

1999 and 2000 CEMRRAT Grants Update

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In the year 2000, the CEMRRAT Grants Program again proved to be a success. In response to the FY2000 funding priorities, a total of 24 proposals were received, of which 15 were provided CEMRRAT funding totaling \$47,500. Grants served to support a broad range of projects including: (a) support of emerging ethnic minority leaders at the APA State Leadership Conference; (b) development of innovative CD-Rom based materials to encourage minority applications to graduate psychology programs; (c) design and implementation of math and science and research mentoring programs for minority undergraduates; (d) development and dissemination of innovative conceptual and research models of ethno-psychologies; (e) identifying a "best practices" model and establishing recruitment and mentoring programs for training linguistic minority students in psychology, and (f) establishment of a supportive network for emerging multicultural scholars. The reports and materials developed by most of the grantees will facilitate replication of these initiatives by others. And some of the initiatives unquestionably are of national significance and impact.

In 1999, 14 of the 18 proposals submitted were funded in the following defined six priority areas: Training/State Associations; Training/Professional Development -Linguistic Minorities; Training/Science -- Math and Science Research and Training; Faculty/Professional Development; Evaluation of Mentoring Programs; and Special APA Staff Efforts.

The Council of Representatives was provided a summary of the 1999 final reports and a summary of the 2000 progress reports in January 2001. Most of the projects supported by the 1999 CEMRRAT grants have been completed. Summaries of those final reports received to date from FY99 grantees are provided at the end of this article.

It should be noted that in both 1999 and 2000, approximately \$28,000 of the \$75,000 designated for support of CEMRRAT2 efforts was allocated for staff assistance (related to administering CEMRRAT Grants and Suinn awards, and CEMRRAT2) and funding of the annual CEMRRAT2 Task Force meeting. The remaining funds were used for small grants. Eligible applicants for these grants included state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals. Grantees are expected to be APA members at the time of award. The CEMRRAT grants serve as seed funds to energize, empower, and support interested individuals, organizations, and educational institutions. Funded activities hopefully will serve as demonstration models; consequently progress reports are to be submitted annually on December 1, and a final report upon completion of the funded activity.

It is anticipated that in 2001, the Public Interest Directorate will be allocated \$100,000 in support of the CEMRRAT Five Year Plan, of which approximately \$68,000 will be reserved for CEMRRAT grants. At its annual meeting in June 2000, the CEMRRAT2 Task Force established the following funding priority categories and allocations for 2001: (a) Training/State Associations (\$7,000); Training: Professional Development - Linguistic Minorities (\$10,000); Training: Science - Math, Science, and Research (\$14,000); Students: Undergraduate/Graduate Innovations (\$12,000 -- an increase of \$4000), Minority Leadership Development (\$15,000 -- a new funding category that requires grantees to provide matching funds), and Faculty Development (\$10,000). In addition, CEMRRAT2 allocated \$2,000 for webpage development as a means for enhancing both the dissemination of grant-funded products, findings, and successes, and the promotion of effective strategies for ethnic minority recruitment, retention, and training in psychology. The remaining \$30,000 will be used to support the annual meeting of the CEMRRAT2 Task Force and to provide administrative support for the CEMRRAT Grants program, the Suinn Award for graduate programs exhibiting excellence in ethnic minority recruitment, retention, and training, and other CEMRRAT2 efforts.

1999 CEMRRAT Grant Final Report Summary

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.

Training/Professional Development –Linguistic Minorities

Applicant: CEO Services
Jean Lau Chin, EdD, President

Proposal Objectives: The promotion 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 individuals, organizations, listserv, and newsletters. Consequently, the expansion of this directory was made to include courses and non-degrees 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.
- Webspaces 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.

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:

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- 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 chatroom 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: Rutgers University (Academic Foundation Center)
Connie R. Wibrowski, Ph.D.

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 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.

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.

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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 Ph.D.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.

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Applicant: The Clinical Psychology of Minorities (Div 12, Section VI)
Jean Lau Chin, Ed.D., 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.