)

Category: STUDENT UNDERGRADUATE/GRADUATE

Applicant: Joanne Davila, PhD, and Ana Zevallos, MA, Stony Brook University/SUNY

Proposal Objectives: Provide academic support to ethnic minority students, build a cohesive network between ethnic minority undergraduates and graduate students and faculty members, and provide a forum for social support among ethnic minority students, through a series of workshops, events, and activities at SUNY Stony Brook.

Amount Requested: \$8,450

Amount Granted: \$3,250

Project Progress Report: Requested an extension to change the project completion date to 01/31/08. (Approved 08/31/07)

Applicant: Michele Harway, PhD, Catherine Radecki-Bush, PhD, and Heidi Zetzer, PhD, Antioch University, Santa Barbara

Proposal Objectives: Antioch University to launch a new doctoral program in clinical psychology with a family psychology emphasis. Seek seed funding to host a full-day workshop on developing learning goals that include diversity issues, thus enabling Antioch U's faculty to infuse cultural competence into the entire curriculum.

Amount Requested: \$5,200

Amount Granted: \$4,200

Project Final Report: The staff at Antioch University, Santa Barbara were very grateful for the funding, which was used to infuse multicultural education into the development of their new doctoral program. Faculty participated in an inspiring workshop led by Dr. Jeffrey Mio and learned a great deal which will continue to be useful in the coming years. This experience will affect a great number of Antioch students. (Received 11/02/05)

Applicant: Guerda Nicolas, PhD, Janet Helms, PhD, and David Blustein, PhD, Boston College
Proposal Objectives: Counseling Psychology Department at Boston College and Dr. J. Helms' Institute for the Study and Promotion of Race and Culture to create a mentoring program involving didactic training and seminars with a focus on racial and culture issues. Faculty of color to mentor masters and doctoral level students considering careers in academia.

Amount Requested: \$8,500

Amount Granted: \$5,500

Project Progress Report: Through face to face meetings with students of color in the doctoral program, a group for African American women in several psychology programs was established and called the "Sisters in Sharing Group". The group meetings provided a place where these women can meet and share their thoughts about different aspects of their lives. A listserv was also established, connecting all African American students together. The faculty of color ultimately provided mentoring to graduate students of color and some of these students have gone on to serve as mentors themselves. The program also funded, with the CEMRRAT grant funds, several pilot and dissertation projects for students who in turn held symposium presentations in Spring of 2006 where they presented their work to a larger community. In order to reach more students, a three summer training program was created, in association with the Institute for the Study and Promotion of Race and Culture, where professionals and advanced graduate students can learn more about how to integrate diversity into their work.

Applicant: Cami McBride, PhD, and Michael Seidenberg, PhD, Rosalind Franklin University of Medicine and Science

Proposal Objectives: To establish a Diversity T. A. position whose duties are to reach out and coordinate recruitment and retention efforts of targeted ethnic minority undergraduate psychology scholars and graduate students in the Chicago area and beyond. Also, to create one to two 6-8 weeks summer research apprenticeship where faculty will provide research opportunities and mentoring to select minority undergraduate psychology majors from institutions in the Chicago land area.

Amount Requested: \$5,000

Amount Granted: \$3,000

Project Final Report: The department achieved its set goals by participating in several activities that aim to increase interest in their clinical program. They held an open house on October 21 st, 2005, which included information about the program and the application process. Members of the program also attended graduate school fair conferences, where students were given brochures which contained a "diversity statement", as well as a description of the program. They also contacted over 350 students identified through the GRE locator service. Overall, the results showed an increase of 7% in the number of completed applications from diverse student populations. As a result of this success, the department will continue with its efforts to increase the number of applications from diverse students and to make sure that the university is accommodating of diverse populations both socially and academically. (Received 10/11/07)

Applicant: Ayorkor Gaba, Rose Zayco, Jessica Floyd, Igda Martinez, (faculty sponsor: Shalonda Kelly) GSAPP, Rutgers University

Proposal Objectives: Committee on Diversity to host a 1-day workshop involving current graduate students and practicing psychologists, alumni, supervisors, and invited experts on multicultural psychology to address the interests of minority students pursuing and/or interested in pursuing careers in professional psychology. Activities will include speakers, panel discussions, experiential groups, discussion groups, and networking.

Amount Requested: \$5,150

Amount Granted: \$3,200

Project Progress Report: Failed to submit (Due 02/01/06)

Applicant: Elizabeth Vera, PhD, Midwest Association of Latino Psychologists

Proposal Objectives: Start-up of a regional annual meeting initiative intended to bring together Latino graduate students and professionals for mentoring, networking, support and scholarly collaboration during a day-long program.

Amount Requested: \$1,000

Amount Granted: \$1,000

Project Final Report: The event was held on June 3rd, at the University of Illinois Institute for Disabilities and Human Development. During the event, mental health professionals and graduate students presented on various topics relevant to Latino Psychology. Around 55 people attended the event and 22 new members joined the association as a result of the event. The event was successful as it exposed students to professionals in the field and ultimately increased a sense of community among Psychologists and aspiring Psychologists. The event also increased awareness and attention to the organization, as one attendee offered her web design services for the Association, helping it reach a larger community. Overall, the event was not only good exposure for the Association, it gave interest individuals opportunities to learn more about the field of Psychology and strengthen the community of Latino Psychologists in the area.

Category: LEADERSHIP DEVELOPMENT

Applicant: Sanjay R. Nath, PhD, Temple University

Proposal Objectives: To create an internship position for a clinical or counseling graduate student interested in reaching out to and providing mental health services to clients of Asian/Not Received/Sian American ethnicities at Temple. The start up of the activity and the supervision of the extern will allow for the development of leadership skills of an Asian American minority psychologist.

Amount Requested: \$4,493

Amount Granted: \$4,000

Project Progress Report: Not Received

Grants Awarded in 2004

Category: TRAINING/STATE ASSOCIATIONS

Applicant: Kathleen S. Brown, PhD, Chair, Committee of State Leaders

Proposal Objectives: Funding strategy for increasing minority participation and the development of ethnic diversity in SPA membership and leadership through partial funding of Committee of State Leaders' (CSL) 'Diversity Initiative'.

Amount Requested: \$5,000

Amount Granted: \$5,000

Project Final Report: Twenty four delegates and one diversity liaison participated in the 2004 State Leadership Conference (SLC). The delegates participated in an orientation meeting, to facilitate their understanding of the CSL and the APA. During the meeting the delegates obtained invaluable information of ways to become involved on the national level and in their respective associations. Numerous networking and mentoring opportunities were available for the delegates. In addition, a discussion hour focusing on ways to advance the diversity initiative in the state, provincial, and territorial psychological associations (SPTAs) was conducted. Under the leadership of Kathleen Brown, PhD. and Jennifer F. Kelly, PhD., chairs of the CSL and its Diversity Subcommittee, respectively, additional support was provided to advance the Diversity Delegates' initiatives in their own associations throughout the year. This included ongoing networking among the Delegates and the CSL members via the Diversity listserv, and collection and analysis of information on the goals, plans, and progress of the various SPTAs Initiatives. (Submitted June 1, 2004)

Category: FACULTY/PROFESSIONAL DEVELOPMENT

Applicant: Tina Q. Richardson, LeHigh University

Proposal Objectives: To support multicultural in-service CE workshops and colloquium series in order to stay current on best practices in multicultural counseling and teach multicultural theories, research, and practical skills

Amount Requested: \$7,500

Amount Granted: \$4,000

Project Final Report: The program aimed to teach counselor trainees in providing counseling services to diverse clients by staying up to date with the best practices in multicultural counseling. The project included presentations of several topics regarding multicultural counseling from October 21, 2004 until May 31, 2007. As a result of these presentations, faculty members were able to add to course curricula. With regards to finances, not all CEMRRAT grant funds were used, as the project was also funded by College of Education funding and physical resources. The Dean of the College of Education at the university also financially contributed in establishing a multicultural resource library. Finally, as a result of the administration of the CEMRRAT-funded initiative in the College of Education, a graduate student organization named the Student of Color Coalition and a College of Education Diversity Task Force were established.

Applicant: Debra J. Lobato, Brown Medical School

Proposal Objectives: To increase level of multicultural competence of the Brown University Clinical Psychology Training Consortium and faculty through workshops and consultations.

Amount Requested: \$8,650

Amount Granted: \$4,000

Project Progress Report: Received

Project Final Report: The project aimed to provide leadership training and did so by consulting with the university's multicultural consultant on several occasions throughout two years. In response to her feedback, the university modified its orientation packets, didactics topics and formats, and trainee evaluation forms and procedures. Also, a faculty needs assessment survey was conducted to assess faculty strengths and weaknesses in multicultural issues. In addition, two free faculty development workshops were conducted for the general clinical psychology faculty, through which information was presented on multicultural competence in teaching and supervision. Overall, the evaluation ratings for the workshops were positive.

Applicant: Charles A. Waehler, University of Akron

Proposal Objectives: Goal is to produce an instructor resource, which will promote increased levels of multicultural competence in teaching

Amount Requested: \$7,000

Amount Granted: \$3,500

Project Progress Report (Summary): I have begun to identify psychologists who can contribute to the project. I have produced a DVD segment to recruit participants and to serve as a model for their presentation. I have produced accompanying documents to further explain the project to potential contributors. I am in the advanced stages of the first half of the project, as outlined in the following schedule that was laid out in the initial proposal: Month 1-6: Identify and recruit diverse psychologists who are committed to offering their expertise in relation to the personality theorists in question. Month 6-9: Facilitate presentation recording and delivery. Month 9-12: Coordinate production of DVD and support material. Partial expenditure of \$ 900 has been used for the purchase of the technical equipment needed. (Submitted 12/20/04)

Project Final Report: Failed to submit (Due 2/01/06)

Applicant: Nancy Gordon Moore, Kentucky Psychological Association

Proposal Objectives: To aid in partnering with a state psychological associations in providing training for working with ethnic minorities

Amount Requested: \$3,750

Amount Granted: \$3,500

Project Final Report (Summary): The Kentucky Psychological Association 2004 Annual Convention entitled Building Clinical Skills for a Diverse World took place on November 3rd-5rd in Louisville, KY. The CEMRRAT funding added to the overall success of the conference, by enabling KPA to bring in an additional top-notch presenter, Dr. Nancy Boyd-Franklin, who led a full day workshop on Working with African-American Clients and Families. Dr. Boyd-Franklin was a part of a larger conference that brought together a host of experts: Dr. Patricia Arredondo presented a full day workshop on Working with Latinos from Culture-Specific Perspectives; Dr. Dorothy Turker imparted information on Minority Recruitment and Retention; Dr. Ronald Levant was a keynote speaker and presented on Evidence Based Practice; Loyal Jones talked about the Cultural Context of Appalachia; and Dr. Norman Anderson presented APA Views on Diversity during a town hall meeting. Additional funding sources for other components of the conference included: University of Louisville, Spalding University, Seven Counties Services, Kentuckiana Chapter of the Association of Black Psychologists, conference attendees and exhibitors. Continuing Education credits were offered and all participants completed a CE evaluation form. (Report received 02/16/05)

Applicant: Ruth L. Greene, Johnson C. Smith University

Proposal Objectives: Many targets/goals in mind, namely to plan and implement a planning conference to assess the research interests and needs of HBCU psychology faculty and to stimulate research forums related to biomedical, health, mental health and behavioral science issues

Amount Requested: \$5,100

Amount Granted: \$5,100

Project Final Report (summary):The objectives of the HBCU Psychology Research Consortium were to (1) plan and implement a planning conference to assess the research interests and needs of HBCU psychology faculty and to stimulate research forums related to biomedical, health, mental health and behavioral science issues, (2) broaden the educational opportunities of faculty by supporting forums for information to increase knowledge of related agency research, grant opportunities and fundamentals for preparing research grant applications and contracts and publication submission, (3) assess, broaden and expand local and regional cooperation in research activities, and (4) plan and implement a September follow-up meeting to implement research submissions. To date several activities have been accomplished. Letters describing the rationale for the Consortium were mailed to over 70 HBCUs identified by JCSU as having psychology departments, inviting their participation. Indications of interest were received from 19 of those institutions contacted from institutions in Florida, Maryland, Louisiana, Mississippi, North Carolina, Georgia, Alabama, Texas, Tennessee, and Virginia. JCSU's Department of Psychology planned the first Consortium meeting held on the JCSU campus in April 2004 with attendees from four other HBCUs, in addition to the host institution, in attendance. Agenda items for the initial meeting of the Consortium included information on extramural research opportunities and preparation and submission of manuscripts for publication. An initial effort to develop a publication of work by HBCU psychology faculty around the theme "African-American Health and Development Across the Lifespan" was not completed by the posted deadline due to the limited number of entries from participating Consortium faculty. In August 2004, contact was initiated with HBCUs included on a list from OEMA, but not part of the original contact list used by JCSU describing the Consortium effort. Institutions interested in the work were asked to return a Response Form provided. Ten additional HBCUs indicated interest in the Consortium effort. In October 2004, five HBCUs in addition to the host institution, attended the second meeting of the Consortium [three were August 2004 contacts; two also attended the April 2004 meeting], the group reviewed several potential research efforts and chose two to focus on for the near future. Multi-institutional faculty groups were formed. JCSU's Department of Psychology launched a Moodle website to facilitate communication among Consortium members [<http://c3elt.jcsu.edu/moodle/>]. The second meeting of the Consortium was again hosted by JCSU's Department of Psychology in October 2004. The April 2004 attendees determined the October date. At the second meeting of the Consortium, the group reviewed several potential research effort suggestions

from Consortium presenters. The group selected two to focus on for the near future. Multi-institutional faculty research groups were formed. The next Consortium meeting is scheduled for October 7-9, 2005, again hosted by the JCSU Department of Psychology. Consortium members attending the October 2004 meeting decided to pursue development of institutional membership fees as one way to sustain the work of the group. External funding of individual projects, when available, will be pursued as well. (Received 02/25/05)

Applicant: Ma'at Lewis-Coles, John Jay College of Criminal Justice

Proposal Objectives: To promote increased cultural competence, the goal of this project is to create a professional development video and seminar that will provide information about various racial and ethnic minority groups, highlight culture-specific views about mental health and healing, and describe oppression and racism as mental health issues.

Amount Requested: \$11,015

Amount Granted: \$1,300

Progress Report (summary):

The CEMRRAT grant funded procedures that have been implemented to date are as follows: 1) Three of four experts in multicultural competence that are members of the four national ethnic minority psychological associations have been solicited to serve as reviewers of the professional development video. Copies of the pilot video, upon its completion in December, will be sent to the reviewers for feedback. The video is entitled Building Cultural Competence in the Psychological Treatment of Ethnic Minorities: A Training Video of Knowledge, Awareness and Skills for Coping with Racism & Oppression; 2) One hundred copies of Psychological Treatment of Ethnic Minority Populations, a supplemental resource brochure published by CNPAAEMI are on order for use in the evaluative and final presentation of the professional development seminar next spring. A portion of the brochures will be distributed during a formative evaluation presentation of the pilot video and seminar in February at the Winter Roundtable on Cultural Psychology and Education in New York. The theme of the conference is Racism as a Barrier to Racial-Cultural Competence in Psychology and Education. The following describes a preliminary account of the funding awarded for the two procedures above respectively: 1) Expenditure of \$600 in CEMRRAT funds for payment to the reviewers is expected to occur during the months of January and February. 2) Expenditure of \$600 in CEMRRAT funds for payment and delivery of the Psychological Treatment of Ethnic Minority Populations brochure is expected to occur in mid-December 2004 (Received 12/01/05).

Applicant: Daryl Fujii, Hawaii State Hospital

Proposal Objectives: To assist in developing cultural competencies within the Clinical Psychology Services Unit (CPSU) with the ultimate goal of developing culturally sensitive treatments at HSH

Amount Requested: \$15,000

Amount Granted: \$2,000

Project Progress Report (summary): Hawaii State Hospital (HSH) Clinical Psychology Services Unit is purchasing the following materials for its library: Gale Encyclopedia of Multicultural American (electronic); Cultural Diversity and Ethnic Minority Psychology. Once acquired, the Gale Encyclopedia will be placed on a cultural information website that is available to the hospital and the entire adult mental health system. This website will also be the information source for a cultural quiz that is an annual mandatory requirement for all HSH employees. Also, HSH is purchasing a subscription to Cultural Diversity and Ethnic Minority Psychology via a consortium order for APA journals@Ovid Full Text. (Received 11/19/04).

Project Final Report: Received 12/01/05

Category: STUDENT UNDERGRADUATE/GRADUATE

Applicant: McClean, Dykstra, Yutrzenka, University of South Dakota

Proposal Objectives: For support in the "marriage" between an education and cultural conference and a focused diversity recruitment effort

Amount Requested: \$5,000

Amount Granted: \$3,000

Project Progress Report (summary): The Building Bridges Conference planning committee comprising 4 clinical psychology faculty, 16 clinical psychology graduate students, 2 members of our council of indigenous advisors (Native elders who serve in an advisory role to our clinical program), 2 undergraduate students, and representatives from admissions and from the Red Road Gathering coordinating committee (a university/community sponsored annual conference focusing on Native culture/healing and substance abuse prevention), had it's first meeting on September 2, and has met bi-weekly since October 1st. Tasks accomplished thus far include: 1) Committee assignments, with co-committee chairs (1 faculty/1 student) 2) Dates for conference 3) Preliminary publicity flier announcing conference dates (sent to over 800 addressees, including public, private, and tribal high schools, colleges, and former attendees). 4) Brainstorming for theme of this year's conference, which included the following: a) How to help students keep connected with their family, traditions when they are away at school; b) How to help students extend their tiospaye to their new environment (building a tiospaye where they are, e. g., here at USD—find those who encourage and believe in them--mentors, friends, elders, positive models); c) How does their support system (at home or at college) help them look to the future; how to make good choices; how to not only effectively deal with challenges during school but also how to seek out challenges; d) Have graduates talk about how they did this when they were in school, and how they are doing it now in their work, especially those who returned to work in Indian country (or those who have returned to their home communities to work); provide positive models for students; e) Bridging of ideas/ways of learning

and knowing between traditional culture and academic environment. A new (and exciting) collaborative partnership with the Red Road Gathering is being established. The focus of the Red Road Gathering planning committee is to bring together Native youth from across the state/region to increase awareness of drunk and drugged driving in a forum (to be held during the spring 2005) that "identifies traditional Native American values, personal responsibility, and factual information about driving behavior." Thus, at our most recent Bridges planning meeting (11-18-04), a decision was made to have a joint Building Bridges/Red Road Gathering for Youth conference this spring. The central theme, at this time, is "The Power of Choice." (The collaboration with Admissions will continue and will be strengthened by the joint conference.) Learning to make choices and understanding the implications of choices made will be directed towards substance use and driving. These specific choices have direct implications for persistence in education and are choices these youth will face through high school, college, and beyond. The models shared for making choices (through presentations and activities) will be applicable to many types of choices that these youth must make (including substance use as well as attending classes, dealing with relationships, etc) which will be shared in the final session of the conference. The next steps are to blend the working groups/subcommittees of the two planning groups, where expertise from the two groups can be integrated (e.g., the psychology of decision making/making choices and its application to substance use and decisions to drive.) We believe that the partnerships between the Bridges conference, Admissions, and now, the Red Road Gathering for Youth, will provide an even greater opportunity to bring Native American high school students to our campus to be exposed to a campus environment and to faculty, staff, and students who support their efforts to persist in their education, while also increasing their awareness, knowledge, and skills in making good choices that can have life long consequences. (Received 11/30/04)

Project Final Report: Received

Applicant: Eric Dahlen, University of Southern Mississippi

Proposal Objectives: To improve retention of ethnic minority psychology majors and increase numbers of minority students applying to graduate programs in psychology

Amount Requested: \$8,650

Amount Granted: \$3,650

Project Progress Report: Received 11/24/04

Project Final Report: In order to assess student satisfaction with the university and department, a needs assessment was conducted on ethnic minority psychology majors. Consequently, a pilot program retention program was created in order to make students more involved in and more aware of the multicultural research being conducted in the department and in order to familiarize them with the process of graduate admissions. They also created a "research-mentoring program" which paired students with faculty members in order to make their research experience more valuable. The process ran smoothly until the devastation of Hurricane Katrina. The hurricane interfered with the plan of conducting another needs assessment at the end of the project as many individuals in the university, both students and faculty, were not able to attend the university. Instead of another needs assessment, they administered post-project surveys to 23 majors, most of which completed the first survey. The first survey revealed that the students felt positively about the university and the department but felt that the "students' sense of community at the departmental level" should improve. A large number of the students also expressed interest in graduate school. Outcomes of the other parts of this project were positive, as valuable information about graduate school and the application process was given to students through the pilot retention and research mentoring programs. These programs also revealed the fact that some students were previously misinformed with regard to issues about graduate school, proving that the department must be properly educated about such issues. Finally, a number of students who participated in this project have applied to graduate school or are in the process of applying.

Applicant: Jennifer Manly, Desiree Byrd, Columbia University, Division 40

Proposal Objectives: To foster a partnership between a National Mentoring Network and specific graduate programs, namely neuropsychology programs, that are hoping to attract more minority students.

Amount Requested: \$5,000

Amount Granted: \$3,000

Project Progress Report (summary):

Ethnic minorities are especially underrepresented within neuropsychology training programs, researchers, and clinicians. The primary goal of the grant was to create a national network of minority neuropsychologists and neuropsychologists with resources for minority research. Toward this goal, we held extremely successful events in August 2004 in Hawaii and in February 2005 in St. Louis. Approximately 30 students and 10 mentors attended a conversation hour in Honolulu titled "Use of symptom validity tests among ethnic minorities". Twenty names were added to the Division 40 Ethnic Minority Affairs listserv as a result. In February 2005, we collaborated with the Psychology Department at Washington University in St. Louis to attract local minority undergraduates, graduate students, and postgraduates to the International Neuropsychological Society meeting. The WUSTL psychology department provided funds for lunch, during which a one-hour "Ethnic Minority Mentoring Hour" took place. The session included breakout groups discussion issues such as: "Getting into Graduate School", "Funding for Research", "Board Certification", "Getting into the Internship and Postdoctoral Fellowship of Your Choice", "Getting a Job", and "CV Review". There were approximately 55 attendees (30 mentees and 25 mentors). Twenty-nine people were added to the listserv as a result. Mentees rated the session highly. The Division 40 Ethnic Minority Affairs listserv had 70 members approximately one year ago. The list currently has 174 subscribers and is an active discussion list for issues specific to

neuropsychological research and practice among ethnic minorities, position announcements, and training opportunities. One-on-one connections with mentees are the most time-consuming and least measurable aspect of the mentoring network, yet clearly the most successful and important part of the project. Over the last year, over 30 ethnic minorities at the undergraduate, graduate, and postdoctoral levels have contacted the Div 40 EMA steering committee for individualized mentoring outside of the mentoring events described above. The steering committee either handled these requests within the group or put the mentees in contact with members of the larger mentoring network. These individuals have received mentoring on many levels, including email, phone, and face-to-face meetings. Contact has ranged from single responses or referrals to ongoing relationships (one mentor-mentee relationship developed to the point that the mentor was able to write a letter of recommendation for graduate school for the mentee). We have kept records of these mentees and will contact them for follow-up in the near future. Our plan for the 2005 APA Convention in Washington DC is to hold a 1) 1-hour discussion session titled "Professional Issues in Neuropsychology among Ethnic Minorities" and 2) a half-day mentoring workshop including a structured discussion session titled "Getting into Graduate School in Neuropsychology" and a less structured mentoring activity, similar to the ones held at INS over the last 2 years featuring small focus groups offering on-site, one-on-one mentoring for students at different stages of their careers according to their interest. The half-day workshop format will allow us to address the previous suggestions of more time and more space for the mentoring activity. Our emphasis for this event will be to attract undergraduates from institutions in the Washington DC – Baltimore area to attend. We have established a number of connections in the area and will begin to advertise once the location and time are finalized. None of the \$3,000 awarded has been spent at this point. As was reported above, we secured monies from Washington University St. Louis for the Mentoring event at INS in St. Louis, and the mentors' institutions have absorbed most of the costs of phone calls to mentees and communication with mentees and mentors. Planned costs in the next year are those related to the APA Convention in Washington DC, including honoraria for conference speakers and location and catering expenses. (Received 02/25/05).

Project Final Report: Failed to submit (10/01/06)

Applicant: Chuck Hill, Whittier College

Proposal Objectives: In hopes to enhance recruitment, retention, and graduation of ethnic minority students, complement training in science psychology and preparation for graduate school, promote faculty development, and provide leadership development for minority students

Amount Requested: \$15,000

Amount Granted: \$5,000

Project Progress Report (summary): We had several long meetings in the 2004 summer and fall semesters to develop curricular goals, identify diversity topics, analyze the diversity topics addressed in every psychology course and in our research, and discuss teaching techniques for achieving these academic goals. We also participated in the development of a revised Cultural Perspectives requirement in the college's Liberal Education Program. The curricular goals we agreed upon range from increasing awareness of various forms of diversity to increasing our ability to view diversity from multiple perspectives. We agreed that diversity includes individual differences beyond and within social categories such as ethnicity, gender, sexual orientation, social class, religion, age, and disabilities. Accordingly, our diversity topics also include personality, cognitive differences, motivational differences, abnormal behavior, and developmental periods. We developed a list of 21 diversity topics and analyzed all 29 psychology courses offered by our department, rating the extent to which each course addressed each of the 21 topics. Research methods, which is not a diversity topic per se, but is a means for studying diversity issues, received the highest rating. The highest rated specific diversity topics are gender, followed by disabilities, age differences, cross-cultural differences, and race or ethnicity. Less explicit attention is given to prejudice and discrimination, and least to older adults, social class, sexual orientation, and religion. This analysis suggested that we might want to emphasize prejudice and discrimination in more of our courses, and the impact of religion on behavior more as well. Currently, a college curriculum committee is revising the college's Liberal Education Program with the input of the chair of the Psychology Department and other members of the department. The \$2500 budgeted in our grant for a summer stipend was divided equally among the five faculty members in the department. Several videos have been ordered and others are being selected. Books descriptions have been collected and the books to be purchased will be selected in February 2005. The department's website has been updated and modernized, but still needs to have additional material concerning Diversity Across the Curriculum when it is completed. The Scientific Outreach Program to local high schools, which have high minority enrolments, will be organized with the members of Psi Chi and Psychology Club this spring. (Received 02/18/05)

Project Final Report: Failed to submit (Due 02/01/06)

Applicant: Robin Hailstorks, Dawn K. Lewis, Prince George's Community College

Proposal Objectives: To increase the number of ethnic minority students in psychology, while encouraging them to transfer to 4-year institutions.

Amount Requested: \$7,000

Amount Granted: \$2,950

Progress Report (summary): The fall semester 2004 has proven to be a productive and successful one toward the implementation of the Psychology Collegian Center. Thus far, the following activities have been implemented: Conducted focus group discussions with psychology students about the importance of transferring to 4-year colleges and universities; Made

contacts with transfer students and graduates of PGCC to explore and assess factors that were most helpful for them as they transferred to 4-year institutions; Made contact with and secured participation of Bowie State University students at a Transfer Workshop to be hosted by PGCC in spring 2005, to educate and enlighten current PGCC psychology students; Sponsored a logo contest for the Psychology Collegian Center; Sponsored a trip to The Great Blacks in Wax Museum in Baltimore, MD for the purpose of educating scholars about the treatment of African-Americans during slavery and its relationship to the treatment of African-Americans in today's society; Discussed plans to order Graduation Stoles for annual graduation ceremony and or to print t-shirts for the Psychology Collegian Center; Purchased a book entitled, The Most Successful Psychology Collegian Scholar in Fall 2004 for the purpose of imparting information and replicating successes; Toured Bowie State University, a HBCU, and received extensive information from BSU Psychology Department Chair on the necessity of defining one's professional and academic goals; Invited representatives from the School Psychologists Organization and the undergraduate admissions officer from Argosy University. Several activities are scheduled for spring 2005, namely, finalizing essay questions for competitions to obtain APA grants; attending HBCUs and predominately majority colleges and institutions in the DC metropolitan area; touring St. Elizabeth Mental Health Hospital campus in South East DC. (Submitted 12/01/04)

Project Final Report: Failed to submit (Due 07/01/05)

Category: LEADERSHIP DEVELOPMENT

Applicant: Pamela M. Taylor, Ethnic Diversity Task Force of the Connecticut Psychological Association

Proposal Objectives: More recently, to provide mentoring leadership to predominantly white school districts and mentoring support to their ethnic minority students who are interested in the mental health field

Amount Requested: \$5,000

Amount Granted: \$2,000

Project Progress Report (summary): We are in step 1 phase of our initiative. We are in the process of developing the protocol for the initiative through contact with the State Department of Education. We are identifying public and private schools, within the 169 school districts in Connecticut, that have diversity programs as well the corresponding contact people interested in exploring collaboration. We have relied on in-kind donations to date. Several members of the CEDDTF have informally spoken with high school students regarding careers in psychology. As a result, an ethnic minority high school junior, from a predominantly white school, attended our state Convention with an ethnic minority psychologist. The student was granted a scholarship to attend and also received a one-year CPA membership. She was very engaged in all aspect of the convention and quite positive about her experience. The CEDDTF is encouraged by this initial connection upon which we hope to build. (Submitted 12/01/04)

Project Failed Report: Failed to submit (Due 08/30/05)

Applicant: Mark Bolden, Howard University

Proposal Objectives: In attempt to further educate black students about the professional identity of Black Counseling Psychologists through attending a conference.

Amount Requested: \$2,000

Amount Granted: \$2,000

Project Report Status: Failed to submit (was expected by 12/04/04).

Grants Awarded in 2003

Category: TRAINING/STATE ASSOCIATIONS

Applicant: Josephine Johnson, PhD Chair, Committee of State Leaders

Proposal Objectives: Funding strategy for increasing minority participation and the development of ethnic diversity in SPA membership and leadership through partial funding of CSL's 'Diversity Initiative'.

Amount Requested: \$7,000

Amount Granted: \$7,000

Project Final Report (summary): Seventeen delegates took part to the 2003 State Leadership Conference (SLC). The delegates participated in an orientation meeting, to facilitate their understanding of the CSL and the APA. During the meeting the delegates obtained invaluable information of ways to become involved on the national level and in their respective associations. Numerous networking and mentoring opportunities were available for the delegates. In addition, a discussion hour focusing on ways to advance the diversity initiative in the state, provincial, and territorial psychological associations (SPTAs) was conducted. Under the leadership of Kathleen Brown, PhD. and Jennifer F. Kelly, PhD., chairs of the CSL and its Diversity Subcommittee, respectively, additional support was provided to advance the Diversity Delegates' initiatives in their own associations throughout the year. This included ongoing networking among the Delegates and the CSL members via the Diversity listserv, and collection and analysis of information on the goals, plans, and progress of the various SPTAs Initiatives. (Submitted June 1, 2004)

Category: STUDENT UNDERGRADUATE/GRADUATE -- GRANTS TO DEPARTMENTS FOR INNOVATIVE PROGRAMS

Applicant: Alberta Gloria, PhD, University of Wisconsin—Madison

Proposal Objectives: Preparing indigenous students for academic careers - To enable Native and Mexican American students to attend various ethnocultural / multicultural conferences, fund research project supplies, fund dissertation studies, serve as guests lecturers, and be involved with mentoring committees.

Amount Requested: \$2,900

Amount Granted: \$3,000

Project Progress Report (summary): Students meeting the project criteria entered the institution, but chose other graduate programs, and therefore were unable to participate. In the most recent admissions cycle an eligible student was identified and will begin participation in the 2006-2007 school year. As a result, no funds have been spent.

Applicant: Jessica R. Ortega, MA (Doctoral Student), (Faculty Sponsor: Dr. James Jeffries McWhirter) Arizona State University, Counseling Psychology

Proposal Objectives: Mentoring Student of Color - Organizing and coordinating a lecture series that is communicated across disciplines, as well as disseminate knowledge and skills related to mentoring ethnic minority students.

Amount Requested: \$3,500

Amount Granted: \$2,000

Project Progress Report (summary): Failed to submit.

Applicant: Greg Walton, PhD Yale University

Proposal Objectives: Recruiting Talented Students of Color to the field of Psychology - Developing an innovative undergraduate summer program for Ethnic Minorities to be exposed to Yale's Psychology department, be involved with a graduate mentorship program, and to begin a department discussion series on diversity.

Amount Requested: \$5,900

Amount Granted: \$2,000

Project Progress Report (summary):

We have taken an active approach to the recruitment of ethnic minority graduate students. In November we mailed letters to several hundred highly qualified ethnic minority undergraduates applying to graduate program in psychology. We encouraged these students to apply to our program. In addition, with the help of Assistant Professor of Psychology Valerie Purdie, we embedded in these letters an experimental manipulation. Students were randomly assigned to receive one of two different letters, or no letter at all. Students in all three groups also received a one-page questionnaire assessing their interest in our department. We hope that this design will help us learn what messages most effectively encourage minority students to apply to our program. Future mailings will feature the messages that exhibit the greatest effectiveness. Our effort to initiate discussions relating to diversity is best exemplified by our ongoing diversity-related discussion series. For example, in September we hosted a Diversity Panel. Our panelists included Yale College Dean and Professor of Psychology Peter Salovey, Professors of Psychology Marcia Johnson and Susan Nolen-Hoeksema, Assistant Professor of Psychology Laurie Santos, and Dean of the Office of Diversity at the Graduate School, Liza Cariaga-Lo. Approximately 50 graduate students and faculty attended the discussion (including several psychologists employed by a local VA hospital). Following the panel, the Diversity Committee hosted a dinner. Several follow-up events are planned to continue this discussion. In addition to these events, the Diversity Committee is working in a variety of other ways to promote diversity in our department. We are developing a survey to assess graduate students' perceptions of the climate for diversity in our department. We also host an annual Diversity Colloquium in the psychology department. This year's speaker is Dr. Stanley Sue of the University of California at Davis. He is speaking December 1 on "What we Know and Don't Know About the Mental Health of Ethnic Minority Groups." Of the \$2000 you awarded us, we have spent \$1183. This includes funds used in the mailing to prospective graduate students in 2003 and in 2004 and funds used to host discussion series events like the Diversity Panel. We expect to use the remaining funds in our future activities. (Received 12/01/04).

Project Final Report: Received 12/06/05

Applicant: Jimmy Davis, (Faculty Sponsor: Dr. Garnett Stokes), University of Georgia - Athens

Proposal Objectives: To better prepare minority undergraduate Psychology majors at the University of Georgia through mentoring, teaching and research opportunities with graduate students - Mentoring undergraduate Psychology majors focusing on research projects, applying to graduate school in addition to having summer research programs and occasional guest speakers.

Amount Requested: \$7,000

Amount Granted: \$2,000

Project Final Report (summary):

The program was focused to address the need of preparing undergraduate minority students to compete for graduate admission through being mentored by minority graduate students and gaining research experience. The program was designed to accept qualified minority undergraduate students and match them with minority graduate students who will serve as both mentors and research advisors. The program faculty was unexpectedly welcoming of the project ideas and goals and aided in the development of the program. It was with their guidance that current opportunities were revealed and that the decision

to evaluate existing programs before creating a new program was made. The CEMRRAT grant supported the background work on the current state of affairs in the department of psychology at the University of Georgia. This analysis was done to examine several current initiatives designed to provide all undergraduates students with research experience. The analysis revealed that there was a current mechanism for qualified undergraduate students to gain research experience. This analysis revealed that there were several (at least 27 per semester) experiences available to all students. These experiences existed in a class provided by the Department of Psychology called PSYC 4800 Special Problems. There was no formal evaluation of the outcomes of this program. (Received 11/08/04)

Applicant: Cathy Sigmund PhD, Geneva College - Beaver Falls, PA

Proposal Objectives: Start up of "The Institute for Community Psychosocial Care (ICPCare)" - To have ICP Care work collaboratively with ethnic minority churches to develop psychologically informed and educated communities; to develop ethnic minority professionals degreed in psychology, and to facilitate the development of culturally congruent, community produced psychosocial programming and services.

Amount Requested: \$5,000

Amount Granted: \$4,500

Project Final Report (summary): The mission of ICPCare was to work collaboratively with ethnic minority churches and students to increase their involvement with, and to increase the cultural usefulness of, psychology education, research, and services in ethnic minority communities. An APA CEMRRAT grant funded the ICPCare Project for \$4500. The funds essentially provided for the partial coverage of the faculty/project director's time to administer the ICPCare Project. The ICPCare project ran from August 1, 2003 – March 31, 2004 and from July 1 – September 30, 2004. ICPCare Centers included ethnic minority churches that agreed to the mission and goals of ICPCare, and agreed to serve a substantial role to ICPCare by: a) providing ICPCare Coordinator services, and b) agreeing to minister to their communities by serving as psychosocial research and education training sites for ICPCare students and psychosocial community programming sites for ethnic minority communities. Three minority churches (two African American, 1 multiracial) agreed to serve as Care Centers. However, the majority of ICPCare activity involved collaboratives, i.e. groups of churches, faith based organizations, or combination of both, related to ministers and church members and churches in the communities associated with the project. Two pastors and seven lay leaders/professionals served as Coordinators to this project. The program recruited 10 minority undergraduate students, (8 African American, 2 Hispanic/Latina American). However, student participation rates varied in terms of attending ICPCare meetings, lectures, and involvement in church/ community activities or research. Of the three graduating seniors, neither was interested in pursuing graduate school immediately after graduating, they wanted to work first. Also they were aware of, but not interested in, GRE group preparation. Each minority student was assigned a Coordinator, who served as a support person or a mentor. Informal survey of undergraduate participants indicated that students were appreciative of their Coordinators and benefitted from involvement with him/her. However, a few students expressed frustration in not being able to reach their mentors, and vice versa mentors not being able to reach students because of differing schedules. One former ICPCare student is currently serving as a research assistant to the former project director in community-based research which examines church needs for counseling and psychiatric services. This same minority student recently applied for and received funding for her own related research, examining church factors in minister's perceived need for counseling. There were several unintended outcomes and unintended financial gain resulting from the ICPCare project including: 1) Developing a follow up program aimed at providing church and community based academic service training opportunities to minority and non minority Geneva students; 2) Collaborating with church based groups to establish a church/faith-based outpatient mental health facility; 3) Collaborating to establish a non profit entity which aims to provide psychosocial education and training, as well as behavioral health consultation and development services to churches and other community groups who serve minorities and underserved groups; 4) Assisting a public/ government entity, university affiliated institution, and their contractors in examining barriers to behavioral health care for African Americans and other underserved groups in the county in which Geneva is located, i.e. Beaver County. Also, ICPCare project director through conceptualizing and implementing the ICPCare program gained ministerial, church based, and community based input and information that supported the development of a service model, i.e. The CARE Model of psychosocial service development and implementation. The acronym CARE standing for Churches/ Communities of Faith Applying Resources/Research and Education. The CARE Model emphasizes the need to incorporate culturally appropriate sources of information from indigenous expert sources, i.e. the church, when developing and implementing psychosocial services and programs. An unintended financial gain was a \$32,360 Beaver County Mental Health/Mental Retardation Reinvestment grant to a church non-profit group that the ICPCare director worked with to develop an outpatient psychiatric facility. The \$32, 360 did not go directly to Geneva College nor the ICPCare project, but to the non-profit church collaborative. The project director is currently involved in organizing a conference, post grant funding period, with the sponsorship of a regional Medicaid managed behavioral health care company. The conference entitled "Collaborating with Minority Communities in CARE" is scheduled for January 2005. The purpose of the conference is to convene providers, church and community leaders, stakeholders, and consumers in psychoeducational discussions around minority mental health issues. Presenters at the conference are all former ICPCare behavioral health professional participants/affiliates. (Submitted 11/30/04).

Applicant: Lisa Flores PhD, University of Missouri-Columbia

Proposal Objectives: The University of Missouri (MU) Department of Education, School, and Counseling Psychology graduate department in psychology seeks to increase the percentage of Latino/a graduate students in its program as well as the number of Latino/a professional in the field of Psychology – To develop long-term relationships with faculty and students at other institutions in the Midwest and predominately Hispanic serving institutions, provide research mentorship to prospective Latino/a students, and mentor prospective Latino/a students through application/admissions processes and professional development.

Amount Requested: \$4,000

Amount Granted: \$4,000

Project Final Report (summary):The goal of the program was to increase the number of Latino/a psychology professionals by helping to augment the number of undergraduate and master's students in the professional psychology pipeline. To achieve this objective, we proposed a series of 3 weekend workshops over the 2003-2004 academic year to: (a) provide research mentorship to prospective Latino/a students to increase their competitiveness for acceptance into graduate programs; (b) guide Latino/a students through the application and admissions process for graduate study; and (c) mentor prospective Latino/a students regarding their professional development in psychology. We received matching funds from the University of Missouri Graduate School and from the Department of Educational, School, and Counseling Psychology's Center for Multicultural Research, Training, and Consultation to expand the program to include 3 out-of-state students. The amount of matching funds totaled \$3,750. Several efforts were made to identify and recruit program participants from Missouri colleges/universities, the University of Texas-Pan American and other Texas institutions of higher education (e.g., University of Houston, University of Texas-Austin, Texas A&M University), and from undergraduate student groups, such as Psi Chi and Psychology Clubs. We received a total of 23 applications for the program. A committee comprised of 3 faculty members and 2 graduate students reviewed these applications and invited the top 3 applicants; all 3 accepted the invitation to attend. All students invited to participate in the workshops committed to attending all 3 workshops. The first weekend workshop was held on the MU campus from November 14-16, 2003. The goal of this workshop was to orient students to one another as well as to department faculty and graduate students. In addition, students attended sessions on preparing for graduate study in psychology and decided on a group research project. The second weekend workshop was held on the MU campus from February 6-8, 2004. The goal of this workshop was to develop and work on the research project. The third, and final, weekend workshop was held on the MU campus from April 16-18, 2004. During the final workshop, students completed their research project and provided a presentation to university faculty, students, and administrators. The research project students worked on during the workshop series was accepted for a paper presentation at the inaugural National Latino/a Psychological Association convention in Scottsdale, AZ from November 18-21, 2004. Three of the workshop participants attended the conference and presented the project titled "Latino Psychology Research: A Trend Analysis of Five Professional Psychology Journals". One of the workshop participants gained acceptance to a doctoral program in counseling psychology. Two participants will be applying for graduate study in psychology for the 2005-2006 academic year. Three participants continue their undergraduate studies in psychology at their universities and indicate plans to apply for graduate school. More information about the workshop series and pictures taken during the workshop are available to view at the following website: http://www.coe.missouri.edu/~RLW-PhD/si_se_puede_home.htm.

Applicant: Randall E. Osborne, PhD, and Leticia Flores, PhD, Department of Psychology, Southwest Texas State University

Proposal Objectives: Developing the "Minority Scholars Program - To provide stipends for two students to annually work one-on-one with faculty members to 1) design 2) conduct, and 3) disseminate psychological research

Amount Requested: \$5,600

Amount Granted: \$4,000

Project Final Report (summary):We proposed to implement a "Scholars Program" that would provide stipends for two students annually to work one-on-one with faculty members to: (1) design, (2) conduct, and (3) disseminate psychological research. Although we couldn't target minority students for the scholars program, we anticipated that minority students will be in the pool of applicants and we made additional efforts to recruit minority students to apply for the program. In the first year of funding, the Scholars Program resulted in student submissions and presentations at the following conferences: 1.) American Psychological Society conference in Chicago, IL; 2.) American Psychological Association conference in Honolulu, HA; 3.) Southwestern Psychological Association conference in Dallas, TX. In addition, two students who received the Minority Scholars Award, received a national research award from the American Psychological Association, a national research award from the Psi Chi National Honor Society, and a regional research award from the Texas Psychological Foundation. In the second year of funding, the Scholars Program has resulted in two additional scholarly presentations: 1.) National Human Factors conference; 2.) International Conference in the Humanities, Oxford, England (August 2005). As expected, the Scholars Program has generated a lot of excitement amongst the students. Student work as a part of the Scholars Program is visibly displayed in departmental display cases. Students made brief presentations of their projects at a departmental faculty meeting, and the research award certificates from the national associations are also visibly displayed in departmental display cases. Students from several local high schools where Scholars made presentations have now scheduled and conducted visits

to our department and our campus. In addition, the Psychology Clubs at several high schools have now made contacts to develop a formal mentoring relationship between the high school clubs and our Psychology Association. (Submitted 11/07/04)

Applicant: Roxanna Anderson; PhD, Assistant Professor Bennett College

Proposal Objectives: Current Topics in Psychology" mentored by junior and senior psychology students to entering freshmen and transfer students - To provide additional acculturation, mentoring, and how to participate in research projects to Psychology students.

Amount Requested: \$3,697

Amount Granted: \$3,500

Project Progress Report (summary): Failed to submit

Project Progress Report: Failed to submit (Due 05/01/04)

Category: TRAINING/PROFESSIONAL DEVELOPMENT – LINGUISTIC MINORITIES

Applicant: Doris Mok, PhD, Azusa Pacific University, Department of Graduate Psychology

Proposal Objectives: Providing a training conference for psychologists and mental health professionals: " A family psychology approach to providing services to linguistic minorities" - Hosting a conference that will result in the collection of research data, promotion of multicultural training among the Southern California Association of Psychology Training Programs (SCAPT), developing network relationships, and compiling training material that can be disseminated to psychologists and other mental health professionals.

Amount Requested: \$5,000

Amount Granted: \$4,000

Project Final Report (summary): The proposed activity was a one-day training conference, and was held on June 4, 2004. There were two keynote sessions addressing research or field practice working with two linguistic minority communities in Southern California (Latinos and Asians). Dr. Aaron Aviera of the Pepperdine Counseling Center presented on the clinical use of proverbios and dichos (sayings/idioms/proverbs used by Hispanic people worldwide) in working with Latino families. He demonstrated how dichos can be used in therapy to facilitate rapport, emotional support, for diminishing defensiveness and encouraging the expression of emotional suffering. Dr. George Hong of the California State University, LA focused on Asian immigrant families. Using the Cultural and Social Environment Model, he addressed the uniqueness of contemporary Asian families blending different cultures. Three local agencies also shared their service model in providing professional services to monolingual families in the Latino and Asian Communities. One of the most fruitful sessions for most of the conference attendees was the focus groups, where participants were able to actively engage in the discussion of issues of interest (i.e., Issues in Multicultural Supervision, Asian Perspective, Latino Perspective, and Immigrants Families and Child Abuse Issues). Attendance was not as high as anticipated, which impeded our plan to collect research data to inform multicultural training and supervision. However, feedback and evaluation from participants indicated that it was a very positive learning experience as it accomplished the goal of education and training. Students acquired ethnic-specific approaches to Asian Americans and Latino Americans. Continuing education (CE) units for licensed marriage and family therapist was provided. We propose further development of our training program to current and future clinicians in their work with linguistic minority Latino and Asian clients. We will use the remaining funds from the grant (**\$1,462.50**) to invite speakers for the next conference, and we plan to make an effort to sponsor similar conferences annually. (Submitted 10/22/04).

Applicant: Ana Luisa Bustamante PhD and Ms. Ellen Faulk, Phillips Graduate Institute

Proposal Objectives: Expansion of the Latino Family Therapy Program - Initiating the training of Spanish-speaking doctoral level practitioners trained in this collaborative, team-based model and increase the amount of direct mental health service to Valley Latinos

Amount Requested: \$5,000

Amount Granted: \$4,000

Project Progress Report (summary): Received 12/03/03

Category: TRAINING/SCIENCE – MATH & SCIENCE RESEARCH AND TRAINING

Applicant: Biko Sankofa, PhD, Executive Director: The Sankofa Group; and Ometha Lewis-Jack PhD, Clinical Director, Psychology Department, Howard University

Proposal Objectives: Development of Distance Learning for Psychology Assessment and Mental Health Service in an International Context - Having face-to-face lectures and training, exposure to mental health workshops, socio-psychological training, peer reviews, and support for sustainable psycho-educational development in the field of psychology

Amount Requested: \$5,000

Amount Granted: \$5,000

Project Progress Report (summary): Failed to submit.

Applicant: Clara B. Jones, PhD, The Livingstone College - Salisbury, NC

Proposal Objectives: Developing the "Sumner Scholar" program whereby four psychology majors will be prepared for graduate school in scientific Psychology - Preparing students for graduate study in scientific Psychology by personal development, academic development, career development, and family support.

Amount Requested: \$4,500

Amount Granted: \$4,500

Project Progress Report: Received 06/07/04

Project Final Report (summary): Through the "Sumner Scholar" awards, they managed to motivate African American students to look into graduate studies in scientific Psychology. In particular, three Sumner Scholars, all women, were positively influenced by the program. However, according to their mentor, their personal lives governed their career choices and they either did not continue with their graduate studies or their mentor expected they would not continue. Their mentor also claimed that most African American women value their social lives more than their careers. She believes programs such as CEMRRAT would positively impact these women's lives and help them make better choices about their futures.

NOTE: This investigator left Livingstone College in the summer of 2004 and joined Fayetteville State University where she will continue the implementation of the Summer Scholars Program, hereafter referred to as the Fayetteville State Summer Scholars Program (FSSSP).

Category: FACULTY – PROFESSIONAL DEVELOPMENT

Applicant: Rudy Jackson, PhD, Davidson College - Davidson, NC

Proposal Objectives: Developing Successful Careers in Psychology Through Intergenerational Dialogue - To have a colloquium and workshop series designed to provide an opportunity for junior ethnic minority psychology faculty to work collaboratively with senior faculty from HBCU's, and other Colleges and Universities

Amount Requested: \$6,000

Amount Granted: \$4,000

Project Progress Report (summary): Failed to submit.

Project Progress Report: Failed to submit (Due 12/01/03)

Applicant: Ann Marie Ryan, PhD, Department of Psychology, Michigan State University

Proposal Objectives: Workshop Aimed at Developing Multicultural Competence in Teaching Psychology - Increasing the levels of multicultural competence in teaching, practice and research among Michigan State's Psychology department faculty.

Amount Requested: \$4,975

Amount Granted: \$3,000

Project Final Report (summary):

The half-day workshop was held at Michigan State University on November 7, 2003. The workshop facilitator was Dr. Jack Meacham of SUNY-Albany. The number of participants at the workshop was capped at 25 to maintain a more informal, interactive experience. Twenty-four individuals actually attended the workshop. The majority of the 24 participants were part of the Department of Psychology faculty. Of the twenty-four participants, three were administrators without formal teaching responsibilities. The workshop emphasized perspectives and skills for teaching about diversity and for teaching classes with diversity among the student body. The workshop covered a variety of topics such as: Clarifying diversity-related goals and objectives for student learning; Suggestions for some resources that are helpful relevant to diversity issues; How to create and sustain a supportive classroom climate for teaching, discussing, and learning about diversity; How to get students to talk openly about diversity issues; Problems and challenges to teaching about diversity and strategies to deal with those challenges; How to make one's course and class more welcoming for minority students; Anticipating and responding to student "resistance" to learning about diversity; and, How majority faculty can better interact with minority students. Twenty-one of the twenty-four participants completed the workshop assessment. Reactions to the training were mainly positive. In terms of training objectives, participants agreed that the objectives were met. The data suggest that the workshop was successful. In general, participants felt that they had gained from the experience. Perhaps more importantly, many participants were able to generate action plans for incorporating issues from the workshop into their teaching. The action plans were well articulated and provide for a variety of steps to take to improve teaching with diversity in mind. Of course, the next step is to go back to the faculty within six months and find out how many of the action plans actually became reality. This information can then be used to more widely disseminate success stories that can lead to other faculty trying out new methods and techniques in their teaching. A follow-up workshop to continue faculty development would also be valuable. (Submitted 11/02/04)

Applicant: Darlene Shelton, PhD, Spalding University

Proposal Objectives: Strengthening African American Families: A Workshop with Nancy Boyd Franklin - Teaching service providers skills/techniques for working with African American families, introducing ethnic minorities to graduate education at Spalding University and University of Louisville, and developing a professional development fund that will assist students/faculty to attend educational conferences and workshops related to multicultural counseling and human diversity.

Amount Requested: \$2,000

Amount Granted: \$2,000

Project Final Report (Summary): On December 6, 2002, Spalding University in Louisville, Kentucky sponsored a citywide workshop on Strengthening African-American Families, conducted by Nancy Boyd-Franklin, Ph.D. The workshop was co-sponsored by the Kentucky Psychological Association, University of Louisville Office of the Vice-Provost for Diversity, and the Kentuckiana Association of Black Psychologists. More than eighty psychologists, social workers, counselors, educators, clergy, community leaders and public officials attended the workshop. Dr. Boyd-Franklin presented strategies for working effectively with African American clients and their families. She placed a special emphasis on diversity within the African American community. She examined the impact of racism on family life, child rearing, gender issues, and couple relationships. She emphasized the need to utilize such cultural strengths as extended family networks, religion and spirituality, and survival skills. Dr. Boyd-Franklin explained the challenges of addressing an African-American family system in which the most influential

members – the family elders -- seldom present themselves to the therapist. She presented strategies for engaging powerful family members. She addressed the issue of the "invisibility" of African-American men in the family, and the risk this poses for African-American male children. She also explored the influential role as change agents played by African-American clergy. She explained therapeutic techniques that caregivers can apply to join with the African American family. Finally, She described a multi-system model, which can aid therapists in assisting African-American families. Dr. Boyd-Franklin illustrated her talk with PowerPoint slides and graphics, videotape and excerpts from Hollywood films. In his luncheon talk, M. Duncan Stanton, Ph.D. spoke to participants about the history and practice of family therapy for the African-American community. Dr. Stanton reviewed the origins of the family therapy approach pioneered at the Philadelphia Child Guidance Clinic. The workshop attracted a sizeable cross-section of the agencies in the Louisville area which deal with African-American families, and attendees were enthusiastic in their participation and positive response. We had hoped that any excess revenues generated by the workshop could start a professional development fund dedicated to multicultural counseling education for graduate students and faculty at Spalding School of Professional Psychology. Unfortunately, this was not possible because all revenues were required to cover expenses. The fact that CEMRRAT funds were not received until months after the completion date created additional budgetary challenges. (Submitted 12/01/04)

Applicant: Arpana G. Inman, Assistant Professor, Lehigh University

Proposal Objectives: Development of the South Asian Psychological Networking Association (SAPNA) website - Designing and developing a website for SAPNA in order to advance the knowledge, research, and interest in the psychology and well-being of South Asian Americans

Amount Requested: \$5,110

Amount Granted: \$4,000

Project Final Report (summary):

A website called: www.oursapna.org has been developed to link those interested in South Asian concerns. This website is dedicated to connecting scientists-practitioners invested in the psychological concerns of South Asians and South Asian Americans. The website serves to provide a space for sharing of resources to those who wish to research on and offer services to South Asians and South Asian Americans. The website is also intended to provide links to other South Asian Organizations and related websites, and highlight research activities and opportunities involving South Asian concerns. The use of the SAPNA listserv has been greater than expected. Currently the SAPNA listserv has 200 members subscribing, benefitting, and connecting with individuals interested in South Asian mental health concerns. These members represent mental health professionals from a variety of countries including India, Pakistan, Japan, Canada, and the United States of America. Topics of discussion have included developing culturally competent research symposiums, discussing academic literature, hate crimes education and reporting, particularly post 911 issues, substance abuse interventions, religious and cultural educational outreach programs, (i.e. educating the community about the Sikh and Muslim religions), self care, sociopolitical discussions, community referrals and meetings, South Asian literature, career counseling, mentorship, licensing support, research, suicidology, media resources, educational films, domestic violence, sexual orientation, census data interpretations, public health, acculturation/ acculturative stress, family therapy, cognitive therapy, women's health, culturally appropriate forms of interventions, and many other topics related to South Asian mental health. Based on the use of the listserv, we can estimate that at least 200 individuals will utilize the website. The numbers of individuals interested in South Asian mental health continues to increase, thus does the likelihood of increased listserv subscription and future SAPNA website browsing. No matching funds have been received so far to support the project. However, we are actively seeking sponsors to fund the continued operations of the website. (Submitted 11/30/04).

Applicant: Gladys L. Croom PsyD and Christina A. Studebaker PhD, Intercultural Studies, The Chicago School of Professional Psychology

Proposal Objectives: To increase the faculty's levels of multicultural competence in teaching, practice, and research by providing comprehensive cultural competency training through a 5 day program - To provide training to faculty that will integrate clinical, political, economic and social information about diverse groups whose members are affected by factors related to demographic and/or cultural status.

Amount Requested: \$10,000

Amount Granted: \$4,300

Project Progress Report: Received

Project Final Report (summary):

We completed the Cultural Competency Certificate Training on April 15 2004. Each session ranged from four to eight hours. We offered the training twice and had five faculty complete the entire sequence. CE were offered to licensed clinical psychologists. We were challenged by the range of faculty schedules and convenient times to hold sessions. We discovered that while our faculty desired this information, competing demands on their time prevented them from participating more fully. Generally we had more participation earlier in our academic year and saw participation diminish toward the end of the year. Requests have been received to have some portion of the Cultural Competency Certificate Training made available to other institutions of higher learning and mental health agencies. (Submitted 11/29/04)

Applicant: Shamin Jaffer (Faculty Sponsor: John Lewis, PhD), EMAGS President, Nova Southeastern University
Proposal Objectives: To hold a conference: "Expanding Clinical Competence: Working with Culturally and Socially Diverse Populations" that will result in increased opportunities for multicultural training pertaining to the practice of psychology - Creating a conference that is designed to promote increased levels multicultural competence in teaching, practice, and research among psychology faculty, professionals and students at Nova Southeastern University.

Amount Requested: \$4,700

Amount Granted : \$2,000

Project Final Report (summary):

The goal of our Forth Annual Conference, "Expanding Clinical Competence: Working with Culturally and Socially Diverse Populations," held on May 4 and 5, 2003, was to increase opportunities for training in multicultural competence for current and future faculty members and professionals in psychology and related fields. This project fulfilled EMAGS's mission of promoting a deeper understanding of the impact of race, ethnicity, culture, and class on the work of mental health professionals with their clients. Attendees included students and faculty members from Nova Southeastern University and surrounding universities and colleges. In addition, many mental health professionals in the tri-county area of South Florida, which includes Broward, Palm Beach and Miami Dade Counties, were also in attendance. Professionals received continuing education credit, and students received a substantial fee reduction. This year, the EMAGS Conference was expanded to a two-day event and featured a nationally renowned keynote speaker. This represented a new endeavor and a new level of commitment from our organization. The Conference entailed additional publicity, effort, and expense. Our keynote speaker for the 2003 Conference was Joseph L. White, Ph.D., Professor Emeritus of Psychology and Psychiatry, University of California, Irvine, author of Psychology of Blacks and Black Men Emerging. Other speakers included Stephen Campbell, Ph.D., Steven Handwerker, Ph.D., Alejandra Gonzalez, LMHC, and Thomas Robertson, PsyD. Topics presented included understanding issues of culture in working with African-Americans, psychotherapeutics and people of Caribbean descent, clinical issues in treating Native Americans, multicultural and international psychology, and expanding competencies with gay, bisexual, and lesbian clients. (Submitted 11/28/04).

Applicant: Dr. Michael Burke, President – Elect, Society for Industrial and Organizational Psychology (Div 14)

Proposal Objectives: Host a workshop through the Institute for the Teaching of Industrial/Organizational (I/O) Psychology, which focuses on providing I/O workshops to faculty at minority serving colleges - Creating a workshop that will improve I/O psychology instruction, attract more ethnic minority students to the field of I/O, contribute to increasing the number of PhD's in the field, and those faculty teaching I/O Psychology at MSI.

Amount Requested: \$5,000

Amount Granted: \$4,000

Project Final Report (summary): On November 21, 2003 the first Teaching Institute workshop was conducted at Tulane University with faculties from psychology departments at Dillard University, Xavier University of New Orleans, and Prairie View A & M University. Faculty from Southern University of New Orleans also provided support for this workshop. Michael Cunningham, a Tulane University faculty member from the Department of Psychology, presented an enlightening opening address entitled "Professional Organizations and Populations of Color." The workshop itself included highly interactive discussions concerning how to better recruit minority students into the field of I/O psychology, how to incorporate information about I/O psychology into undergraduate psychology courses at minority serving institutions, and the nature and types of work that I/O psychologists perform in academia, private organizations, and public organizations. Workshop participants were provided with information on the Teaching Institute, information on SIOP, and CDs and workshop handouts that included PowerPoint lectures on topics in I/O psychology (including those prepared by workshop presenters and those developed by SIOP's Education and Training Committee), example syllabi, and articles from TIP concerning both the teaching of I/O psychology and SIOP's diversity efforts. At its April 2004 Executive Committee Meeting, SIOP established an ad hoc Teaching Institute Committee to oversee the activities of the Teaching Institute. Ron Landis, Tulane University, was asked to chair this committee for a two-year period of time. Cognizant of the importance of the committee's work, SIOP's executive committee voted to include the chairs of its Education and Training Committee (Steven Rogelberg), Committee on Ethnic Minority Affairs (Mickey Quinones), and Visibility Committee (Wendy Becker) as standing committee members along with Mike Burke and Michelle Collins. The charge of the committee was to continue conducting workshops consistent with the goals of the Teaching Institute and to work toward securing funds for the long-term operation of the Teaching Institute. Future workshops will focus on helping faculty best prepare students for admission to graduate programs in I/O as well as provide information about various career paths chosen by those in the profession. Also we expect these workshops to be an opportunity for the development of networks between HBCU faculty, I/O graduate program faculty, and I/O practitioners throughout the U.S. The Teaching Institute Committee is planning a second workshop for late fall 2004 or early spring 2005 in the Washington, D.C. area. (Submitted May 20 2004)

Category: ETHNIC MINORITY LEADERSHIP DEVELOPMENT

Applicant: Gretchen Chase-Vaughan, PhD, Connecticut Ethnic Diversity Task Force (CEDTF) and the Connecticut Psychological Association (CPA)

Proposal Objectives: Advancing a newly developed mentoring program consisting of 25 Psychologists from various backgrounds and expertise - Providing a colloquium and workshop series designed to provide an opportunity for junior ethnic minority psychology faculty to work collaboratively with senior faculty from HBCU's, and other Colleges and Universities.

Amount Requested: \$5,000

Amount Granted: \$2,000

Project Final Report (summary): Prior to the formation of the Connecticut Ethnic Diversity Task Force (CEDTF) in January 2001, The CT Psychological Association (CPA) like so many other State Associations had made minimal progress in advancing diversity and struggled for direction. Since the inception of CEDTF, significant steps have been taken to enhance recruitment, retention and training of students and psychologists of color, especially in 2003. The composition of CEDTF includes 25 members that represent various professional and community roles: Researchers, Clinicians, University Directors of Multicultural Offices, Deputy Commissioner of Mental Health and Addiction Services, Psychology Undergraduate and Graduate Students in Connecticut. The mission of CEDTF is to advance diversity through recruitment, retention and mentoring. Major accomplishments of CEDTF for the year 2003 included: 1). Held the first Cultural Competency Retreat- winter 2003; 2). Presentations by the Chair and CEDTF Members at the Multicultural Conference and APA Convention; 3). Created CPA website listing of CEDTF members with plans for a resource directory of psychologists and students of color that will be available to CPA members and the communities in Connecticut; 4). Mentoring listserv developed by the Mentoring Subcommittee chair and members to maintain and facilitate communication between mentors and students needing mentoring from statewide colleges, universities and internship sites; 5). Serve as CPA referral source for CPA members and the community on cultural competency/diversity; 6). Recruited five new CEDTF members that includes grad students and Director of Multicultural Affairs; 7). Held Mentoring and Networking Social at a restaurant for psychologists and students - spring 2003; 8). First Diversity Representative on CPA Board completed first year term with second to follow in 2004; 9). Awarded the first APA Division 31 SPPA Diversity Award at the APA Convention Toronto; 10). Co-sponsor first Women of Color Depression Screening Day & Training with Aids Interfaith and Hair's Kay Salon that gained media coverage as innovative community health fair-fall 2003; 11). Second Annual Psychologists and Students of Color Network Social with presentation "Coping & Resiliency in the Wake of Terrorism: Community Interventions with People of Color" held at and co-sponsored by Fairfield University that represents a newly formed partnership- fall 2003; 12). Student of Color elected Student Representative on the CPA Board starting 2004; 13). Awarded 20 scholarships to psychology students of color from all four major universities in the state this year compared to 13 awarded last year; 14). Increase in student membership at CPA due to diversity initiative; 15). Established Diversity Scholarship Fund through the newly formed CPA Educational Foundation to advance diversity through recruitment, retention and mentoring; 16). Highlighted student poster session at CPA Annual Convention to enhance mentoring- fall 2003; 17). Two Diversity Awards given at CPA Convention to Asian Family Services and Director of Multicultural Office Quinnipiac University and CEDTF member, Virginia Hughes- fall 2003; 18). Recruited both psychologists and students of color to be presenters at the CPA Convention- fall 2003; 19). Cultural Competency/Diversity track developed at Annual CPA Convention - fall 2003; 20). President-Elect of CPA is first African-American female and Chair of CEDTF as a result of APADiversity Initiative and CEDTF. (Received 11/17/04)

Grants Awarded in 2002

Category: TRAINING/STATE ASSOCIATIONS

Applicant: Josephine Johnson, PhD Chair, Committee of State Leaders

Proposal Objectives: CSL Diversity Initiative - To implement a funding strategy for increasing minority participation and the development of ethnic diversity in State Psychological Associations membership and leadership, through attendance of "Diversity Delegates" at the annual State Leadership Conference.

Amount Requested: \$7,000

Amount Granted: \$7,000

Project Final Report: Submitted the list of the 2002 participating diversity delegates

Category: TRAINING/PROFESSIONAL DEVELOPMENT - LINGUISTIC MINORITIES

Applicant: Gustavo Carlo, PhD and David Hansen, PhD--University of Nebraska - Lincoln

Proposal Objectives: The Latino Research Initiative - To implement a Community Intern model for enhancing collaborative research, training, and community programming that is culturally sensitive.

Amount Requested: \$6,000

Amount Granted: \$5,000

Project Final Report (summary): The Department of Psychology at the University of Nebraska-Lincoln was awarded a CEMRRAT Grant in 2002. The funds were used to hire a half-time Graduate Assistant (GA) to work directly on Latino Research

Initiative projects. The student was involved in various research and intervention training experiences with diverse populations. In addition, the GA supervised a number of undergraduate student research assistants and worked collaboratively with other graduate students on LRI projects. These experiences provided opportunities for graduate and undergraduate students to work with diverse populations. The GA assisted in recruiting additional students to work on LRI projects by developing a website (www.unl.edu/lri) designed to promote the activities of the LRI. The website is linked to the department homepage through our Diversity Committee link. The link provides information about activities and application materials relevant to diverse students. Moreover, the GA and others developed new flyers and brochures that advertise LRI activities to use for recruitment purposes. Furthermore, the GA was directly involved in recruiting undergraduate students as research assistants for LRI research projects. The GA assisted in increasing the quality and quantity of activities associated with LRI. For example, the GA helped to coordinate activities for the Latino Achievement Mentoring Program (LAMP). LAMP is a community outreach program under the LRI, which aims to provide various levels of support to Latino youth through individual mentoring. Working closely with the program director, the GA assisted in the recruitment and selection of college student mentors, and in organizing and conducting various activities throughout the semester. These activities included the Mentor Training Program, LAMP Kick-off Picnic, and the Family Education Day. Through these various activities, the GA had the opportunity to collaborate with college students from the University of Nebraska-Lincoln, Wesleyan University, and Doane College; as well as with the mentees and Latino families. The GA was involved in additional efforts to obtain funding for LRI activities. She assisted in preparing a resubmission to the National Science Foundation to support a longitudinal study of Latinos in Nebraska. As a result of her experiences, the GA gained valuable knowledge and skills for both research and service activities with Latinos. Furthermore, the opportunity enabled the student to gain professional development skills (manuscript writing, grant writing, collaboration skills, community experiences) that allowed her the opportunity to integrate research and applied activities in a community setting while serving a minority population. The GA assisted in managing and preparing data from the Quality of Life Study (QOL) for release into the public domain. Also, the GA helped to develop the LRI website, which is used to publicize LRI activities. The GA led the effort to prepare the QOL data for public release, as well for use by interested parties. More specifically, the GA supervised the effort to clean and check the data; to create two sets of detailed code books and guides that would enable users to interpret the files; and to conduct preliminary reliability analyses and create scaled scores to ensure standardization in the process of data analyses by future data users. During the last few months, the GA have also collaborated with LRI faculty in summarizing the QOL data in a report that we are aiming to release to the public by the 1st of February in the coming year. The major goal for this report is to provide some basic information regarding the quality of life among Latinos in Lincoln, Nebraska. In summary, the LRI is well positioned to continue conducting ongoing theoretical and applied research, as well as, to provide training and professional development opportunities for graduate and undergraduate students interested in diversity. We expect further success in recruiting students to engage in LRI activities and to provide unique training opportunities for these students. These efforts will help to enhance the diversity-related activities of our psychology department. (Received on 11/10/04)

Applicant: Melissa Rivera Marano, PsyD, Youth Development Clinic

Proposal Objectives: To enhance ethnic minority training by recruiting ethnic minority graduate practicum students and providing them direct service experience with its diverse community, outcome research opportunities and supervision by ethnic minority psychologists at YDC, a 501 (c) (3) private not for profit.

Amount Requested: \$5,000

Amount Granted: \$5,000

Project Final Report (summary): The CEMRRAT award in the amount of \$5,000 was matched by the Turrell Fund in the amount of \$7,000 and added to a city block grant of \$41,472, for a total practicum budget of \$53,472. \$41,472 was expended as stipends for practicum students (N=3). YDC was able to recruit two ethnic minority graduate students and one post-doctorate individual to provide services to the underserved, multilingual and diverse population of Newark, NJ. Celena Young, a school psychology student, provides services at Peshine Ave. School; David Brantley, a clinical psychology student, provides services in two locations: He co-facilitates wellness groups at St. Rocco Middle School and provides individual and group counseling services at North Star Academy Charter School. Dr. Jen Mai Wong is receiving postdoctoral training in a school site where she provides group intervention services with adolescent females and general individual counseling services. All practicum students stayed on for the following year (2003-2004) allowing for continuity of service and training. Training procedures included an orientation to YDC and the specific program. Service delivery procedures include social and emotional skills building, self-esteem enhancement groups, anger management groups and direct individual and family counseling. All groups, including the social and emotional groups, have training modules. The population served was comprised of over 98% ethnic minority children and their families. Spanish speaking children and their caretakers accounted for 30% of all the clinical services recipients. Diagnostic categories included separation anxiety disorder, adjustment disorder, conduct disorder, attention deficit/hyperactivity disorder, acute stress disorder, post traumatic stress disorder, bereavement issues. Practicum students were also involved in data collection, entry, and analyses. Ethnic minority graduate students gained a level of professional proficiency appropriate to their training status as supported by their supervisors evaluations at the end of the practicum. Moreover, they gained a professional development model through their supervisors as reflected by their evaluations of their supervisors at the end of the year. The training model gained additional support from the New Jersey Psychological Association. In addition, the model has been expanded to include services to pre-school settings. The latter provides an

additional avenue for trainees to gain experience and expertise with a population that is often not comprehensively addressed in graduate training.(Received on 12/03/2004).

Applicant: Maria Garrido, PhD, University of Rhode Island

Proposal Objective: To underwrite part of the costs of the 2002 National Latino Psychology Conference

Amount Requested: \$2,000

Amount Granted: \$2,000

Project Final Report (summary): This national level conference on Latino/a psychology took place on October 18-20th 2002 bringing together scholars, practitioners, and students for a series of more than 60 presentations including symposia, invited addresses, paper sessions, and poster sessions organized in practice and research tracks . There were more than 200 attendees throughout the 2 ½ days. Continuing education credits were offered for 28 programs. Keynote Speakers included Lilian Comas-Diaz, PhD and Steven Lopez, PhD. Considering a budget of nearly \$57,000 total conference expenses (all facility-related expenses, included meals, fees for invited/keynote speakers, all printing costs, administrative costs), additional funding was sought and obtained from 14 contributors including 4 APA divisions, the American Psychological Foundation, the State of Rhode Island, and the University of Rhode Island among others. The CEMRRAT funds have been applied toward reimbursement for keynote and invited speakers' expenses primarily and to offset a limited number of registrations for graduate students. The evaluation of the conference's programs overlapped the evaluation of those programs that qualified for continuing education credits. Each symposium, paper session, and address was evaluated for the level of expertise demonstrated by the speaker, the relevance of the subject matter, clarity/style of the presentation, and whether the stated learning objectives set for the program were met. These and other aspects of each program (including facilities, quality of physical setting) were rated on a 1 (poor) to 5 (excellent) scale. These data were to be tabulated by the R.I. Psychological Association. Anecdotally, several students reported having obtained skills and experience in presenting as well as increased interest in presenting at future conferences. In recognition of the overall importance and success of this event, the Psychology Department at the University of Rhode Island has designated a modest fund to help support dissertation and other professional development expenses for graduate students whose work focuses on Latino/a populations. The printed products from the conference included the conference brochure and the book of program summaries, both of which have been submitted with this report. (Received 11/8/04).

Category: TRAINING/SCIENCE – MATH & SCIENCE RESEARCH AND TRAINING

Applicant: Vicki Mack, PhD, Clark Atlanta University

Proposal Objective: To provide training to student on how to conduct research, make scholarly presentations, and publish research; to maintain an environment that promotes scholarly activities; and to increased the number of ethnic minority students who pursue careers in mental health research and services.

Amount Requested: \$5,200

Amount Granted: \$5,000

Project Progress Report (summary): In order to accomplish the goals of the programs, Dr. Vicki Mack coordinated the dates and locations of various lectures/workshops for students. Dr. Mack and Dr. Medha Talpade required students in Statistics and Experimental Psychology courses to attend a minimum number of workshops for course credit. Dr. Mack required that students attend seven activities and attendance in all seven was worth 20% of students' final grades in Statistics 1(Introductory Statistics and descriptive statistics) and Statistics 2 (Inferential Statistics).

Project Final Report Status: Failed to submit.

Applicant: Brittne Nelson, BA, Anna Lee, BA, Jules Harrell, PhD and Angela Cole, PhD, Howard University

Proposal Objectives: To conduct a set of workshops to prepare psychology graduate students fo teaching careers in scientific psychology once a month during the period August 2002 - May 2003.

Amount Requested: \$2,200

Amount Granted: \$2,200

Project Final Report (summary): The goals of these workshops were: (1) to identify and acquaint graduate students with the responsibilities of a teaching career; (2) to provide instructional information and training techniques for teaching within all areas of psychology; (3) to facilitate personal pedagogical growth in a nurturing environment. To fulfill these goals a series of 6 workshops were organized between October 2002 and May 2003. Graduate students heard presentations from professors about teaching styles, personal experiences and philosophies. Students were exposed to information examining the various learning styles of students. Professors and students discussed topics such as various testing techniques, test writing, juggling class loads, and the use of technology in the classroom. Instructional information and training techniques for teaching specific psychology courses (i.e. Introduction to Psychology, Statistics and Research Methods and Scientific Psychology Courses) were imparted. Students began to think about and develop their personal teaching philosophy. Participants were given outcomes assessment strategies to use within the classroom. While the intended audience was graduate students, a number of faculty members provided feedback that the workshop series were beneficial to them as it provided the opportunity to evaluate and reflect on their teaching philosophies. Hence, the workshop series were a departmental success. However, there were some unexpected obstacles. The quick turnaround time between the awarding of the grant and the beginning of the workshops, did not allow adequate time for adhering to university procedures regarding grant funding. Subsequently, the APA CEMRRAT

grant check expired before it was approved for allocation. In order to fulfill the initiative of training and disseminating teaching techniques and strategies to graduate students, departmental funding and community partnerships were cultivated to maintain the proposed workshop series schedule. A local business donated the use of equipment to make project products such as flyers and handouts, and several presenters utilized personal funding to provide for presentation needs. Initially, workshop facilitators were to be presented a certificate and small token of appreciation. When funding eliminated this honorarium, workshop facilitators graciously maintained their commitment to participate in the workshop series. Due to the change in funding, the largest obstacle of the project was supplying refreshments. This issue was creatively solved by utilizing personal funds from the authors as well as partnering with the Minority Research Infrastructure Support Program (MRISP) at Howard University. (Submitted 12/01/04).

Category: FACULTY – PROFESSIONAL DEVELOPMENT

Applicant: Helen Neville, PhD, University of Illinois at Urbana - Champaign

Proposal Objectives: Methodological Advancements in Counseling Psychology research with Racial and Ethnic Minority Populations: Professional Development Series.

Amount Requested: \$6,000

Amount Granted : \$6,000

Project Progress Report (summary): Failed to submit.

Applicant: Kecia Thomas, PhD, University of Georgia

Proposal Objectives: Creating a Supportive Climate for Diversity and Ethnic Minority Psychology – This project seeks to implement a cross-departmental and cross-college initiative that supports the professional development of psychologists and graduate students who teach multicultural psychology courses, conduct research on diversity issues or provide services to ethnic minorities. Creating a Supportive Climate for Diversity and Ethnic Minority Psychology.

Amount Requested: \$5,000

Amount Granted: \$4,000

Project Final Report (summary): The overarching goal of the proposed project was to develop a forum for diversity and ethnic minority psychology (FORUM) that would support the professional development of psychologists and students working in this area. The Forum was to be a cross-departmental and cross-college initiative that supported the career and professional development efforts of psychologists who teach multicultural psychology courses, who conduct psychology research on diversity issues, and who service the needs of ethnic minorities. With matching funds (\$1250) from the UGA Office of Institutional Diversity, the Forum was implemented. The summer and fall of 2002 were dedicated to developing the structure and foundation of the FORUM. The actual meetings of the forum took place in 2003. Activities undertaken to support the goals of the program included: 1) The development and execution of a needs assessment of diversity instructors and researchers at the University of Georgia. Three ethnic minority graduate students worked on this task during the 2002 Summer Semester. The CEMRRAT grant was used to support them. 2) Diversity FORUM meetings. Three on campus meetings of diversity instructors and researchers. Each of these meetings had a specific theme and interest area: a) Strategic Meeting. The goal of this meeting was to introduce faculty and graduate students to the goals of the FORUM and to identify needs of diversity scholars at UGA and to brainstorm ways of increasing the perceived importance and visibility of diversity research on campus; b) Collaboration Meeting. The goal of this meeting was to identify potential collaborators for new or ongoing programs of research. Attendees each presented themselves and the domains of their areas of research and identified the areas of support or type of collaborator they need; c) Identifying and Funding Diversity Research. Staff from the office of sponsored programs as well as from the office of external affairs met with diversity scholars in order to introduce them to the vehicles available to identify funding for diversity research. 3) Diversity FORUM Listserv. A listserv (DIVRESFORUM) was developed so that diversity scholars and students could share calls for proposals, manuscripts, and conference presentations. It also became a vehicle for posting inquiries regarding diversity teaching and research. 4) Diversity FORUM website. The Office of Institutional Diversity developed a website dedicated to the diversity forum. The website included information about CEMRRAT and the grant received and it outlined the goals of the FORUM and included information on the listserv as well. 5) Diversity FORUM directory. A directory of diversity instructors and researchers was compiled and forwarded to the Office of Institutional Diversity. The goal of compiling this diversity was to have an online search engine for any individual who needed to locate a diversity expert in a particular domain or who worked with a specific target population (e.g. women, African-Americans). At the first meeting of the Diversity FORUM it became clear that a center for diversity research was sorely needed. Thus, a proposal for the creation of the Center for The Study of Diversity was developed in partnership with the Office of Institutional Diversity and the New Directions Committee (UGA College of Education). The proposed center is designed to build upon many of the goals of the diversity forum and to establish UGA as a national center of excellence in diversity scholarship. The center team is interdisciplinary and includes two psychologists as well as scholars from Sociology, Child and Family Development, Adult Education, and k-12 education. Currently the upper levels of administration are considering the proposal. In addition the center team has met with a program director from the National Science Foundation in order to understand sources of external funding for such a center. No formal evaluation was conducted of the FORUM program. However, the awarding of additional funds by the UGA Office of Institutional Diversity and external requests for information about the program, suggests that it was perceived as a valuable and worthwhile endeavor. (Submitted 11/30/04).

Category: STUDENT UNDERGRADUATE/GRADUATE -- GRANTS TO DEPARTMENTS FOR INNOVATIVE PROGRAMS

Applicant: Anne Chan, MA — Stanford University

Proposal Objectives: To establish a mentoring program that matches undergraduate and MA level students interested in doctoral study in psychology with doctoral level mentors who will provide assistance during the application process.

Amount Requested: \$6,000

Amount Granted: \$4,000

Project Final Report (summary):

The goal of the mentoring program is to match undergraduate and Master's level students who are looking to apply to doctoral programs in psychology with individual doctoral-level mentors who will provide guidance, mentoring, and support through the application process. The mentoring program was carried out in sequential steps. A flyer was designed to recruit students for the mentoring program. Flyers advertising the program were posted in Bay Area campuses. Mentors were recruited for the program. Application Forms were designed to facilitate the matching of mentors with mentees. These forms were mailed to both potential mentors and mentees to obtain important information necessary for making a good mentor-mentee match. Mentors and mentees were matched based on similar professional interests. A "Mentor/Mentee Agreement Form" was designed to encourage mentors and mentees to discuss the terms of their mentoring relationships. A "Guidelines for Mentors and Mentees" informational flyer was created to educate the participants about how to make mentoring a successful partnership. A "Topics to Discuss" list was generated to remind mentors and mentees of important benchmarks for assistance and support. Each mentor-mentee pair was mailed packet containing information on the mentoring process, guidelines for mentoring, and the mentor/mentee agreement. Follow-up phone calls (at the 3-month and 6-month benchmarks) were made to all mentors and mentees to check on how the mentoring was progressing. A thank-you gift certificate was mailed to all mentors in appreciation of their volunteer efforts for this program. Each mentee had different time-lines for applying. Follow-up phone calls made at the end of the funding period revealed that 16 of the mentor pairs had been in contact; thus giving each mentee a solid contact in the field of psychology (the other 4 pairs could not be reached at the time). The mentees that could be contacted indicated that they had either applied to graduate school, were planning on applying in subsequent years, or needed to continue exploring their options. In the first year, successful mentees were accepted into psychology doctoral programs at University of Illinois, Michigan State University, and others. The program was not formally evaluated. However, a small qualitative study is currently being conducted to examine the activities and practices that took place between mentors and protégés. Many of the mentees expressed appreciation for the program and wanted to serve as mentors in the future. The response to this program was overwhelming. Since the inception of the program, over 70 inquiries have been received from students wanting mentors. The calls from interested students are still being received as of this writing. The unexpected response from interested applicants shows that there is a strong demand for mentoring at this level of professional development. It is apparent that ethnic minority students who want to apply to doctoral programs are expressing a need for support and guidance during the process. (Received 11/18/04)

Applicant: Adeleri Onisegun, PhD, Morris College

Proposal Objectives: Student Psychology Conference – To expose students at Morris College (an HBCU) to the opportunities available and to stimulate interest in the new minor in psychology at Morris College.

Amount Requested: \$3,500

Amount Granted: \$2,700

Project Final Report (summary):

The Morris College Division of Social Science selected a start-up Student Psychology Conference as an innovative approach to launch the new minor program. Students from General Psychology and Social Psychology classes, in both the day program and the adult program, were recruited to act as conference organizers and presenters. Weeks prior to the event, students along with the faculty organizer engaged in both campus and community wide outreach including radio station announcements, distribution of material to area high schools and to African American organizations. "Knowledge, Culture & Success: Empowering The Black Family" was selected as the conference theme. Held March 15&16 and attended by over 300 people, the conference was a success. Students from diverse disciplines were drawn to the psychology minor program. Seniors with a psychology minor are currently making application to graduate psychology programs. Initially conceived as a mechanism to introduce the new psychology minor to the Morris College family and to the Sumter community, the conference generated much enthusiasm, primarily amongst the students, which necessitated the continuation of the event as an annual activity. To date the Annual Student Psychology Conference has become the largest, most vibrant student centered academic activity featuring student presentations and student leadership. This historic event was the first of its kind to be held on the campus of a South Carolina HBCU. The opening event held Friday evening was designed to integrate scholarship and cultural expression by means of a motivational greeting, poetic expression, the opening address, and an African drum and dance performance. The following day featured presentations of student papers, poster presentations followed by a dynamic plenary session and luncheon. Throughout the event APA literature and other resource materials were distributed. The theme of the second annual Student Psychology Conference was "Knowledge, Culture and Success: Empowering Students and Youth of African Descent" which was held April 11 & 12, 2003. The third conference: "Theory Research & Intervention: Promoting African American Psychological Health: A Proactive Approach" was held April 1 -3 2004. The Student Psychology Conference

has provided a programmatic template which has been modified by other divisions, notably General Studies and the Division of Natural Sciences. Perhaps one of the most unexpected and intriguing consequences is the resulting collaboration between the psychology conference and the Health Science program. Plans are currently underway to replicate the arrangement of co-sponsoring the 2005 Health Fair thereby resulting in three days of activities for the 4th Annual Student Psychology Conference. The event has also served to pique the community interests in a variety of ways resulting in greater support for campus activities. Newspaper coverage of the conference led to the psychologist coming to the attention of local agencies, resulting in community service with a local mental health organization, and subsequent induction as a member of the Sumter County Mental Health Association. The Student Psychology Conference continues to enhance the appeal of the minor program to students from diverse majors: biology, health science, mathematics, pastoral ministry, history, political science and education. Of course the majority of students selecting the psychology minor are those majoring in sociology as a means of entering into counseling or other mental health related fields. (Submitted 12/03/04).

Applicant: Dana Cunningham, MA and Aisha King, MA – Southern Illinois University at Carbondale

Proposal Objectives: Outreach Program to HBCU's as a Recruitment Strategy

Amount Requested: \$4,900

Amount Granted: \$3,500

Project Progress Report (summary): Our preliminary efforts to establish and maintain ongoing contact with psychology departments by attending graduate school fairs and to actively recruit students at Historically Black Colleges and Universities and other predominantly ethnic minority serving institutions have been quite successful thus far. Listed below are the activities to date:

- ◆ Printed posters and brochures describing the Psychology Department at SIU and mailed them to Departments of Psychology that have a significant percentage of ethnic minority undergraduate students.
- ◆ Contacted the Department Chairs at HBCU's, HSI's, and other institutions that have a significant number of ethnic minority students in psychology and informed them of the recruiting efforts at SIU.
- ◆ Made presentations on the Psychology Department at SIU and applying to graduate school to undergraduate students at the following institutions: Spelman College, Morehouse College, Howard University, Bowie State University, Southern University, Chicago State University.
- ◆ Developed a website for the Black Student Caucus
- ◆ Developed an informational packet that was distributed at the presentations on applying to graduate school and mailed to psychology departments to be copied for interested students. The packet was also posted on the SIU Department of Psychology's website.

Project Final Report (summary): Failed to submit.

Applicant: Glenna Andrews, Ph — Northwest Nazarene University

Proposal Objectives: Implementation of a Recruitment and Retention Program

Amount Requested: \$5,000

Amount Granted: \$1,300

Project Final Report (summary):

The primary goal of the proposed activity was to recruit local Hispanic students to NNU for study in the department of psychology. The activities selected to move toward this goal were three-fold: informational component, financial component, and career guidance. The main event from the grant funds was a community dinner hosted by the NNU Department of Psychology and Sociology in March 2003. All area high school counselors, Hispanic church pastors, Hispanic community leaders and high school multicultural club leaders were contacted and asked to invite Hispanic students and their families to the dinner. Presentations were made in area churches inviting students and their families to the event. As a result, there were over 100 people in attendance at the dinner. The program included presenters from NNU, the Department of Psychology and Sociology, financial aid officers, and current Hispanic NNU students. Four \$1000 scholarships were given during the event to high school students. Other departments asked to be involved in the event. A few departments, Business and Education, had material about their programs on display in the hall where the dinner occurred. The office of marketing and enrollment asked about carrying on the dinner for the following year. This did not happen yet, but NNU did host a community Hispanic awareness event on campus the following year. In addition, an NNU representative now sits on the community multicultural event committee. There was some discussion about having Spanish language brochures available. This has not occurred as of this date. The process of continuing a direct outreach to the Hispanic community needs to be a long-term plan in order to continue the education of community members about college and psychology. Without designated funding this process is severely reduced in its scope. NNU has a long history of disconnection with the Hispanic community to overcome both within and outside the church community. Regrettably one of the faculty members who had the most connections with the Hispanic community of the Treasure Valley retired from the university. One single dinner event will not cause the change. There must be commitment from the university to continue to outreach to the Hispanic community. (Received 11/30/04).

Category: ETHNIC MINORITY LEADERSHIP DEVELOPMENT

Applicant: Roy Moodley, PhD – University of Toronto

Proposal Objectives: Reaching Across Borders: Multi-cultural Counseling and Psychotherapy in Canada: A two-day seminar/conference at the University of Toronto.

Amount Requested: \$5,000

Amount Granted: \$5,000

Project Progress Report (summary): The following goals have been clarified from the initial application:

- ◆ To organize and hold a ONE-day conference which would include members of all the counseling and therapeutic communities, i.e., counselors, therapists, social workers, researchers, academics, and clinical and counseling psychologists. (Originally it was planned for two days with only 20 academics)
- ◆ To invite as many mental health workers and professionals from the diverse community groups in Canada. Since such an event appears to be the first of its kind it was critical that all communities or their professional and community representatives are invited to engage with the process at the outset.
- ◆ In order to maximize the response from the scholars and clinical researchers, it was agreed that the conference be held a day before the Canadian Psychological Association Annual Conference which takes place from 12th - 14th June 2003 in Hamilton - 1 hour travel time to Toronto).
- ◆ To organize, administrate and manage the Conference without requiring a conference fee from the participants, but keeping within the funding from APA and the university. This would be a FREE Conference to all participants, but after the event if participants would like a conference report (all academic, research and discussion papers, published in house) a nominal fee would be charged for the production of the document.
- ◆ To invite key note speakers (community, clinical, academic) as guests of the conference.

Project Final Report (summary): Final report and conference product received on December 2003. Information is available on the post-conference website at: <http://www.oise.utoronto.ca/depts/aecdcp/CMCPconference.html>

Applicant: Jan Owens-Lane, PhD—Ethnic Diversity Taskforce, Connecticut State Psychological Association

Proposal Objectives: Development of a recruitment and retention infrastructure for state leadership posts.

Amount Requested: \$5,500

Amount Granted: \$5,000

Project Progress Report (summary): The CEDTF is composed of approximately 20 members that represent various professional roles including psychologists who are researchers, clinicians, Director of Multicultural Office, Deputy Commissioner of Mental Health & Addiction Services, and psychology graduate students from across the state. To date some of the major accomplishments of CEDTF include:

- ◆ Representation and participation on the Task Force of psychologists from all four major colleges/universities in the state.
- ◆ Development of a tracking system to locate psychologists of color and psychology graduate students of color with the assistance of the CPA Administrator and partnering with colleges/universities and state agencies (public sector).
- ◆ Spring 2002 held a mentoring social organized by the Mentoring Subcommittee of CEDTF that was well attended by both graduate students and psychologists to facilitate a mentoring program.
- ◆ Spring 2002- partnership with Yale University to become a community sponsor at a symposium entitled "The Multiple Ecologies of Urban Youth."
- ◆ Summer 2002 presented a proposal in writing to the CPA Board of Directors and requested a Diversity Representative seat on the CPA Board that was later voted on and passed by the Board and membership with bylaws change to follow.
- ◆ Summer 2002 recommended to the CPA BOD that a Diversity Awards category be added to the existing awards program and that two Diversity Awards be given out annually, one to an individual and one to a community agency that advance diversity in the state association and in the public sector.

October 25, 2002 the first Psychologists of Color Networking Social was held and approximately 50 psychologists of color and psychology students of color (undergraduate, graduate) from the entire state attended. Featured speaker, Robert T. Carter, Ph.D., Professor of Psychology and Education at Teacher's College, Columbia University with the topic "Racially Inclusive Models of Psychotherapy."

Project Final Report: Dr. Jan Owens Lane was elected President of the CPA in 2004 as a direct result of the Connecticut Ethnic Diversity Task Force (CEDTF) efforts to develop an infrastructure for increasing ethnic minority participation in Connecticut Psychological Association (CPA) leadership post. She subsequently deferred leadership responsibilities associated with the CEDTF to Dr. Gretchen Chase Vaughn. The latter submitted a final report for the 2003 activities of the Connecticut Ethnic Diversity Task Force on 11/17/04 (See 2003 Grants summaries, Ethnic Minority Leadership Development, Gretchen Chase Vaughn).

Category: CONTINGENCY FUND

Applicant: Linda Mezydlo Subich, PhD, University of Akron

Amount Requested: \$2,300

Amount Granted: \$2,000

Project Progress Report (summary): During 2003-2004, University of Akron developed a system to measure campus climate. As they assessed the faculty, staff and students on campus, they discovered resistance and skepticism. Participation in a 5-day workshop by AAC&U's annual Greater Expectations institute proved to be the turning point. There, they developed a long term campus diversity plan, created diversity-focused course evaluations, and established an annual student diversity award. In 2006, they launched the faculty/staff racial climate survey, reported the findings and revised the campus academic plan to include the "Inclusive Excellence" research team. Both a student organization tackling diversity issues and a program diversity committee were created. A faculty discussion on racial issues was planned for February 2007. They have yet to use the grant money, but plan to use the money for ethnic minority recruitment when they feel the university climate is ready to accommodate such change.

Applicant: Jessica Henderson Daniel, PhD

Proposal Objectives: To facilitate the development of a book highlighting the history and accomplishments of women of color in U.S. psychology.

Amount Requested: \$3,000

Amount Granted: \$3,000

Project Progress Report (summary): Applicant reported that she was not able to implement the project because funds were insufficient for the publication of the book. She instead submitted a request to have the funds used for a different activity.

New Proposal Objectives: To provide a stipend to invited award-winning authors of color to present their works at joint meeting sessions between Boston University clinical psychology graduate students of color and Harvard University hospitals pre and post-doctoral fellows.

Project Progress Report: Submitted detailed financial report. (11/20/07)

Grants Awarded in 2001

Category: TRAINING/STATE ASSOCIATIONS

Applicant: Daniel Sanders, PhD Chair, Committee of State Leaders (CSL)

Proposal Objectives: Funding strategy for increasing minority participation and the development of ethnic diversity in SPA membership and leadership.

Amount Requested: \$7,000

Amount Granted: \$7,000

Project Progress Report (summary): After much diligent work by the Committee of State Leaders Diversity Subcommittee, confirmation by the entire CSL, and approval by the Committee for the Advancement of Professional Practice, we are very pleased to announce sixteen Diversity Delegates chosen to attend the 2001 State Leadership Conference. We hope that all will be able to participate in this important initiative. A letter will be sent each of the Delegates (cc's to corresponding SPPA Executive Directors and nominators) and we look forward to receiving their registration material. Four of the sixteen Delegates are returning to SLC, and 11 of the applying SPPAs have had a Delegate attend SLC in the past. This is particularly important since follow-up experiences are a valuable part of this initiative. Thanks to the willingness of SPPAs who sent Diversity Delegates last year to contribute a sliding scale share of their participant's costs, and to the continued funding of the balance from CAPP and OEMA, this important and successful initiative will not only continue but expand the opportunity for sharing information and mentoring the future leaders of all our organizations.

Project Final Report (summary): Submitted the list of the 2001 participating diversity delegates.

CATEGORY: TRAINING/PROFESSIONAL DEVELOPMENT –LINGUISTIC MINORITIES

Applicant: Carmen G. Armengol, PhD and Ena Vazquez-Nuttal, Graduate School, Northeastern University

Proposal Objectives: Innovations in Training for Cultural Competency: An Applied Neuropsychological Assessment track for Bilingual Minority Doctoral Students. The goal for this proposal is twofold: (a) to provide linguistically and culturally appropriate neuropsychological services to college students with possible learning disabilities, and (b) to create an innovative practicum program which will prepare our Spanish speaking minority doctoral students in neuropsychological assessment and consultation with young adults struggling academically, and who may present with learning disabilities.

Amount Requested: \$7,000

Amount Granted: \$5,000

Project Progress Report: Failed to submit

Applicant: Andrea J. Romero, Ph.D. Assistant Professor, Mexican American Studies and Research Center University of Arizona

Proposal Objectives: To create a Pipeline Handbook for Latino/Chicanos. To strengthen the educational pipeline by creating a Pipeline Handbook for Latinos/Chicanos in the social sciences which will include practical information about being successful at all levels of higher education in psychology and other related social science areas.

Amount Requested: \$5012.63

Amount Granted: \$5,000

Project Final Report (summary): A copy of the published handbook, *Consejos Para Su Futuro En Educacion: Suggestions For Your Future in Higher Education From Chicanos and Chicanas*, has been submitted and received by the APA. The Pipeline Handbook addresses the cultural context of achieving higher education for Chicanos/Latinos. This handbook is intended to empower people of color through information and role models. The website link for the handbook is: <http://masrc.arizona.edu/resources>. To download a printable copy of the handbook, click on *Consejos Para Su Futuro*. (Received on 12/07/ 2004).

CATEGORY: TRAINING/SCIENCE – MATH & SCIENCE RESEARCH AND TRAINING

Applicant: Barney Biens, PhD Pre-college & Undergraduate Program of the Education Directorate, APA

Proposal Objectives: The Pre-college and Undergraduate Psychology Program of the APA Education Directorate requests \$5,500 from the 2001 CEMRRAT funds to support Science Research and Training activities on behalf of undergraduate psychology faculty. CEMRRAT funding would support a Technology in Psychology Education workshop for undergraduate psychology faculty to be conducted on the campus of a minority serving institution.

Amount Requested: \$5500

Amount Granted: \$5,000

Project Progress Report (summary): The Pre-college and Undergraduate Programs Office received a CEMRRAT grant of \$5,000 in 2001 for the purpose of developing a 1-1/2 day workshop, "Using Technology to Enhance the Teaching of Psychology" for undergraduate faculty. Working with the Department of Psychology at Spelman College, Education Directorate staff completed plans for the workshop scheduled on Friday, September 28, 2001, and Saturday, September 29, 2001, on the campus of Spelman College in Atlanta, GA.

Due to the tragic events of September 11th, APA staff in consultation with colleagues at Spelman College decided to postpone the workshop until a later date. We are working now to reschedule the event in 2002.

Project Final Report : Submitted a final report on 12/13/02.

Applicant: Michael K. Reed, Ph.D., Chair, Bennett College Psychology Department

Proposal Objectives: Cognitive/Learning Research Laboratory

Amount Requested: \$3,750

Amount Granted: \$3,750

Project Final report : Failed to submit

Applicant: Madonna G. Constantine, Ph.D. Associate Professor Department of Counseling and Clinical Psychology Teachers College, Columbia University

Proposal Objectives: Preparing Graduate Students of Color to Conduct Research with Ethnic Minority Populations: Conceptual, Methodological and Data Analytic Considerations.

Amount Requested: \$7,260

Amount Granted: \$5,250

Project Progress Report (summary): Thus far over the course of the 2001-2002 academic year, I have met three times with the other project mentors (Dr. Joseph Ponterotto at Fordham University and Dr. Lisa Suzuki at New York University) and the six students involved in the project. We are already involved in collecting data for two of the projects conceptualized by the faculty mentors and students, and we are pleased with our progress to date. One of the faculty mentors who was proposed in the original grant (Dr. Shawn Utsey at Seton Hall University) has since left his academic position at Seton Hall and is now employed at Howard University. Because of the geographical distance of his new academic home from the other counseling psychology programs involved in the project, Dr. Utsey chose not to be involved in the project at this time.

Drs. Ponterotto, Suzuki, and I are scheduled to meet twice during the months of February, March, April, May and June in order to meet the project's stated goals. We anticipate completing the training program by June 30, 2002. Based on verbal feedback from the project's participants, I believe we are very successfully accomplishing the goals we identified in the grant proposal.

Project Final Report (summary): Failed to submit

CATEGORY: FACULTY – PROFESSIONAL DEVELOPMENT

Applicant: Christine J. Yeh, Ph.D. Department of Counseling and Clinical Psychology, Teachers College, Columbia University

Proposal Objectives: School Counselor Multicultural Training and Development Seminar for Faculty

Amount Requested: \$ 7,200

Amount Granted: \$5,200

Project Progress Report (summary): The grant award was received in the middle of fall semester 2001 and will focus more specifically on preparing counselors to deal with the 9/11 attack and crisis intervention more generally. The remaining goals of the grant are the same, especially the multicultural focus. I have since met with several members of the school counseling community to conduct a needs assessment. I have two additional meetings with school counselors to help plan the content of the forum. I have also contacted several potential participants of the forum to select meetings time for the Spring semester. A date should be solidified in the next week or two for this 3 day event and planning meeting.

Project Final Report (summary): Failed to submit

Applicant: Martha B. Braswell, Pre-College and Undergraduate Programs Officer, American Psychological Association, Education Directorate

Proposal Objectives: The TOPSS Executive Board submits a request for CEMRRAT funds set aside in 2001 to support Faculty/Professional Development activities. TOPSS requests \$4,500 as "seed funds" to support a workshop for high school psychology teachers on February 16-17, 2001.

Amount Requested: \$4,500

Amount Granted: \$2,000

Project Final Report (summary): The Teachers of Psychology in Secondary Schools (TOPSS) received a CEMRRAT grant of \$2,000 in 2001 for the purpose of developing a 2-day workshop for high school psychology teachers. The workshop was designed as a faculty development opportunity featuring a heavy emphasis on the teaching of Cross Cultural Psychology in the secondary schools. The goals of the workshop were to support activities that promote increased levels of multicultural competence in teaching, practice and research among psychology faculty.

- TOPSS and the Office of Precollege and Undergraduate Programs worked in collaboration with the Psychology Department of the University of San Diego (San Diego, California), to sponsor this workshop on February 16-17, 2001.
- Presenters were Kenneth Keith, PhD, of the University of San Diego (San Diego, California) and Rob McEntarffer of Lincoln Southeast High School (Lincoln, Nebraska). David Matsumoto from San Francisco State University (San Francisco, California), was a special guest invited as a presenter on the teaching of cross-cultural psychology.
- Twenty two teachers attended the two-day workshop.

Applicant: Walter Wagor, Ph.D. Indiana University East, Chair - Behavioral and Social Sciences

Proposal Objectives: Minority Scholars Program. We propose to implement a "Minority Scholars Program" that would provide stipends for two students annually to work in two capacities. One would be an "Applied Scholar." This student would work with departmental faculty to design activities that demonstrate psychological principles and then take those demonstrations into area high schools. The second would be a "Research Scholar" who would work closely with a departmental faculty member to design, conduct, analyze and disseminate a psychological research project.

Amount Requested: \$2,060

Amount Granted: \$2,000

Project Progress Report (summary): We received the grant just before the spring 2001 semester ended. We decided, therefore, not to implement the program for the fall given the difficulty of making the announcement to potential student scholars over the summer but to wait for the spring 2002 semester. Upon return in the fall, we worked with the Indiana University East Multicultural Affairs Office on procedures for identifying possible student scholars. We will be naming one scholar starting in the spring 2002 semester and the second in either the fall 2002 or spring 2003 semester. Our External Relations and Development Office remains supportive of identifying possible donors to provide funding for the program once the grant is completed.

Project Final Report (summary): Failed to submit

CATEGORY: STUDENT UNDERGRADUATE/GRADUATE: – GRANTS TO DEPARTMENTS FOR INNOVATIVE PROGRAMS

Applicant: Jeanett Castellanos, Ph.D. Director, Academic Resource Center, University of California, Irvine

Proposal Objectives: The Social Science Summer Undergraduate Research Program (SURP) will provide opportunities for ethnic minority students to carry out high quality independent research projects under the guidance of faculty/staff mentors at institutions other than the institution which will award their baccalaureate degrees (UCI).

Amount Requested: \$5,000

Amount Granted: \$3,000

Project Progress Report (summary): Regarding the update on the program, last year the School of Social Science had the pleasure of training 4 students in the field of Psychology in rigorous research methods, SPSS, and research writing. This coming summer we plan to send them to another institution to conduct research with other faculty. The top three students on the list took a five week course and were required to complete a research proposal on mental health. Roberto (a more advanced student) provided the students guidance and direction on my lectures which covered literature reviews, rigid research methods (qualitative and quantitative), ethics, etc. The three students completed a 15 page proposal with over 20 references each and were required to provide a power point presentation at the end of the summer. In addition, they were provided training on statistics that complemented their undergraduate education and were required to write their submission in APA style. Lastly, the Princeton Review Local Office visited the students and provided direction on strategies on how to take a standard exam.

This coming summer the identified students will be soliciting various schools to pursue research projects with other faculty in the field and to expand their research portfolio. I anticipate providing a copy of the proposals, presentations, and other research they have completed by the end of this summer.

Project Final Report (summary): Failed to submit

Applicant: Mary Ann Takemoto, PhD, Associate Director, and Training Director, Counseling Center, UC Irvine

Proposal Objectives: A Multicultural Symposium on Careers in Psychology. This proposal seeks funding for a symposium on careers in psychology for ethnic minority students.

Amount Requested: \$5,150

Amount Granted: \$3,000

Project Final Report (summary): The Multicultural Symposium on Careers in Psychology was held on Friday April 12, 2002. The conference was a huge success. The majority of the grant was spent on the honorarium and travel for the keynote speaker. We were very fortunate to have Dr. Derald Wing Sue as our keynote speaker. His presentation was on The Diversification of Psychology: A Multicultural Revolution and it was very well-received by the large student and staff group in attendance (150 participants). Following the keynote presentation there were specific workshops for students on "Selecting and Applying to Graduate School in Psychology" and on "Surviving the First Year of Graduate School". Nearly 100% of the conference attendees rated the overall value of the program as excellent. While we were not able to determine how many students actually will pursue graduate study, we felt that our goals of raising awareness levels and providing information were met. In addition, the opportunity to meet and learn from one of the prominent leaders in the field of multicultural psychology was invaluable. rated the overall (Submitted 11/24/04)

Applicant: Asuncion Miteria Austria, PhD. Professor , and chair Department of Psychology, Cardinal Stritch University

Proposal Objectives: This project is aimed to provide ethnic minority students majoring in psychology at Cardinal Stritch University access to educational activities and experiences. Plans include inviting psychologists to make presentations on diversity issues to the students. Students will be invited to write an essay on the benefits derived from the presentations, more specifically, how the presentation benefitted them in their academic career in psychology at Stritch. Winners of the essay writing contest will be awarded prize monies and a certificate.

Amount Requested: \$3,600

Amount Granted: \$3,000

Project Progress report (summary): In consultation with the department faculty as well as some student officers of the Psychology Club and Psi Chi, a list was made of psychologists and mental health professionals of color who would make presentations on diversity issues to the undergraduate majors in psychology. Developing a list was a challenging task as there are not enough African Americans, Asian Americans, or Hispanics, much less Native American psychologists in the Milwaukee community. The few psychologists of color are over-committed. Thus, the list contains other mental health professionals of color (not solely psychologists) who will also be effective role models and mentors to ethnic minority students. The September 11 tragedy also had affected the scheduling of activities and projects. We plan on having the proposed series of activities in Spring 2002 and I will be happy to make a report on the project outcomes.

Project Final Report (summary): Failed to submit

Applicant: Kellina Craig, PhD, Department of Psychology, Howard University

Proposal Objectives: Colloquium: Expanding Student Awareness of Specialty Areas and Career Options in Psychology. The Colloquium seeks to improve undergraduates psychology student's awareness of the variety of opportunities within a career in psychology.

Amount Requested: \$4,000

Amount Granted: \$3,000

Project Final Report:

This event sought to improve undergraduate psychology students' awareness of the various opportunities available to them in pursuing a career in psychology. Specifically, the proposal sought to 1) enhance their understanding of the various subfields of psychology, and 2) to provide them with an opportunity to hear directly from representatives of each of those subfields. To this end and as planned, the event was held on February 20, 2002 in the Ralph Bunche International Affairs Center on the campus of Howard University. Ten non-academic psychologists representing 10 subfields in psychology were invited to attend and participated in the day's activities. In addition, the APA Office of Ethnic Minority Affairs Special Projects Manager at that time, Mr. Adisa Ajamu, provided special remarks at the outset of the program. The psychologists participated by providing a 30-minute description of their academic and training backgrounds, as well as a discussion about their current employment setting. They were a diverse group and included:

1. Dr. Belinda Sims, Program Chief for Preventive Intervention in the Child and Adolescent Treatment and Preventive Interventions Research Branch of the NIMH.
2. Dr. A Toy Caldwell-Colbert, Provost, Howard University.
3. Dr. Steven Williams, Director of Industry and Market Research for the American Society of Association Executives.
4. Dr. Patricia Murphy, Social Psychologist working on Media Issues in the Virginia public schools and throughout nonprofit organizations.
5. Dr. Lance Seberhagen, an I/O psychologist working as an independent contractor and management consultant in organizational settings in Northern Virginia.
6. Dr. James Andrade, Senior Director of Research and Development of the Meals Division, Technical Innovation and Growth Program for Kraft Foods of North America.
7. Dr. Leonard Bates, Public Policy Manager for the National Minority AIDS council.
8. Dr. Lesly Perkins, Management Consultant with Caliber Associates Research Group.

9. Dr. Michael Barnes, Chief Psychologist for the Child Guidance and Family Counseling Clinic of the Superior Court of the District of Columbia Social Services Division.
10. Dr. Kim Nickerson, Assistant Director of the APA Minority Fellowship program, and Adjunct Professor at Johns Hopkins University.

Each of the participating psychologists graciously donated their time (a small honorarium was provided to each of them) to speak briefly about their experiences. A question/answer session followed each presentation and students in attendance were permitted to ask the presenters any questions they had. Most notable about the presenters, was that they were each selected because of their involvement in non-academic and non-clinical roles.

In addition to the interaction between students and the presenters during and after each presentation, there was also an opportunity for informal interaction during the lunch period. Students were able to speak informally with each presenter during the lunch break. It was during this time, that several of the students received information about upcoming fellowships and internships. Although the symposium was aimed at undergraduate, psychology majors it was not restricted to them. As a result, at least 3 of the undergraduate participants who completed questionnaires were majors in areas other than psychology, and of the 45 students who completed questionnaires, at least 14 of them were graduate students. Findings from their responses showed that the project resulted in increased awareness and interest in the discipline of psychology among students at Howard University. Given the fact that African Americans continue to be underrepresented within most areas of psychology, the observed outcomes of this symposium were particularly encouraging. Furthermore, I happen to know that there were at least 5 undergraduate students who participated in the symposium and who are currently enrolled in Ph.D. awarding doctoral programs in psychology. (Friday November 5, 2004)

Applicant: Leslie C. Jackson, Ph.D., ABPP Georgia State University, Department of Psychology

Proposal Objectives: Minority Access to Psychology (MAP) Program. The Department of Psychology, proposes to develop the Minority Access to Psychology: MAP program. The program will be a year-long advising, mentoring, skills enhancement, and practicum training program for students at both Georgia State University, (GSU) and the Atlanta University, (AU) Center. The overall goal of MAP is to increase the number of GSU and AU ethnic minority psychology majors that apply to graduate programs in psychology.

Amount Requested: \$4,620

Amount Granted: \$4,500

Project Final Report (summary): The Minority Access to Psychology (MAP) Program was funded by a CEMRRAT grant in fall 2001. This program was not given any matching funds from my academic department; Even though they were very pleased with the program, they failed to give me any support for the program. Consequently, I was not able to get any release time from teaching to maintain this program or get graduate students assigned to me consistently to work as mentors. Despite the institutional struggles I have had to contend with, the program was very successful for two and half years. I discontinued the program spring 2003.

Year 01: Fall 2001-Fall 2002:

The first year we completed the project as outlined in the initial report. All students completed the workshops, attended the interview sessions, and the summer GRE and graduate school application workshops. (see Program outline). The funds I received from CEMRRAT were used to purchase materials for workshops (GRE packets, mailings, APA books and other reading material for students, conference registration fees and housing for the first conference presentation, and meals for workshops that were held on Friday evenings. The graduate students working with me the first year were concurrently collecting pretest data from a comparison group of undergraduates from the psychology department research pool. As sample size permitted (i.e., aggregated over multiple years), comparisons were made between MAP participants and non-MAP minority students with equivalent academic credentials at entry to GSU. This project "Students perception of mentor relationships" was approved by IRB and we started analyzing the data on 108 undergraduates. Using both qualitative and quantitative methods we were interested in knowing how similar or different MAP students were from other undergraduates in the department. Additionally, the overall evaluation of the program monitored both processes and outcomes. First, archival records were used to track the academic progress and eventual graduation rates of MAP participants (within the psychology major and overall). In addition first year MAP participants participated in an end of the year interview with the MAP coordinator and an exit interview to obtain additional information, including perceptions of and satisfaction with the MAP program (see post-test evaluation), GRE scores, information about applications to graduate schools (including acceptances at the exit interview), etc. There was also a plan for follow-up interviews for at least 1-year following graduation. Process (qualitative) data were the written goal statements and work plans developed by MAP participants in conjunction with their mentors. Finally, each workshop was evaluated briefly to assess participants' perceptions of relevance, content, satisfaction.

The first year of the program, fall 2001, I also created the Psychology Undergraduate Research Conference (PURC) in the department so that other MAP students (sophomores and juniors) would have an opportunity to present data from either, a practicum project, class project, or using qualitative data from the MAP program as a poster. All MAP students also had an opportunity to participate in the planning of the conference by sitting on the planning, finance, and marketing committees for PURC's first conference held on April 26, 2002. In addition, each mentor group in the MAP program (graduate student and MAP student) submitted poster proposals from either their practicum experiences or research experiences for this conference.

Nine MAP students were placed in either a research or applied practicum experience Spring semester, 2002. Three MAP students received Best Poster awards.

Preliminary data from the project was accepted for the Southeastern Ecological Community Conference. Three MAP students presented these data at the conference the fall 2002, Social Justice and Social Change at Vanderbilt University, Peabody College, Knoxville, TN. Jackson, LC (chair), (10/2002). Nkongho, N., Broomfield, K., Quinland, D., Cartman, O., Rhodes, M., Emile, S., Thomas, C. Preliminary evaluation results of MAP. A mentoring program for undergraduate psychology majors of color (italic names MAP students.) Additionally, two MAP students and several additional minority students not in the program worked together with a mentor to create a project looking at the HOPE scholarship program. This project was sparked by some qualitative data collected on the project. They presented their poster at the Georgia Psychological Association state conference, May 16, 2002. Weishaar, D.L., Freck, E.A., Rhodes, M.N., Ainsworth-Darnell, K., Jackson, L.C. (May 16, 2002). The HOPE Scholarship: Who gets it, who keeps it, and more (italic names MAP students.)

Year 02: 2002-2003

I received a \$2000 Grants-in-Aid from the Society for the Psychological Study of Social Issues (SPSSI), 6/2002. The program recruited ten students and continued to work with three students from the previous year. Summer of 2003 three MAP students graduated from the university and two of those students have applied for graduate programs in Psychology. The program had a total of fifteen students, 3 males and 12 females.

The goal for the second year, in addition to completing the traditional workshop training format, was preparation for presentations at two conferences, Spring semester 2003. The first conference was the yearly GSU, PURC. This is a Psi Chi sponsored event and MAP students have presented since its inception two years ago. In 2003, Cherrell Thomas a graduating senior presented MAP data: Preliminary analysis of the first year and future progress. This paper was accepted for the poster session. Additionally, we participated in a panel discussion on mentoring, Summer, 2003. Three MAP students and one student who had graduated the previous year presented on this panel. Rhodes, M., Thomas, C., Nkongho, N., Lindsay, T., Roberts, T., and Jackson, L. (2003). Making it real (and believable): Mentoring undergraduate African American Women. Chairs: Kuperminc, G. and Emshoff, J. Mentoring in Community Interventions: Issues and Examples. 9th Biennial meeting of the Society for Community Research and Action. Las Vegas, N.M.

Unfortunately, this popular program was discontinued by me because I was not able to secure the funds necessary to keep it going. I also did not have to departmental support, e.g., release time from teaching five courses to give this program what it needed. There were students wanting to participate from Emory University and Spelman College. This program offered a unique set of experiences that minority students needed, but I also found out undergraduates in general were not getting these experiences within the psychology department. Consequently, non-minority students wanted to get into this program. One positive consequence of the MAP program was the establishment of two programs within the department of psychology that have continued to be strong programs for undergraduates, ie., the undergraduate research conference (PURC) and the undergraduate practicum program. All students within the major view these two programs as necessary experiences for the completion of their graduate school applications and to help them to prepare for careers.

Future directions:

This year (2004) a new and expanded version of the MAP program was part of a larger grant proposal to NIH: Minority Institutions; Drug Abuse Research Development Program (MIDARP). I was asked to be a member of this team to develop both a cultural competency intervention for a pilot research study and a mentor program for the institutional capacity building portion of the grant. The mentor program will recruit outstanding minority undergraduates attending colleges and universities within the Atlanta metropolitan area. The focus will be to encourage their pursuit of careers in drug abuse treatment service and research within minority communities. If funded this portion of the grant is scheduled to begin, Fall semester 2006.

Submitted 11/29/04

CATEGORY: ETHNIC MINORITY LEADERSHIP DEVELOPMENT

Applicant: Ellen Faulk, MA, Vice President, Institutional Advancement, Phillips Graduate Institute

Proposal Objectives: LeadTrac Diversity Program is a two year demonstration model to increase leadership involvement by ethnic minority doctoral students and professionals in the field of psychology. The primary goal is to increase the pool of ethnic minority leadership at both the state and national level by working with students during their graduate matriculation to both understand the nature of leadership and to develop skills associated therein. Phillips Graduate Institute will pair two (2) students with senior ethnic minority professionals in the field of psychology. Students applicants will be chosen their leadership capabilities in education, training and/or research.

Amount Requested: \$5,400

Amount Granted: \$5,400

Project Final Report (Summary): CEMRRAT generously provided a grant in support of the LeadTrac Diversity Program, a demonstration model to increase leadership involvement by ethnic minority doctoral students and professionals in the field of psychology. Phillips Graduate Institute paired two (2) students with senior ethnic minority professionals in the field of

psychology. Student applicants were selected for their leadership capabilities in education, training and/or research. Ethnic minority psychology professionals were recruited based on their contributions to the field of cultural diversity. In fall 2001, first year doctoral students Ms. Elizabeth Gil and Mr. Albert Munoz-Flores were selected to participate in the LeadTrac Diversity Program. Ms. Gil was paired with Dr. Patricia Arredondo of Arizona State University. Mr. Munoz-Flores was paired with Dr. Nolan Penn of the Fielding Institute and the University of California, San Diego. Over the course of the first year of the two-year grant, Dr.'s Arredondo and Penn served as mentors to their assigned students, sharing their experiences and providing a wide variety of leadership opportunities to support the student's involvement with state and national psychological associations. At the mid-point of the 2001/2002 school year, Mr. Munoz-Flores took a leave from his doctoral studies due to a medical condition. Unable to continue his participation in the LeadTrac Diversity Program, Mr. Brian Mayeda was selected to replace him and was paired with Dr. Glenn Masuda of the Asian Pacific Family Center in Los Angeles. The mentees participated in many activities associated with the grant including: attendance at the California Psychological Association (CPA) Conference in the spring of 2002, and the 2002 American Psychological Association (APA) Conference in Chicago. They have maintained strong mentee/mentor relationships with their mentors and have developed additional professional relationships with various scholars and psychology professionals. Mr. Mayeda has become a member of APAGS. He has begun his internship at the Center for Healthy Aging in Santa Monica, CA, and is applying for a grant from APA to attend the 2004 Summer Institute on Aging sponsored by the Minority Aging Network in Psychology (MANIP). Ms. Gil is planning to maintain her leadership involvement in professional psychology by attending future conferences and serving as a mentor to new doctoral students both at Phillips Graduate Institute and at regional and national conferences. Ms. Gil is maintaining her membership and participation in the American Psychological Association (APA) and in the American Psychological Association of Graduate Students (APAGS). (Resubmitted 12/01/2004).

Applicant: The Division of Psychologist in Independent Practice (Div. 42) President: Judith Steward, PhD, Co-Chairs Committee on Ethnic Diversity in Independent Practice: G. Rita Dudley-Grant, PhD., MPH., ABPP and Janis Sanchez-Hucles, PhD

Proposal Objectives: To promote leadership skills and opportunities within Division 42 among ethnic minority psychologists in full and part time independent practice; to identify ethnically diverse psychologists that are current or potential division members and encourage them to become active/join the division by publishing an open invitation through targeted publications and listservs; and to promote mentorship by senior psychologists within the Division of diverse psychologists into leadership positions.

Amount Requested: \$3,230

Amount Granted: \$3,230

Project Final Report: Failed to submit

CATEGORY: SPECIAL INITIATIVES

Applicant: APA Webmaster/OEMA

Proposal Objectives: To develop a webpage highlighting various activities in support of the implementation of the CEMRRAT 5-Year Plan

Amount: \$2000

Project Progress report (summary): At its annual meeting in 2000, The CEMRRAT2 Task Force stated its concern that CEMRRAT initiatives receive greater visibility. Consequently, the Task Force authorized that \$2000 of its 2001 funding be reserved for webpage development. At the 2001 meeting of the CEMRRAT2 Task Force, staff of APA's Office of Ethnic Minority Affairs presented the Task Force a mockup of a proposed CEMRRAT webpage, which included (a) Background information on CEMRRAT (e.g., the CEMRRAT Charge and Mission Statement, the CEMRRAT2 Task Force membership roster, and the most recent CEMRRAT2 TF annual report; (b) information on the APA Suinn Minority Achievement Award (e.g., the most recent call for nominations, listing of all past award recipients, related Monitor articles), (c) information on the CEMRRAT Implementation Grant Fund; (d) information on other CEMRRAT2 Projects (e.g., the Textbook Guidelines Initiative); (e) a listing of publications authored by CEMRRAT, and (f) links to other related webpages. The mockup was approved with minor modification.

Later, a more detailed mock-up was shared with the Public Interest Directorate webmaster, who is responsible for overseeing the development and activation of the CEMRRAT webpage. OEMA has been advised that a web development consultant has been hired and the development of the CEMRRAT webpage is currently in process. (updated as of 1/6/03).

Project Final report (summary): The CEMRRAT website became fully operational in February 2005. Go to www.apa.org/pi/oema/programs/cemrrat2.html (Updated 4/25/05).

Grants Awarded in 2000

CATEGORY: TRAINING/STATE ASSOCIATIONS

Applicant: Committee of State Leaders (CSL) -Dan Abrahamson, PhD

Proposal Objectives: Administers CEMRRAT monies earmarked for training /state associations as part of the Diversity initiative of the Committee of state leaders to increase ethnic minority participation and representation in state associations.

Amount Requested: \$7,000 to be matched by Committee for the Advancement of Professional Practice (CAPP)

Amount Granted: \$7,000

Project Final Report (summary): Funds were made available to cover the attendance of 12 ethnic minority psychologist and APAGS members at the 2000 State leadership Conference. As part of CSL's diversity initiative SPPA's is expected to have a returning Diversity Initiative participant and contribute a sliding scale share of the participant's cost, which will be allocated according to SPPA size. This contribution, plus the allocation made by CAPP and OEMA, will enable six new Diversity Initiative candidates to attend the 2000 State Leadership Conference.)

CATEGORY: TRAINING/PROFESSIONAL DEVELOPMENT – LINGUISTIC MINORITIES

Applicant: Carlota Ocampo and Deborah Harris-O'Brien, Trinity College, Washington, DC; and Robin Hailstorks, Prince Georges Community College, Maryland

Proposal Objectives: Development of a continuing education program that addresses the definition of cultural competence and its application to assessment, treatment and research of Latino and other ethnic minority populations.

Amount Requested: \$5,860

Amount Granted: \$3,500

Project Final Report (summary): The project involved organizing a faculty development symposium on teaching and learning about Latino, other language minority, and other ethnic minority students in psychology. It focused on two major areas: Faculty training in culturally sensitive methods of instruction and assessment of Latino, language minorities, and ethnic minority students; and incorporating multicultural content into all appropriate areas of undergraduate training.

Activities and Procedures: On Friday, October 6, 2000 Trinity College in Washington, DC hosted a faculty development symposium on teaching and learning about linguistic and ethnic minority students in psychology. The conference was publicized in many ways to reach high school, two year college, and four year college teachers of psychology from Washington, DC, Maryland, and Virginia, and fifty two persons attended. Major presentations and speakers included:

- ◆ Issues in Psychology in the 21st century
- ◆ Dr. Saundra Oyewole, Dean of the Faculty, Trinity College
- ◆ Diversity in Assessment
- ◆ Dr. Heather Gitlin, Educational Testing Service, Princeton, NJ
- ◆ Multi-cultural Counseling
- ◆ Dr. Cynthia Greer, Trinity College Counseling Program
- ◆ Roundtable: Building pipelines for minority psychology
- ◆ Dr. Robin Hailstorks, Prince Georges Community College
- ◆ Alberto Figueroa-Garcia, Office of Ethnic Minority Affairs, American Psychological Association.

We will also be establishing a listserv to continue dialogues established at the conference.

Applicant: Jean E. Giebenhain, Ph.D., LP and Ruth Williams Morris, PhD, LP, University of Saint Thomas, St. Paul MN

Proposal Objectives: Funding for a two day "Best Practices" seminar on effective services to non native (Hmong and Hispanic) English speakers at college and university campuses in Minnesota. The project has three objectives:

1. To convene colleagues from Minnesota's public and private post secondary institutions for a working conversation on the status of higher education services for linguistic minority students in the metropolitan area.
2. To establish working groups to develop a model (or models) of best practices in serving linguistic minorities.
3. To disseminate models from the working groups via web documents.

Amount Requested: \$7,000

Amount Granted: \$3,500

Project Progress report (summary): Conference to be held January 28-29, 2002. Potential speakers and facilitators have been contacted. Awaiting Final report.

Project Final Report : Failed to submit.

Applicant: Angélica M. Díaz-Martínez, PsyD, Montclair State University, Psychology Department Upper Montclair, New Jersey

Proposal Objectives: To recruit bilingual Hispanic students into the Educational Psychology with a concentration in Clinical Psychology for Spanish-English Bilinguals at Montclair State University.

Amount Requested: \$6,900

Amount Granted: \$3,500

Project Final Report (summary): Accomplishments: (1) Networking with Latin American Student Organization (LASO) of Montclair State University:

- ◆ Meeting with LASO regarding recruiting efforts of Hispanic Bilingual Graduate Program (10/20/2000)
- ◆ LASO co-sponsored recruiting efforts on November 1, 2000 and March 15, 2001
- ◆ List of all identified Hispanic undergraduate psychology majors secured from the Registrars office at Montclair State University.
- ◆ Recruiting letters were sent prior to co-sponsored events with LASO
- ◆ Identified Local Organizations (i.e., hospitals, CMHC, social service agencies) and contracted training directors.
- ◆ Mentoring Faculty identified.
- ◆ Five Hispanic faculty members participated as mentors for the CEMRRAT grant initiative. They were assigned students in the graduate program. Mentoring faculty were also required to attend all recruitment and retention programs.
- ◆ Networking with the Latino Psychological Association of New Jersey (LPANJ)

Results: Due to the aforementioned programs, the Masters of Educational Psychology with a concentration in clinical psychology for Spanish/English Bilinguals has received more exposure. Interest by prospective students has increased. In addition, local agencies that serve bilingual populations have become aware of our program and this has resulted in an increase in informal mentoring and externship/employment opportunities for our graduates. One student has already been accepted into the program and will begin in the Fall 2001, while another student has been offered deferred matriculation contingent upon the completion of six credits with a grade of B or better. Due to the increased exposure of our program, student organizations at Rutgers University, Harvard University, MIT and Boston University have been in contact with the program director regarding entrance into the program. Thus, this grant initiative has increased knowledge of the program and if this effort is continued under the new director, it should help to increase enrollment and retention of Hispanic Bilingual students in psychology.

CATEGORY: TRAINING/SCIENCE – MATH & SCIENCE RESEARCH AND TRAINING

Applicant: Angela M. Neal-Barnett, PhD Associate Professor, Kent State University, Kent OH

Proposal Objectives: The purpose of this project is to develop a CD and workbook that will assist psychology faculty in providing instruction and guidance to students of color who are applying to graduate school.

Amount Requested: \$7,000

Amount Granted: \$4,710

Project Final Report (summary): A CD entitled Rise Sally Rise, has been produced and the program is operational. A copy of the CD has been received. is scheduled to begin in January,2001.(Received 12/1/02).

Applicant: Tina Vazin, PhD, Interim Chairperson Foundations and Psychology, Alabama State University, Montgomery, AL

Proposal Objectives: Funding for equipment for the creation of a psychology laboratory

Amount Requested: \$4,980

Amount Granted: \$3,200

Project Progress Report (summary): The project has been delayed due to the following reasons: (1) request for matching funds from the University; (2) further consideration of equipment to be purchased, and (3) assignment of space for laboratory.

Project Final Report : Failed to submit.

Applicant: Pauline E. Ginsberg, PhD, Department of Psychology, Utica College, Utica, NY

Proposal Objectives: The goals of the proposed program are:

1. To provide tutoring for students experiencing difficulty with mathematics and science requirements of the major;
2. To increase the level of trust ethnic minority students have for professionals in psychology including the Utica College faculty and;
3. To increase minority students' skills and self-confidence with regard to mathematics and science.

Amount Requested: \$5,302

Amount Granted: \$1,000

Project Final Report (summary): Outcomes: (1) Academic Support Services, which provides student tutors to all majors, included among their 2000-2001 tutors, 15 who were considered minorities in accordance with State of New York guidelines. Of these 7 tutored math and 5 tutored biology. Of these four individuals also tutored psychology as did 3 others who did not tutor either math or biology. Each tutor worked individually with 4-6 students per semester or, in the case of the biology course, anatomy and physiology, with a small group of 12. (2) There were two events that were held by local psychology professionals which were designed to provide mentoring opportunities for the students in the Psychology and Psychology-Child Life departments. Nine mentors were recruited during the first semester. Seven of these appeared in two separate panels one week apart. Nine ethnic minority psychology professionals from the community have been recruited to serve as mentors and seven of these have appeared on two panels where they discussed their work, their educational experiences and their career choices. Thirty-two students attended the first panel and fifty-two students attended the second panel. Subsequent to their presentations, three of the mentors have been in contact with the students via the telephone and email. (3) As a result of the success of the panels, Utica College's Department of Psychology and the Division of Health and Human Studies have

established a one credit topics course at which eight of the mentors and two additional persons will individually present a case study, ethical issue, or research issue in his/her area of interest.

Applicant: Gayle Y. Iwamasa, PhD. Council of National Psychological Associations for the Advancement of Ethnic Minority Issues

Proposal Objectives: In order to address the problem of culturally inappropriate research with ethnic minority populations, the CNPAAEMI has published Guidelines for Research in Ethnic Minority Communities. This booklet contains very important information on appropriate research methodology and skills necessary to conduct culturally competent research in ethnic minority communities. This booklet would be of benefit for both developing and experienced researchers who lack expertise and knowledge about conducting research with people of color.

Amount Requested: \$6,750

Amount Granted: \$2,400

Project Final Report (summary): This grant proposal involved convening a panel of CNPAAEMI representatives to present each of the CNPAAEMI organization's article from the booklet for a symposium at the National Multicultural Conference and Summit II, being held in Santa Barbara, CA in January, 2001. The panel provided a workshop on conducting research with ethnic minority populations. Both graduate students and experienced researchers were in attendance. Copies of the booklet, Guidelines for Research in Ethnic Minority Communities, were distributed to the audience members and to all of the conferences eight hundred attendees. Grant funds were used to fund airfare, one night hotel accommodations and one day per diem, and conference registration for the panel of presenters.

Applicant: Mary E. Kite, Ph.D. Professor of Psychological Science and Faculty Fellow, Graduate School, Ball State University, Muncie, IN

Proposal Objectives: The program is based on a highly successful mentoring program for honors students at Ball State University. We believe the program will encourage minority students to pursue graduate education. Six ethnic minority students will be recruited for a semester-long research project, mentored by a faculty member in a psychology-related area. Students will work individually with a faculty member; ideally, the project will result in a conference presentation and/or publication on which the student is a co-author. Students will be required to present their project at the university's annual Student Research Symposium.

Amount Requested: \$4,200

Amount Granted: \$2,700

Project Progress Report (summary): Six ethnic minority students were recruited for a semester long research project, mentored by a faculty member in a psychology related area. Students will work individually with that faculty member; ideally the project will result in a conference presentation and/or a publication on which the student is a co-author. Students will be required to present their project at the university's annual Student Research Symposium. They will attend monthly meetings with other program participants and their mentors. Finally, students will be encouraged to attend campus activities that will expose them to a variety of research area and enhance their knowledge about opportunities for graduate education. Student participants will begin working with their mentors at the beginning of the spring term. Students will attend a two day Graduate Student Development Conference January 12 from 12:30 to 5:30 p.m. and January 19 from 1:00 p.m. to 5:30 p.m. The events offered on these Fridays address, among other things, career development, networking, effective use of library resources, publishing research, and obtaining extramural funding. Awaiting Final report.

Project Final Report: Failed to submit

CATEGORY: FACULTY – PROFESSIONAL DEVELOPMENT

Applicant: Gordon C. Nagayama, PhD, Pennsylvania State University, College Station, PA. Sumie Okazaki, PhD, University of Illinois at Champaign-Urbana

Proposal Objectives: Asian American Psychological Association is seeking funding to host a think tank on Asian American Psychology: Scientific Innovations for the 21st century. The byproduct of the think tank will be a book of the same title to be published by APA books. The think tank conference will be part of the Asian American Psychological Association convention.

Amount Requested: \$ 5,690

Amount Granted: \$2,500

Project Final Report (summary): The nine participants in the think tank each wrote chapters in advance of the think tank conference. These chapters were distributed to each of the participants. The participants and their topics were:

- ◆ Stanley Sue, University of California, Davis, and the National Center for Research on Asian American Mental Health, Clinical Psychology Issues Among Asian Americans.
- ◆ Sumie Okazaki, University of Wisconsin, Beyond Questionnaires: Conceptual and Methodological Innovations for Asian American Psychology.
- ◆ Lynn Okagaki, Purdue University, Asian-American Perspectives on Human Development.
- ◆ Jeanne L. Tsai, University of Minnesota, New Approaches to Ethnic Identity and Related Constructs.
- ◆ Maria P. P. Root, Seattle, Washington, Multiracial Identity: Methodological Issues From An Ecological Model.

- ◆ Nolan W. S. Zane, University of California, Santa Barbara, Developing Culturally-Based Treatments: The Need for New Conceptual Tools to Examine Interpersonal Processes.
- ◆ Gordon C. Nagayama Hall, The Pennsylvania State University, Culture-Specific Models of Asian American Violence.
- ◆ Frederick Leong and Erin E. Hardin, The Ohio State University, Career Psychology of Asian Americans: Cultural Validity and Cultural Specificity.
- ◆ Gayle Y. Iwamasa, University of Indianapolis, Aging and Asian Americans.

The senior author on each of these chapters gave a presentation on their chapter on August 3, 2000 at the 3-hour think tank conference at the St. Regis Hotel in Washington, DC, as part of the annual Asian American Psychological Association (AAPA) Convention. In addition to the presenters, approximately 30 persons from the AAPA Convention attended the think tank conference. Following each presentation, other presenters and audience members provided feedback to the presenter. Drs. Hall and Okazaki consolidated the feedback with feedback of their own. Individual feedback was provided to each author and revisions of each chapter were to be submitted November 1, 2000. Revised chapters are nearly complete and will be sent to two external reviewers. These reviews and the final manuscript will be submitted to APA books by February 28, 2001. In addition, abstracts from each chapter were published in the September 2000 AAPA newsletter.

Applicant: Gayle Y. Iwamasa, PhD, University of Indianapolis, department of psychology

Proposal Objectives: To conduct a workshop for the full-time faculty, part-time and adjunct faculty, practica supervisors, graduate students, and advanced undergraduate students, entitled "Understanding Diversity: Basics and Beyond." The purpose of this workshop will be to introduce participants to concepts and issues related to ethnic and cultural diversity in clinical practice and research.

Amount Requested: \$2,025

Amount Granted: \$2,000

Project Progress Report (summary): Awaiting data

Project Final Report: Failed to submit.

Applicant: Kevin O'Neal Cokley, PhD, Department of Psychology, Southern Illinois University, Carbondale, IL

Proposal Objectives: To host a think tank on Ethnic Minority Psychology: Emerging voices for the 21st century. The think tank will include: a symposium on emerging perspectives in Ethnic minority psychology, and a workshop for the full-time faculty, part-time and adjunct faculty, practica supervisors, graduate students, and advanced undergraduate students to introduce participants to concepts and issues related to ethnic and cultural diversity in clinical practice and research.

Amount Requested: \$6,000

Amount Granted: \$2,500

Project Progress Report: Failed to submit

CATEGORY: STUDENT UNDERGRADUATE/GRADUATE: – GRANTS TO DEPARTMENTS FOR INNOVATIVE PROGRAMS

Applicant: Linda Anderson and Lisa Whitten, Hostos Community College/CUNY, Bronx, NY

Proposal Objectives: Design a conference promoting student diversity in the psychology pipeline through staging a professional conference at Hostos Community College, with the following overall goals: To expose a diverse group of students to careers in psychology; to generate their interest in scientific psychology career selection; and to increase the recruitment and retention of college students selecting psychology as a profession.

Amount Requested: \$6,250

Amount Granted: \$3,000

Project Final Report (summary): We designed and staged a conference which embodied many of the goals of the CEMRRAT committees report, specifically those related to the recruitment, retention and graduation of ethnic minority students in 2 year and 4 year institutions. Often, it is difficult to convince students to attend conferences even when funding is available and professors offer assistance in preparing the presentation. By staging a conference on "familiar turf" the likelihood that students will attend is greater. The conference was designed in a "student friendly" way so that their comfort level was maximized. Many of the targeted students were students at Hostos Community College, SUNY/College at Old Westbury and other surrounding colleges and universities.

Highlights/Preliminary Outcomes/Findings

- ◆ Attendance: Registered: 101 Approximately 50% Black and 50% Latino
- ◆ Additional classes attended with their professors during the day.
- ◆ Workshop attendance: approximately 80 students
- ◆ Conference materials on File at OEMA.

Applicant: Kevin O'Neal Cokley, PhD, Department of Psychology, Southern Illinois University, Carbondale, IL

Proposal Objectives: This proposal is to develop an intentionally inviting recruitment plan for ethnic minority students. The recruitment plan will demonstrate an awareness of the cultures of various ethnic minority populations. The specific goals of the proposal are the following: (1) To develop literature (e.g. color brochure) that highlights the experiences, successes and career paths of SIU ethnic minority doctoral students in psychology and; (2) To establish and maintain ongoing contact with psychology departments at Historically Black Colleges and Universities (HBCUs) and other schools which have a large number of ethnic minority students.

Amount Requested: \$7,000

Amount Granted: \$2,300

Project Final Report (summary): We designed and developed a color brochure and poster that highlights the experiences, successes and career paths of SIU ethnic minority doctoral students in psychology. Pictures and statements by current minority students are highlighted along with statements by the department's chair and program directors. We also have begun to establish and maintain ongoing contact with psychology departments at Historically Black Colleges and Universities (HBCUs) and other schools which have a large number of ethnic minority students. Final product on file at OEMA.

Applicant: Leon Caldwell, PhD, Assistant Professor, University of Nebraska – Lincoln

Proposal Objectives: Institute an ethnic minority advisory council (EMAC) lecture series. The EMAC guest lecture series is designed to promote multicultural diversity in psychology and to address the retention and recruitment efforts of ethnic minority students. The requested funds are for three lectures.

Amount Requested: \$4,740

Amount Granted: \$2,700

Project Final Report (summary): The goal of the CEMRAT grant submitted to APA was to conduct an Ethnic Minority Advisory Council Lecture Series (EMACLS). The first semester was used to plan and schedule speakers for this event. We had a total of 5 lectures that were marketed towards the educational psychology department, the psychology department, and the human service provider community of Lincoln and Lancaster County. Our stated outcome was to increase the cultural competence of students and service providers in the area. The first part of the EMACLS were conducted by Dr. Mary Pipher which featured a three part series conducted on January 26; February 9th and 23rd titled "Counseling and working with refugee youth and families". Lincoln is one of 14 UN resettlement cities across the country which a growing population of Bosnian, Serbian, Croatian, Sudanese, and Vietnamese families. Over 20 students and community health and human service agency case managers attended each discussion. On March 30, Dr. Jihad Aziz, from Ball State University facilitated a discussion on counseling culturally different youth and families in the aftermath of trauma. This presentation was conducted at the Lincoln Action Program and was attended by 26 participants. On March 31, EMAC co-sponsored the Black Male Empowerment Summit, which will feature an intergenerational dialogue co-facilitated by Drs. Joseph L. White and Na'im Akbar. This event is open to all students and the community. There were 107 participants. In April we had a series of brown bag lectures led by faculty and students that discussed issues of cultural competence, social justice, and training. These lectures were attended by an average of 10 participants. The EMACLS has received matching funds from the University of Nebraska, Lincoln Teachers College and internal grant funding sources to sponsor speakers for the upcoming events. (Submitted 02/03/05).

Grants Awarded in 1999

CATEGORY: TRAINING/STATE ASSOCIATIONS

Applicant: Rhode Island Psychological Association, Maria Garrido, PsyD

Proposal Objectives: Development of continuing education program that addresses the definition of cultural competence and its application to assessment, treatment and research

Amount Requested: \$1,000

Amount Granted : \$700

Project Final Report (summary): The "Cultural Competence in Clinical Practice" continuing education workshop, sponsored by the RIPA, was held at the Rhode Island Convention Center on Friday, December 3, 1999. Dr Jodie Kliman, Coordinator of Family Therapy Training at the Center for Multi-Cultural Training at the Boston Medical Center was the presenter. Curriculum outline and bibliography are on file in OEMA. An additional \$300 was given RIPA by CSL/CAPP. (Additional information submitted on 11/08/04).

Applicant: DC Psychological Association, Mary Froning, PsyD, Barbara Lautman, PhD

Proposal Objectives: Funding two parts of a five-part strategy for increasing minority participation: (a) Develop a Year 2000 conference on responding to the mental health and psychosocial needs of ethnic minorities and (b) establish a mentoring program involving minority graduate students in psychology, and psychologists of color who live or work in metropolitan DC and involving a minority graduate program administrator and bimonthly Minority Mentorship Forums.

Amount Requested: \$7,000

Amount Granted: \$3,000

Project Progress Report (summary): The kick-off of the DCPA Minority Outreach and Mentoring Program was held on March 17, 2003 at the APA building in Washington, DC. Dr James Jones discussed his TRIOS model of the Psychology of African American culture. CE credits were provided. (Submitted 02/28/03).

Project Final Report: Failed to submit

Applicant: Minnesota Psychological Association, Steven Gilbert, PsyD, Rebecca Buller

Proposal Objectives: To implement specific activities in support of: (a) providing leadership for continuing education in diversity, (b) advocacy of minority health issues, (c) promotion of awareness of various multi cultural issues and needs, and (d) increased membership in MPA of psychologists of multi cultural heritage.

Amount Requested: \$4,100

Amount Granted: \$3,300

Project Progress Report: APA CEMRRAT Grant awarded to the Minnesota Psychological Association has served as an important stimulus for increased cultural awareness of Minnesota Psychologists. Some activities thus far accomplished as a result of this stimulus include: 1. Increased awareness and discussion regarding the cultural competence in the MPA Executive Council, and the membership through continued updates in the Associations newsletter, Minnesota Psychologist; 2. A major continuing education conference was provided which emphasized outreach to graduate students through an evening presentation, A Discussion on Diversity Training and Practice Perspectives, on 11/11/99, and a full-day conference, Cultural Competency Series: Clinical Application with Emphasis on People of Mixed Racial Heritage, 11/12/99. The attendance was among the largest for CE activity sponsored by MPA; 3. An Ad hoc cultural competency committee was established in the MPA to plan additional cultural competency presentations; 4. A division of MPA is being developed with the working name of Society for Multicultural Services, to include students and full MPA members which would have a voting seat on the MPA Executive Council. **(Submitted 12/03/05)**

Project Final Report : Awaiting final report

CATEGORY: TRAINING/PROFESSIONAL DEVELOPMENT – LINGUISTIC MINORITIES

Applicant: CEO Services, Jean Lau Chin, EdD ,President

Proposal Objectives: To promote the use of technology as a creative means of transforming psychology's educational pipeline and continuing education via the use of the internet and through linkages between traditional academic and nontraditional training and resources within ethnic minority communities.

Amount Requested: \$5,620

Amount Granted: \$5,620

Project Final Report (summary): CEMRRAT funds supported the development of www.culturalcompetence2.com, i.e. Cultural Competence Online Resources website for training programs and resources for linguistic minority populations. A website was designed and developed to disseminate information and resources on cultural competence. This included links to training and community based resources on cultural competence to promote training and education of ethnic minority students. Hyperlinks with other sites was developed to include academic, community and corporate connections to reach linguistic minority populations with an emphasis on cultural competence and diversity training. As a result of the website, there have been inquiries for additional resources on training, assessment tools, cultural audits. These have included students doing dissertation research, or professionals seeking to expand cultural competence training within their institutions.

Problem(s) addressed: In addition, a survey was designed and implemented online to collect a directory of training programs for linguistics minority populations. As it turned out, there are few such programs in the country as determined from the outreach made to individuals, organizations, listserv, and newsletters. Consequently, the expansion of this directory was made to include courses and non-degree training.

Project Goals:

- ◆ Technical development of a website.
- ◆ Content development of cultural competence resources.
- ◆ Design of structure of website.
- ◆ Survey of training programs for linguistic minorities.
- ◆ Currently, financial support is being sought from Boston University School of Medicine's Center for Minority Training- to continue the website and expand it to include interactive training and dialog for minority graduate students.
- ◆ Methods of Accomplishment:
- ◆ Web designer hired to develop site domain.
- ◆ Domain name obtained.
- ◆ Webspace obtained.
- ◆ Resources identified.
- ◆ Hyper links established.
- ◆ Feature articles included.
- ◆ WebPages designed and tested.
- ◆ Design of online survey.
- ◆ Outreach to identify training resources.

Outcomes:

- ◆ www.Culturalcompetence2.com
- ◆ Inquiries made indicate use of website by students and professionals seeking resources and additional tools.
- ◆ Additions to Directory can be made on an ongoing basis.

Applicant: Pamela L. Gist, PhD, Chair, Psychology Department, Mount St. Mary's College

Proposal Objectives: To create a certificate program in Counseling the Spanish Speaking. This graduate program would increase the number of well-trained Spanish-speaking counselors in the Los Angeles metropolitan area in order to meet the needs of Los Angeles' rapidly growing Spanish-speaking population. Request funding to provide for a Program Director who will plan and develop the certificate program during AY 1999-2000 and direct the program during AY 2000-2001.

Amount Requested: \$7,300

Amount Granted: \$3,600

Project Final Report: A summary of the final report Enlaces! Building Bridges to Spanish-Speaking Clients, is available at http://www.apa.org/pi/oema/pemsi_gist_article202.pdf

CATEGORY: TRAINING/SCIENCE – MATH & SCIENCE RESEARCH AND TRAINING

Applicant: Chicago State University, Ivy M. Dise Dunn, Ph.D., Assistant Professor of Psychology

Proposal Objectives: To develop a website that appeals to undergraduate psychology students of color. CSU students will implement the project under faculty supervision.

Amount Requested: \$6,080

Amount Granted: \$5,200 (student travel not funded). Matching Funds: \$1,000 from CSU chemistry department; \$2,000 from APA/NIGMS grant # IT36GM08640

Project Final Report (summary): The purpose of the project was to construct a website for undergraduate students majoring in psychology and related bio-behavioral sciences. Members of ethnic minority groups that are under represented in science professions were of special interest. The website provided a way to communicate collectively with students on important issues. Internet technology was used to improve student mentoring, student tracking, research training, networking among students, and resource sharing among institutions.

Problem(s) addressed:

- ◆ Inability to locate and communicate with students resulted in several problems.
- ◆ Difficult to track the progress of minority students from the early stages in the collegiate pipeline.
- ◆ Minority students have difficulty networking with peers and establishing mentoring relationships with professionals. Undergraduates often lack information that would improve their chances for graduate school admission. No central source for students to obtain information concerning internships, summer programs, graduate programs, and graduate school funding. No direct way for organizations to reach targeted student populations.

Project Goals:

- ◆ Development of website.
- ◆ Implementation of student listserv.
- ◆ Evaluation of website.
- ◆ Training.
- ◆ Networking Among Students.
- ◆ Communicating with Students.
- ◆ Mentoring.
- ◆ Resource Sharing.
- ◆ Student Tracking.
- ◆ Entrepreneurship

Outcomes:

- ◆ Development of website: www.csu.edu/psychology/life.htm
- ◆ Implementation of student listserv: UPSYCH-L@CSU.EDU with over 100 subscribers.

Training: An ongoing project was created where students can improve technical and other skills that are necessary to succeed in school. The objective is not for students to become professional web developers. Instead students were challenged to improve their writing, research and computer skills. Three students learned basic web development.

Networking Among Students: The website and listserv provided a means for students to meet, share, converse, and collaborate. These peer interactions stimulate learning and help alleviate feelings of isolation that minority science students often feel at predominantly white institutions.

Communicating with Students: Organizations send information over the listserv concerning scholarships, internships, graduate programs, and jobs. Students also send messages to listserv subscribers. Technology to support a student chat room on the website is expected to be completed at CSU during the spring semester 2001.

Mentoring: Links to other internet sites make it easy for undergraduates to find professional people of color in science careers. Future chat room developments will allow students to converse directly with faculty members and individuals at various organizations.

Resource Sharing: Resources allocated to train minority psychology students were shared among institutions. Cost saving resulted from a reduction in duplicated efforts. CSU and Truman College, a two year city college agreed to share cost. The website and the listserv will be publicized at TC to encourage students to use the website.

Student Tracking: Having access to the website is an incentive for students to regularly update their email addresses. Typically, CSU students continue to subscribe to the listserv even after graduation. A new version of the website will be installed during the spring semester of 2001. The updated version will have a guest book to collect registrant demographics such as gender, ethnicity, academic major, and year in school.

Entrepreneurialship: An unexpected outcome is that chairs of CSU departments of Chemistry and African American Studies requested that some of their students learn web development and develop webpages. Consequently, we now have a professional workstation where students respond to various department and faculty request to prepare various types of auditory and visual stimuli for use in experiments as well as on the internet.

Applicant: Kenneth Maton, PhD, President, Div.27, Dept. Of Psychology, University of Maryland

Proposal Objectives: A multi-divisional effort to identify and document the characteristics of effective research training and education activities that enhance retention of psychology students of color at the undergraduate and graduate levels. This effort will involve (a) literature review, (b) identification of exemplary departments and graduate programs, and (c) interview protocol development and phone interviews, and (d) data analysis and report-writing. A major report will be primary product.

Amount Requested: \$5,000

Amount Granted: \$5,000

Project Final Report: A final report of this project was submitted and a summary of the report is available online at: http://www.apa.org/pi/oema/programs/cemrrat_feb02_communique.pdf.

Project Update : To formally keep you in the loop about the latest Interdivisional (Divisions 9, 16, 17, 27, 45) Minority Pipeline Project. We are currently conducting a survey to determine students' experience in undergraduate and graduate schools. We spent months developing the survey, and are looking forward the opportunity to review results in a few months. (Submitted 2/14/05).

Applicant: Connie R. Wibrowski, PhD, Rutgers University (Academic Foundation Center)

Proposal Objectives: 1) To broaden the "Training for Research in Psychology" program (TRIP) for undergraduate minority students; 2) to provide APA membership for selected minority students; 3) to create a Psychology Resource Center; 4) access to additional publications, e.g.. Psychology Today; 5) minority student attendance at the 2000 APA Convention ; and 5) a small student stipend.

Amount Requested: \$5,615

Amount Granted: \$4,615 (student travel not funded). Another \$3,710 was contributed in the form of in-kind contributions from Rutgers University.

Project Final Report (summary): The Academic Foundation Center designed and implemented a scientific research and training program, and retention strategy, Training and Research in Psychology (TRIP) for EOF students majoring in psychology. The program was implemented in collaboration with the psychology Department's minority Biomedical research Support (MBRS) program, funded by the National Institute of Health (NIH). Sixteen EOF students, undergraduate psychology majors, were involved in the Training and Research in Psychology (TRIP) program. The students attended scientific lectures, participated in research projects, received copy of the APA publications manual, a subscription to Psychology Today, and a one year student membership to the American Psychological Association. Students attended a series of research education luncheons that featured seminars with visiting scientist presenting and discussing their research. Institutions represented included: Rutgers's University Psychology Department; The Center for Molecular and Behavioral neuroscience; University of Medicine and Dentistry of New Jersey; University of Tlaxcala, Mexico.

Problem(s) addressed:

- ◆ Inadequate undergraduate support systems.
- ◆ Inadequate communication between faculty and students
- ◆ Inadequate knowledge of career opportunities in the fields of psychology.
- ◆ Inadequate exposure to psychology research projects .
- ◆ Inadequate undergraduate training in research in psychology.

Project Goals:

- ◆ To increase participants' knowledge of and interest in diverse fields in psychology.
- ◆ To expose participants to new ideas, resources, and potential careers in psychology.
- ◆ To demonstrate the relevance of their learning experiences in the field of psychology.
- ◆ To increase the retention of minority students in Rutgers undergraduate psychology program.
- ◆ To increase TRIP participant's opportunity for recruitment into the MRBS program as graduate doctoral students.
- ◆ To provide training in research settings that would enhance student's skills to conduct research.

Outcomes

- ◆ Seven seminars coordinated and hosted by MRBS and TRIP.
- ◆ Of the sixteen students in the TRIP program, five students graduated with psychology degrees, ten remain at Rutgers University as psychology majors and one transferred into another college within Rutgers University.
- ◆ Two graduates were accepted into graduate programs.
- ◆ Program served as a springboard for research opportunities and allowed students to work with experienced researchers.
- ◆ The TRIP program proved to be a valuable support network for minority students.
- ◆ TRIP students were exposed to new areas of psychology and the many varied professions available within the sciences.

CATEGORY: FACULTY – PROFESSIONAL DEVELOPMENT

Applicant: Our Lady of the Lake University, Joan L. Biever, Ph.D., Professor and Chair of Psychology

Proposal Objectives: To develop a model training program for bilingual psychologists; seek to identify the training needs of bilingual psychologists by replicating and expanding a previous survey to San Antonio psychologists related to training experiences and needs of bilingual psychologists. Respondents will be an international sample of approximately 200 self-identified bilingual U.S. and Quebec psychologists. Results will inform future (bilingual) program; a directory of bilingual psychologists will be produced.

Amount Requested: \$ 3,750

Amount Granted: \$3,750

Project Final Report (summary): This research project is an extension of an earlier survey conducted with Spanish/English bilingual psychologists in San Antonio, TX. Result of the previous research indicated that bilingual psychologists did not believe that they received adequate training in providing psychological services in Spanish. The respondents overwhelmingly endorsed the need for specific training in this area.

The data derived from this project will be used to develop a model for the training of bilingual psychologists so that they are able to provide equally competent services in both languages.

Problem(s) addressed: The need for culturally sensitive and linguistically appropriate mental health services is mandated by the APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations. Yet training issues for psychologists who provide services in languages other than English (or the language of their training) have not been specifically identified and addressed in the literature. We believe that the lack of attention to the training of bilingual psychologists is the result of an implicit assumption that psychologists who are conversationally proficient in a language other than English can easily transfer professional skills and knowledge to their work with clients in that language. Our experience has been that this is not the case. Both heritage speakers and immigrants who obtained their training in this country report difficulty providing psychological services in a language other than their language of training. This finding is consistent with the work of bilingual educators such as Cummins (1984) who argue that proficiency at the conversational level in a language does not guarantee that cognitively complex tasks can be conducted in that language, i.e., academic learning and professional skills do not automatically transfer from one language to another.

Project Goals: The goal of this project is to better understand the training needs of bilingual providers of psychological services.

Methods of Accomplishment: May-September, 1999, Developed a mailing list by: Requesting the names of bilingual providers of psychological services from the Office of Ethnic Minorities Affairs Job Bank database. Requesting names of bilingual psychologists through professional listservs including: APA practice directorate Training directors of Counseling, Clinical, and School Psychology programs Announcement of the research project in the Quebec Psychological Association newsletter. Modified the questionnaire used in research with Spanish/English bilingual psychologists for use with psychologists who spoke any two languages. Pilot testing was conducted to refine the wording and language to make the questionnaire easier to read and understand. Approval for the project was granted by the university IRB on July 10, 1999. October--November, 1999 Mailed 705 questionnaires. A reminder notice will be sent in mid-January to those who have not returned their questionnaires. Developed SPSS database and entered data from questionnaires as they are returned. January--March, 2000 A second mailing of 474 packets was sent to those who had not responded to the first mailing. A total of 183 completed surveys were returned and entered into a SPSS database. 73 packets were returned due to incorrect addresses and 63 were returned as the recipient was either not bilingual or not a provider of psychological services. April--July, 2000 Preliminary qualitative analysis of the questions that required a narrative response was completed. Participants were selected for the in-depth phone interviews. The format and opening questions for the phone interviews was developed. August--December, 2000 Ten telephone interviews were conducted.

A bilingual transcriptionist was hired to transcribe the audio tapes of the interviews. Procedures: Statistical analysis of the questionnaire data will be completed by March 2001. Qualitative analysis of the interview data will be completed by June, 2001. We plan to prepare a presentation based the results of this study to submit for the 2002 APA Convention.

Outcomes:

Demographics: Of the 183 respondents, 158 had PhD's and 25 were doctoral students; 154 received their training in English while 7 received training in another language and 22 did not respond to this question. Spanish was the most common language with 137 respondents listing Spanish as their first or second language. The year the highest degree was received ranged from 1950 to 2000. Fifty percent received their degrees in 1983 or earlier.

Directory

121 respondents who returned surveys gave permission to include their names in a directory of bilingual providers of psychological services. Languages represented include (some respondents indicated more than one language): Spanish-97, French-8, Mandarin-7, Taiwanese-3, American Sign Language-3, Cantonese-2, Chinese-2, Haitian/Creole-1, Hindi-1, Portuguese-1 other-8. The directory will be completed by March 1, 2001.

Applicant: The Clinical Psychology of Minorities (Div 12, Section VI), Jean Lau Chin, EdD, Newsletter Editor

Proposal Objectives: The production and dissemination of 1999 newsletters that will focus on ethnic minority /multicultural concerns in clinical psychology.

Amount Requested: \$2,000

Amount Granted: \$2,000

Project Final Report (summary): The 1999 newsletter "Redefining Community Oriented Clinical Health Psychology" features model training programs preparing ethnic minority students for practice in the public sector and inform students about internships providing culturally competent training for working with minority populations. The newsletter focuses on multicultural leadership to promote (1) academic excellence within a multi cultural urban environment, (2) forging of partnerships with traditional educational agencies and community based organizations, and (3) integration of professional education with public service. (Newsletter published 1999)

Applicant: Ana F. Abraido-Lanza, PhD, Assistant Professor, Columbia University, Joseph L. Mailman School of Public Health

Proposal Objectives: Development of a graduate level course on "Current issues in Latino physical and mental health," to be offered in Spring 2000 and taught by a Latina Health Psychologist who will highlight health psychology theory and research issues applied to Latino populations. The course will serve to foster an atmosphere that clearly demonstrates the value of multicultural competence in teaching and research, and will benefit existing students and potential students of color who are considering applying to Doctoral programs. In an effort to increase faculty retention, a colloquium series on minority health issues will be developed to enhance the multi cultural competence and knowledge of both students and faculty members; and establish opportunities for engaging in culturally-competent research collaborations with Latino and other diverse populations. Colloquia will be held during the 1999-2000 academic year.

Amount Requested: \$4,000

Amount Granted: \$2,700

Project Final Report (summary): The goals of this Faculty Development Award were to develop a graduate-level course on "Current issues in Latino physical and mental health", and to hold a colloquium series on minority health issues. The course was offered in the Spring 2000. The course critically examined theoretical models dominant in health psychology and behavioral medicine, and their applicability to research and practice with Latino populations. The course highlighted factors that place Latino communities at risk for adverse health outcomes (e.g., poverty), as well as cultural values and factors (e.g., religiosity, familialism) that protect against the development of mental and physical disorders. Colloquia were held during the Spring 2000 academic year. Invited speakers conducting research and community-based interventions with Latino and other populations of color were asked to present their work. These colloquia were open to Columbia University students, faculty, and members of community-based organizations serving minority populations. The guests lectures series included the following presentations: "Methodological sources of cultural insensitivity in mental health research"; "The Politics and Economics of Developing Community Based Health Centers"; "The meaning of race in science and in society"; "Latinos, gender and sexuality". The evaluation indicated that the Current Issues in Latino Health course was rated very positively, although it was a small seminar course (N=5 students enrolled for credit, and an additional 2 students audited the course). After registering for the course, one Latina student who was uncertain as whether to continue her education at Columbia or to seek admission into a different university, decided that Columbia was, indeed, the right school for her, as evidenced by the Department's interest in diversity issues – that is, the Current Issues in Latino Health course and the lecture series on ethnic minority health issues – initiatives funded by CEMRRAT. She applied to the doctoral program, was accepted, and is currently enrolled. Moreover, she was the recipient of a prestigious and highly competitive Kellogg Foundation Fellowship in Health Policy Research, and she is making excellent progress towards obtaining her degree. Although the lecture series was not formally evaluated, it was extremely well received. The lecture room for almost all of the seminars was nearly filled to capacity. Approximately 40-50 students, faculty members, staff and other members of Columbia University and members of the community attended each lecture. We believe that the Latino health course and lecture series on minority health resulted in the following outcomes: • an atmosphere that clearly demonstrated the value of multicultural competence in teaching and research, which benefitted existing students and potential Master's students of color who were contemplating applying to our Doctoral programs; • enhanced retention of current students of color as a result of increased course offerings and guest lecturers on issues of interest; • increased student literacy on issues confronting Latino populations as a result of taking the course on "Current issues in Latino health"; and • the colloquia presentations served to: (a) enhance the multicultural competence and knowledge of both students and faculty members; and (b) established opportunities for engaging in culturally-competent research collaborations with Latino and other diverse populations. As a result of the popularity of the course and lecture series developed from this CEMRRAT faculty award, another course on "The Health of Latino Children and Families" was developed in the Department of Population and Family Health of the Mailman School of Public Health. Dr. Abraído-Lanza's, unfortunately, was not able to offer the Current Issues in Latino Health course after the Spring 2000 due to a significant change in teaching load. Its "sister course" in the Dept. of Population and Family Health, however, was offered in the Spring 2001 semester, and every Spring thereafter. There are future plans to offer the "Current Issues" and the "Latino Families" courses as a 2-part series on Latino health. No matching funds were received for this project. The syllabus for the course on Current Issues in Latino Health has been submitted with this report. (Submitted 12/01/04).

Applicant: Arthur Hastings, PhD, Professor, Institute of Transpersonal Psychology

Proposal Objectives: To ensure that course reading materials, as well as professional psychological literature, present diversity regarding cultural and social frames of reference, sensitive and insightful research approaches, and psychological theory, propose the development and dissemination of an annotated bibliography of selected articles and research reports representing ethnic and multi cultural perspectives to promote multi cultural competence by bringing together annotated

references for course readings on these topics to be used by faculty members in constructing courses with multi cultural perspectives.

Amount Requested: \$1,850

Amount Granted: \$1,550

Project Final Report (summary): Annotated Bibliography of Articles on Ethnic Minorities, Cultural Perspectives, and Transpersonal Psychology. This bibliography is intended to be a resource for course readings in general psychology and transpersonal psychology. It provides annotated references for articles with ethnic and multi-cultural relevance, which also intersect themes in transpersonal psychology and general psychology. These articles can be used in course assignments and research readings to provide diverse points of view on topics such as personal identity, motivation, human development, consciousness, counseling, language and culture, cultural paradigms, spirituality, and transcendence. They also demonstrate the many contributions of ethnic minority authors and perspectives to psychology.

There are, of course, books and book chapters on these topics, including many by authors listed herein, but this bibliography has focused on short articles which can be used in courses, readers, and assignments.

These articles all have relevance to (a) ethnic minorities and multi-cultural perspectives in the US and in psychology (b) topics and themes in transpersonal psychology, and (c) methods, topics, and theories in general psychology.

The articles present topics, authors, and worldviews that bring an ethnic or cultural perspective to the field. Paradigms of mind-body integration, spiritual worldviews, and extended identity provide alternatives to cultural assumptions often found in psychology and other fields that are dominated by classical Euro-American psychology, emerging as it has from the Western natural philosophy and science of the past two centuries. Now different perspectives are emerging from the heritages of many peoples and are offering alternative concepts and data in psychology, social sciences, health, and science itself.

Another theme is that of the approach of ethnic cultures to health and healing. For example, the theory and practice of psychotherapy and counseling are predominantly Western oriented, and several of our articles present healing approaches based on ethnic cultural patterns, including elements such as dreams, meditation, holistic treatment, and spiritual beliefs.

All contributions reflect some dimension of transpersonal psychology—in such areas as religious and spiritual perspectives, consciousness, meditation, expanded notions of self, transcendence, altered and non-ordinary states, and the effects of religious motivation. The specialization of transpersonal psychology takes these topics as worthy of systematic research and theory in the many ways they occur and how they are incorporated in global settings.

Some of these articles are recent, others are classics going back several decades (and which can provide motivation for pursuing the theme in more recent studies). They are drawn from psychology sources and also from publications in communication, anthropology, cultural studies, and other areas. They reflect conceptualization, paradigm building, quantitative studies, qualitative methods, experiential work and other approaches to understanding.

We hope that students and faculty alike will find their ways of knowing expanded by these points of view and that the “self identity” of psychology will begin to extend through ideas, research, and theory that respect these multiple ways of knowing and being. Copy of Bibliography on file at OEMA.

Applicant: Manuel Rivera, Co-chair, SAMMH Second Regional Networking Workshop and Conference

Proposal Objectives: Seeking support for convening of Second Regional Networking Workshop and Conference on theme of “Future Directions in Multiculturalism.” SAMMH has commitment from APAGS-CEMA, CSPP-LA, and Cal State-LA for an unspecified amount toward the \$8030 total cost of conference.

Amount Requested: \$8,030

Amount Granted: \$900

Project Final Report (summary): Student Affiliation for Multicultural Mental Health (SAMMH), a collaborative group of graduate students seeking to create a dialogue and safe space to discuss issues related to Multicultural Mental Health, held its second annual conference at California State University, Los Angeles. The event was held on Saturday, April 10, 1999 from 8:00 AM until 4:30 PM and continued on into the evening with a social activity. Over 100 participants (graduate students and professionals) attended. SAMMH’s Second Annual Regional Networking Conference continued its effort established in the 1999-networking workshop. Co-Chairs, Dixon S. Perey (CSULA) and Manuel Rivera (CSPP-LA) lead this initiative with the guidance of previous student leaders, Michi Fu and Marilou Gonzales (CSPP-LA). Dr. Marcel Soriano (CSLA) served as the primary faculty advisor. SAMMH attained outstanding support from faculty from other academic institutions in California. Central to the event’s purpose was student involvement. Similar to the first workshop, an event committee was formed and campus representatives engaged in fundraising, dissemination of information, speaker search, and promotion. SAMMH resourcefully utilized peer consultants from distant graduate schools in developing and implementing ideas. SAMMH has been supported by various institutions and organizations (e.g., Asian American Psychological Association, Asian Pacific Student Network of CSPP-LA, Azusa Pacific University, Coastal Asian Pacific Mental Health Services, Los Angeles California Psychological Association, Western Regional Asian Pacific Agency, and University of California at Santa Barbara). SAMMH has been able to secure accommodations of the event through the Administrative Services of CSU, LA. In addition to APA of Graduate Students, Committee of Ethnic Minority Affairs, this event was sponsored by several organizations. Project outcomes included a strengthened community of emerging professionals fully committed to advancing the work in multicultural mental health issues in the broadest sense. The project was evaluated through conference evaluations and personal narratives. No financial gains resulted from the project implementation, however, the dialogue created from this conference continued on and the following year SAMMH hosted an additional conference at another educational institution. (Submitted 12/22/04).

CATEGORY: SPECIAL INITIATIVES

Applicant: Jessica Kohout, PhD, Director, Research Office

Amount Requested: \$3,000

Amount Granted: \$3,000

Project Progress report (summary): In March, 1999, the APA Research Office was awarded \$3,000 to support an intern who was to help develop an instrument that was to be used to gather information from undergraduate and graduate departments of psychology on minority applications and enrollments as well as minority representation among faculty. The intern also was to help identify data gaps within APA and other databases.

The survey was sent in March 1999 to all graduate and undergraduate programs that are members of the Research Office's databases of labels. After three waves, the response rate for graduate programs was about 50% and the response for undergraduate programs was just under 30%.

The intern was on board when the award was made and had already spent some time on this project. She worked with the office from February into July 1999. In that time she put in 253 hours @ \$12/hr for a total of \$3,036. Most of her time was spent on entering and editing and tracking data.

As of November 1999, the data cleaning has been completed and data are being analyzed. The Research Office anticipates that the data will be available in tabular form within a month. The data will be placed on the Research Office website once staff is available to complete this task, and copies of results will be sent to those responding to the survey. Additionally, staff will create a brief column that will run in the APA Monitor highlighting these data. When available, copies of tables can be acquired by calling the Research Office at (202) 336-5980 or by e-mail at research@apa.org.

Although the intern was not involved in identifying gaps in APA and other databases ...these are fairly well known to Research Office and OEMA staff. Steps can be taken to close the gaps identified in APA's databases with some degree of success. However, effecting change at the Federal level is more of a challenge. In fact, the Federal agencies do often collect the appropriate data but lack the staff to perform analyses that are field specific and timely (analyses at too gross a level and a long time lag are weaknesses).

Additionally, concerns about confidentiality may restrict the types and levels of analyses possible (small Ns). (Received 12/ 1/99).

Project Final report: A summary of this report has been submitted and is retrievable online at:
http://www.apa.org/pi/oema/programs/cemrrat_feb02_communique.pdf.