

**Model Strategies  
for Ethnic Minority Recruitment,  
Retention, and Training  
in Higher Education**

Compiled by  
The Office of Ethnic Minority Affairs  
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### *Introduction*

Recently, American Psychological Association's (APA) Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology Task Force (CEMRRAT2 TF) identified a need to further increase the visibility of successful model strategies for ethnic minority recruitment and retention in psychology. Consequently, CEMRRAT2 requested that APA's Office of Ethnic Minority Affairs (OEMA) develop a special section of its newsletter, *The Communiqué*, that would bring together previously published model strategies as well as descriptions of other model strategies into a single educational pamphlet. Thus, this special section consists of all model strategies previously published in the *Communiqué* from 1995 - 1999. It also consists of the strategies of those three psychology departments that were the awardees of the inaugural 1999 APA Suinn Minority Achievement Award.

This collection of model strategies highlights the growing demonstration and research knowledge base related to diversity in education and ultimately in our nation's work force. In doing so, the models, which span a variety of institutional contexts (e.g., undergraduate programs, graduate departments/schools, professional schools and research institutes, predominantly White, and predominantly minority institutions) exhibit certain common characteristics. For example, almost all of the strategies are based on an explicit belief or assumption that students of color bring added value to the educational program and institution. This belief most often is manifest by the explicit and often structured mentoring and nurturance efforts that are at the heart of many of these programs. Skill building and structured social and academic peer support are also common features.

We believe psychology justifiably should be proud of the contributions it has made to our understanding of diversity, and we hope these model strategies will spark ideas of specific efforts that you might make to increase the recruitment and retention of ethnic minorities in psychology.

*1995 Model Strategy: Culture, Ethnicity, and Mental Health,  
Department of Psychology, University of California at Berkeley*

by Juanita Dimas, Joe Harris, Sybil Madison, Teron Park, Nnamdi Pole, Richard Renfro, Jeanne Tsai, and Robert W. Levenson, PhD

Faculty and students who are interested in increasing their coverage of culture, ethnicity, and mental health; building mentorship relationships between graduate students and undergraduate students of color; and empowering ethnic minority students, but face the dilemma of limited resources, might find the following program model used by the department of psychology at the University of California at Berkeley (UC-Berkeley) an implementable strategy for consideration.

This program took place during the Spring 1994 semester at UC-Berkeley. It was led by a steering committee of seven graduate students and one faculty member. It was initiated with the following specific aims:

*(a) To offer the highest quality graduate training on incorporating cultural and ethnic variables into research and clinical work, (b) to enhance ethnocultural sensitivity and ethnocultural awareness within the psychology department, (c) to increase the availability of ethnically diverse mentoring to both graduate and undergraduate students, and (d) to provide evidence for the necessity of a more ethnically diverse faculty within the psychology department.*

The overall cost of the program was about \$11,000 and included the following components:

1. A graduate level training seminar on culture, ethnicity, and mental health (taught by Veronique Thompson, PhD, an assistant professor at the Wright Institute and a former graduate of the clinical training program at UC-Berkeley);
2. A Colloquium Series (six speakers visited UC-Berkeley to give a public lecture and meet with the seminar participants. The speakers and their subject areas were: *Stanley Sue, PhD, (University of California, Los Angeles), "Asian American Mental Health: Developing Programmatic Research"; Claude Steele, PhD, (Stanford University) "Ethnocultural Issues and Psychological Research"; Maribel Taussig, PhD, (University of Southern California) "Cultural Issues in Diagnosing Progressive Dementia in the Hispanic Community"; Eduardo Duran, PhD, (Family and Child Guidance Center, Oakland, CA) "Postcolonial Psychology"; Sergio Aguilar-Gaxiola, MD, PhD, (California State University Fresno); and Joseph White, PhD (University of California, Irvine) "Historical and Contemporary Issues in African American Psychology."*

3. A set of mentoring and discussion groups for undergraduates led by graduate students in the program (undergraduates read articles by the visiting speakers, attended the public lecture, and then discussed the materials); and
4. A series of professional development dinners at which the visiting speakers talked about their own personal histories with special attention to the role that ethnicity had played in their professional development.

By all accounts (informal and formal evaluations), the program was a resounding success. The graduate-level training seminar enrolled more than 15 graduate students, and some 30 undergraduates participated in the discussion/mentoring groups. The public lectures were standing room only!

For more information about this program, please contact Robert W. Levenson, PhD, Department of Psychology, 3210 Tolman Hall, UC-Berkeley, Berkeley, CA 94720; Telephone (510) 643-7642.

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*1995 Model Strategy: Systemic Change Toward Educational Equity in Professional Psychology Programs, Department of Counseling and School Psychology, San Diego State University*

by Valerie J. Cook-Morales, PhD and Carol A. Robinson-Zañartu, PhD

We offer a model for systemic restructuring toward the development of culturally competent psychologists and recruitment through graduation of students of color which can be applied across professional psychology programs.

The development of culturally competent psychologists is enhanced by equal-status interactions with students different from themselves; thus, our emphasis on the recruitment and retention of students of color goes beyond *increasing numbers*. In 1985, we found nothing in the literature related to recruitment and retention in graduate programs, thus extrapolated from the literature regarding successful undergraduate and community colleges. We identified nine elements to guide systemic change; it quickly became apparent that any one change required adaptation in all other components. Unfortunately, the linear analysis inherent in writing obscures the dynamic and complex interactions of these elements and our endeavors.

1. Culturally Compatible and Culture-Focused Studies and Processes. Undergraduate success is linked to the availability of ethnic studies. We began by articulating an ecosystems philosophy, which shifted program orientation from the individual child (psychoeducational) to the transactions of school, home, and community ecologies. The paradigm shift resulted in: (a) infusion of multicultural content, issues, perspectives, and processes; and (b) Multicultural Foundations as one of seven program areas. Our course structures, instructional styles, and evaluation methods shifted to more culturally compatible processes (e.g., cooperative learning, portfolio assessment). We obtained federal funding for specialty seminars in bilingual-bicultural (Hispanic), African-American, American Indian, and multicultural school psychology.
2. Continuous Supervised Field Experiences. Practical experiences (e.g., work-study) enhance the success of undergraduates. Involvement in continuous experiences in high-density ethnic schools has emerged as essential. Most courses have field-based assignments so that theory and research, examined with a critical cultural eye, are literally integrated with practice.
3. Mediating the Culture of Graduate School. Researchers have stressed the need for remediation of basic skills. The majority of our students are underprepared for graduate school; the intensive production of research papers, case studies, and psychological reports is beyond their imaginations. Federal projects sponsored professional writing workshops and mentors, which evolved into two major innovations. First, because students thought of writing as a product rather than a process to clarify thinking, we require revisions rather than one product, and now we grade response to feedback as well as content and style. Second, we often found that students' behaviors or responses did not match faculty expectations. We now understand these as culture clashes and have begun to articulate the culture of graduate school through, for example, an intensive summer orientation taught by core faculty.
4. A Critical Mass of Same-Ethnic Students. The necessity of a *critical mass* for the success of any one student has been demonstrated repeatedly. Although we have maintained a majority of students of color, the diversity within any one entering cohort undermines the impact of the collective. We build cohort cohesiveness through our intensive orientation and cooperative learning approaches, and ethnic group

cohesiveness across cohorts through culture-focused seminars and project activities.

5. Proximity to Family. Because many ethnic students have strong familial ties and obligations, proximity to family has been documented as essential. Our most successful recruitment efforts have been through personal contacts with local targeted groups. The majority of our students are first generation college students; many of our families have difficulty understanding why anyone would go to school after *finishing college*. Their inclusion in program activities provides student support.
6. Equitable Admissions. A theme in the literature is need for *flexible admissions*. We rejected flexible admission (different standards) to create *equitable admissions*: Different criteria applied to all applicants (e.g., multicultural experiences). We do not use GPA or GRE cut-offs or equations; it is incumbent upon the applicants to present their *academic, professional, and personal readiness for a demanding graduate-professional program*. Faculty review the portfolio applications and invite selected applicants to a day-long interview with tasks resembling typical teaching-learning experiences. Each applicant is observed by 10 to 12 faculty members and students who select the best cohort to further our program goals.
7. Unobligated Financial Support. The need for unobligated financial support (i.e., NOT loans) is well documented. Since 1986, we have obtained \$3 million through federal personnel preparation projects (92% of students funded). Traineeship packages usually include 12-month stipends and allowances for tuition/fees, texts/supplies, and professional development (e.g., association memberships, conference participation, journal subscriptions).
8. Sense of Community, Belonging, and Ownership. The impact of university climate on retention is important; suggestions include student organizations, ethnic social centers, etc. In addition to a student association, students are involved in program governance through elected representatives and participate in selecting new cohorts. Federal projects seek student input through monthly meetings or management committees. Student participation in conferences -- over 130 presentations! -- has been a powerful connection to the profession.
9. Role Models/Mentors. Even without research documenting the necessity of same-ethnic role models, this element is one of the first to come to

mind. We use multiple means to provide diverse ethnic role models/mentors: (a) federal project culture specialists, (b) cross-cohort seminars exposing new students to advanced students and interns, (c) cultural colloquia; (d) summer institutes with ethnic scholars and practitioners, (e) ethnic field supervisors, (f) ethnic faculty from other departments, (g) ethnic practitioner-faculty (part-time), and (h) lobbying for tenure-track positions. The composition of our faculty has expanded from all White to include African-Americans, Hispanic /Latino(a)s, a Filipino and an American Indian.

The most obvious outcomes of our systemic innovations include: (a) \$4.2 million in federal funding; (b) the successful recruitment, retention, and graduation of culturally and linguistically diverse students, with an average enrollment of 70-75% students of color over the last five years; (c) the financial support of 92% of our current students (n=35); (d) more than 140 papers and workshops focused on culture-specific or multicultural school psychology presented by faculty and students at state and national conferences over the last 6 years; (e) the development of departmental faculty who interact with and read the culture-focused papers of our students of color; (f) the infusion of multicultural issues, content, and processes in all school psychology courses; (g) specializations in bilingual-bicultural (Hispanic/Latino/a), African-American, American Indian, multicultural and cultural and linguistic diversity; and (h) an increasingly diverse faculty including one tenure-track African-American male, one full-time Chicano lecturer, and the part-time (20-85%) involvement of African-American, Latino(a), and American Indian faculty through teaching departmental as well as project courses.

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*1996 Model Strategy: GRADPREP - Preparing Outstanding Scientists of Color, Graduate College, Bowling Green State University*

by Winfred O. Stone, PhD

The Graduate Preparation in Research Education Program (GRADPREP) is a summer institute sponsored by the Graduate College of Bowling Green State University. The program is designed to introduce undergraduate biomedical and behavioral science students of color to independent scientific research and the requirements for graduate study. It is funded by the U.S. Department of Education, Title IX. Part A: Minority Program Participation in Graduate Education of the Higher Education Act of 1965 as amended by Congress.

GRADPREP is open to sophomores who are self-identified students of color (African American/Black, American Indian/Alaska Native, Asian American/Pacific Islander, and Latino(a)/Hispanic) who have been traditionally underrepresented in graduate education. Applicants must have completed 48-60 semester hours or 72-90 quarter hours of college level course work; must be recommended as a talented undergraduate student of color with an earned GPA of at least 3.0; must be a U.S. citizen attending a college or university that is accredited by the North Central Association of Colleges and Schools; and must demonstrate financial need.

GRADPREP offers: (a) Research and laboratory experience, (b) science workshops, (c) field trips, and (d) social and cultural events. Students interact with professionals and participate in unique, structured research experiences. A \$2,400 stipend, room and board for 8 weeks, study materials, and transportation to and from Bowling Green State University are provided.

For more information about GRADPREP at Bowling Green State University, please contact Winfred O. Stone, PhD, GRADPREP Director, 120 McFall Center, Graduate College, Bowling Green State University, Bowling Green, OH 43403; 419/372-7712 (office) & 419/372-8589 (FAX).

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*1996 Model Strategy: The Psychology Diversified Students Program, Department of Psychology, Oklahoma State University*

*This article is condensed from the original version prepared by Vicki Green, Elsa J. Tovar, and Kenneth Sandvold, Ethnic Minority Perspectives on Clinical Training and Services in Psychology, chapter 10, pp 77-81, Hector F. Myers, Paul Wohlford, L. Philip Guzman, and Ruben J. Echemendia, editors (APA, 1991).*

The purpose of combining the traditional Boulder-Model (scientist-practitioner) program with an active and broad-based recruitment and retention program for persons underrepresented in psychology is twofold. The first, and most primary goal, is to increase the number of ethnic minorities and persons with disability in the field of clinical psychology. These people can then become a part of a visible group within the profession, serving as role models for future professionals and adding to the numbers of trained professionals available to serve others of similar backgrounds. The second goal is to expose students who are not from underrepresented groups to didactic information on underrepresented groups, to provide them with

experience working with underrepresented groups, and to provide them with the experience of working as peers with people from underrepresented groups.

The primary tasks of the Psychology Diversified Students Program (PDSP) are (a) to recruit students of diverse ethnic backgrounds and (b) to develop postadmissions services to assist all students in their academic and personal needs.

Ethnic minority students are identified and reached in four basic ways. First, all self-initiated applications are monitored, and students of color are selected for follow-up contacts (letters, telephone calls, visits, etc.). Second, recruitment materials oriented to students of color have been developed for all contact work. These are sent to other psychology and education professionals and, where appropriate, ethnic community groups, to encourage them to refer potential applicants. These are also sent to the appropriate students listed on the Graduate Record Examination (GRE) Minority Locator Service and on lists provided by the APA Minority Fellowship Program and the Oklahoma Regents for Higher Education. Third, visits are made to other schools (e.g., Langston University), and materials are distributed at state and regional psychological meetings and relevant conferences, such as the Association of Black Psychologists National Convention. Fourth, the coordinator maintains contact with nonpsychology ethnic community groups, psychology ethnic groups, and the ethnic network on campus and across the state and attends ethnic events (e.g., Sac & Fox Tribe Career Day).

Once the potential student has expressed interest in the program, several processes facilitate a completed application. Extensive phone and mail contacts are maintained. Applicants are invited to visit the department. During the visits, students from similar ethnic backgrounds and professional interests interview the applicant. The applicant is also interviewed by faculty in his or her specialty area of interest.

Throughout this process, the applicant is informed that his or her potential as a graduate student will be evaluated on more than traditional measures (GRE scores, grade point average, and letters of recommendation). Additional information is obtained through examination of previous employment or community experience, letters from community members, the applicant's statement of purpose, and samples of graduate and undergraduate work. This latter source is often critical for applicants whose GRE scores might indicate special attention to verbal and quantitative abilities.

The success of PDSP has been heavily dependent upon the present and past coordinators of the program, who have worked diligently in locating qualified applicants, assisted them in developing competitive applications, facilitated the admissions process, developed procedures to make the transition into the graduate program more comfortable, and served as an ombudsperson for the student in interactions with faculty and with university offices such as financial aid, disabled students office, and ethnic minority organizations. A training program must have someone within the department whose official responsibility is to provide and secure supportive services. These services should be available to all students, not just ethnic minority students. Separatist programming promotes hostility among those being served and those being excluded.

A major factor in the PDSP's success is the consistent support provided by the department and the department's willingness to provide the financial support for the coordinator and two graduate student assistants in the PDSP office. Another important factor is the willingness of the department head and the director of clinical training to give freely of their time and energy to work with PDSP and the other units with which PDSP interacts.

For more information about this program, please contact: The Psychology Diversified Students Program, Department of Psychology, Oklahoma State University, 208 North Murray, Stillwater, OK 74078-0250; (405) 744-7591.

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*1997 Model Strategy: The Social Science Research Opportunity Program, Loyola University Chicago*

Excerpt from the article regarding recommendations: **Isaiah Crawford, Anne Figert, Philip Nyden, Jill N. Reich, and Yolanda Suarez-Balcazar**, (1996) "The Use of Research Participation for Mentoring Prospective Minority Graduate Students." *Teaching Sociology*, 24: 256-263.

The authors describe a mentoring program targeted at undergraduate ethnic minority students interested in attending graduate school in the social sciences, which involves them in faculty-headed research projects. The program was developed to help ethnic minority students clarify their professional goals, increase their research and technical skills (such as effective communication of ideas and findings), foster close mentoring relationships with faculty members, and help them apply and gain admittance into graduate training programs. The authors discuss the importance of structured mentoring

programs in the professional socialization and development of ethnic minority and female social scientists and make recommendations for prospective program planners.

On the basis of our experience with this project, we offer the following recommendations to academicians and administrators who are considering implementing similar mentoring and research programs.

#### *Recruitment of Students*

Planners of these programs may want to mount an aggressive direct mail campaign to all minority students who have declared majors in the targeted disciplines. Informing all faculty members and administrators about the program and encouraging them to nominate students to participate is important, but direct contact with prospective students is essential. Many talented ethnic minority students do not establish relationships with faculty members or administrators that would permit such encouragement. It is also crucial to enlist the support of undergraduate student organizations serving ethnic minority students because this association communicates to students that the project is "safe" and is truly geared to their interests.

Programs that operate during the summer, and thus prevent most students from holding full-time jobs, must offer stipends commensurate with the salary that such jobs are likely to pay. Most ethnic minority students need summer employment to maintain themselves and often to fund their education throughout the academic year; consequently, programs that do not offer reasonable stipends will be at a disadvantage, and many students who would like to participate will be financially unable to do so.

#### *Faculty Recruitment and Choice of Topics*

Ethnic minority faculty participation in the program is crucial. Faculty mentors do not have to be women or members of ethnic minorities to be effective mentors, but the presence of such scholars makes the effort more credible to the students and provides essential role models. Faculty role models speak with experience and expertise in their area of research; their presence in an academic institution speaks even more clearly to the students. Personal connection and identification with scholars on the basis of gender, ethnicity/race, or any other salient characteristic allow students to envision similar levels of academic and professional success for themselves. This

position is not always comfortable for the faculty members, but it is one which they have chosen to pursue.

In addition, the research projects that are advertised and implemented should be inherently interesting to the students. This is not to suggest that research which is not based on community, gender, ethnicity/culture, or social policy is not of interest to ethnic minority students; yet projects that appeal directly to the students' own experiences are more likely to stimulate their interest in the research process and its contributions.

#### *Structure of the Program*

The students' role in the faculty research projects should be delineated clearly, and the learning objectives of their participation should be communicated at the beginning of the program and throughout. Students should understand what skills and knowledge they can expect to obtain from working with their faculty mentors. This is not always easy, especially when a research project is in its infancy. Faculty members, however, should be made aware of this expectation before the program begins.

Faculty members working with ethnic minority students in mentoring programs should also note that ethnic minority students often have other responsibilities in addition to their academic pursuits. One of the most profound insights that we gained from the project was awareness of the enormous stress (part-time jobs, family responsibilities, ethnic hostility on and off campus) that most of the student participants endured. Program planners may want to include components and/or resources that help students learn how to manage stress and handle multiple roles and stressors. Faculty members working with these students must take these pressures into consideration as they assign tasks, establish deadlines, and set limits. Creating a safe, empathetic atmosphere in which students can express their frustrations is also important.

We recommend targeting programs of this type to ethnic minority students who will attain junior academic standing at the beginning of the program. Ideally they will complete the program with another year remaining to develop their skills before they begin graduate-level training. Many of the participants will be at the senior level, however. Thus, we suggest that the workshops on the graduate-level training admissions process be conducted during the summer sessions. In this way, students who are planning to apply to graduate-

level training programs in the fall will acquire information that will help them gain admission.

We also recommend recruiting ethnic minority graduate students as assistants to the faculty mentors. They may be more effective role models than ethnic minority faculty members (Rickert, Jay, and Gottlieb, 1991). Because they are usually closer to the students in age and generation status, ethnic minority graduate students may be more sensitive and more able to understand the nuances and challenges that young adults face as they proceed through college and consider scholarly careers. In addition, these ethnic minority graduate students would learn important teaching and mentoring skills that are not routinely available in traditional graduate-level training programs.

#### *Reference*

Isaiah Crawford, Anne Figert, Philip Nyden, Jill N. Reich, and Yolanda Suarez-Balcazar (1996). "The Use of Research Participation for Mentoring Prospective Minority Graduate Students." *Teaching Sociology*, 24: 256-263.

For more information please contact: Isaiah Crawford, PhD, Department of Psychology, Loyola University at Chicago, 6525 N. Sheridan Road, Chicago, IL 60626; email: [icrawfo@wop.it.luc.edu](mailto:icrawfo@wop.it.luc.edu).

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*1997 Model Strategy: Multicultural Community-Clinical Psychology Emphasis Area, California School of Professional Psychology at Los Angeles*

by Shelly P. Harrell, PhD

The *Multicultural Community-Clinical Psychology (MCCP) Emphasis Area* exists within the APA-accredited PhD and PsyD degree programs in clinical psychology. The MCCP Emphasis Area allows students to develop a focus and specific additional competence in community psychology and multicultural psychology. This is accomplished through course work, field training, mentorship by our faculty, and emphasis area activities such as our newsletter (*The Community Connection*), informal lunch meetings on topics of interest with faculty and students, and social gatherings. The size of our

program allows for students to get to know each other, interact with faculty, and develop an "MCCP community" within the larger community at CSPP.

The MCCP Emphasis Area has its roots in two earlier proficiency areas at CSPP-LA: Ethnic Minority Mental Health and Community-Clinical. The groundbreaking Ethnic Minority Mental Health proficiency was created 1985 and has been nationally recognized as a model for training psychologists to understand and serve culturally diverse populations. In 1990 these proficiencies were merged into the current MCCP Emphasis Area.

As an institution, CSPP-LA is committed to issues of diversity. Both our Chancellor, **Lisa Porché-Burke, PhD**, and our Vice-Chancellor for Academic Affairs, **Esteban Olmedo, PhD**, have a long history of involvement and contributions to multicultural issues in psychology.

#### *The MCCP Mission*

Our mission is to nurture the development of clinical psychologists who will work to understand, prevent, and reduce psychological and community distress, as well as enhance the psychological well-being of historically underserved, stigmatized, and oppressed groups. In doing this, we pay special attention to the cultural and sociopolitical context of the individuals, families, and communities we serve. We are committed to fostering a climate of inclusion, respect for differences, and a sense of community both within and outside of CSPP. Ultimately, we strive to empower individuals and communities and to facilitate personal and social healing.

#### *The Curriculum*

Approximately 80% of the curriculum for MCCP students is shared with all students in the clinical psychology degree programs. Doctoral students across all of the emphasis areas take Clinical Interviewing, Psychodiagnostic Assessment, Psychological Interventions, Lifespan Development, and many other core curriculum courses. In addition, there are three required courses specifically for MCCP students and several MCCP clinical electives of which MCCP students choose two. Field practicum and internship sites are common across all emphasis areas. The population of the metropolitan Los Angeles area and surrounding counties is extremely diverse. This provides tremendous opportunities for training experiences with many different cultural groups in a variety of settings (community, inpatient, etc.). All clinical psychology students are license-eligible upon graduation.

Required MCCP Courses: Community-Clinical Issues in Psychology; Psychopathology—Etiology and Diagnosis in Sociocultural Context; Prevention Strategies.

MCCP Clinical Electives: During their final 2 years in the program, MCCP students choose two electives from selected emphasis area offerings which include the following: Alternative Intervention Strategies, Multicultural Family Therapy, Spirituality and Spiritual Development in Psychotherapy, Clinical Interventions with Lesbians & Gay Men, Community Consultation, Belief Systems and Psychotherapy, Advanced Psychodynamic Interventions with Multicultural Populations, Interventions With Victims of Violence, School and Community-Based Interventions With Children and Adolescents, Pediatric Neuropsychology and Culture, Understanding Violence and Nonviolence.

MCCP students also take four to six additional general clinical electives such as Forensic Psychology; Loss, Grief, and Bereavement; Couple's Therapy; Group Therapy; Object Relations; Dream Interpretation; and Managed Care.

#### *Who Should Choose the MCCP Emphasis Area?*

The general mission of the CSPP system includes attention to diversity, oppression, and social issues, which is reflected in two courses required of ALL clinical psychology students (Intercultural Laboratory and Multicultural Mental Health) on the LA campus. These courses provide minimum competency in multicultural issues. Choosing the MCCP emphasis area provides the additional opportunity for students to develop: (a) more advanced conceptual and intervention skills relevant to psychotherapy with culturally diverse populations; (b) knowledge of community psychology theory (ecological frameworks, empowerment models, contextualization, etc.); (c) competence beyond individual psychopathology that includes conceptualization of interventions with community-level distress, social problems, and issues that affect the suffering of large groups of people; (d) skills to develop programs and activities focused on the prevention of psychopathology and social problems; (e) an understanding of sociopolitical and sociocultural influences on psychological and behavioral problems; and (f) an understanding of issues in service delivery to diverse and underserved populations.

MCCP focuses on training and nurturing the development of clinical psychologists who are critical thinkers about the etiology of psychological distress and who can conceptualize multiple pathways to healing individuals,

families, and communities. All clinical psychology doctoral students take course work to develop competence in at least two traditional theoretical orientations and intervention approaches (i.e., Psychodynamic, Cognitive-Behavioral, Family Systems) through the general core curriculum. The multicultural and community psychology focus of MCCC is complementary to any of these theoretical orientations and provides additional tools for conceptualization and intervention.

### *The Faculty*

MCCC currently has 12 core faculty and 4 clinical/consulting faculty affiliated with the emphasis area. MCCC faculty teach courses within the MCCC curriculum as well as throughout the general clinical curriculum (i.e., Psychodiagnostic Assessment, Research Practicum, Sex Roles and Gender, Personality Theory, Psychodynamic Interventions, Lifespan Development). Our faculty members chair dissertations and supervise PsyD projects, as well as serve as the academic advisors for MCCC students. We have a diverse group of faculty reflecting many different cultures, theoretical orientations, and areas of expertise. Many of our faculty maintain private practices, work with community agencies, conduct ongoing research, provide consultation to external organizations, and are active in a variety of professional and community organizations.

### *The Students*

MCCC students are diverse in age, race/ethnicity, nationality, interests, and perspectives. Our students bring unique and diverse academic, professional, and life experiences to the CSPP community. This contributes to creating an environment of mutual learning and provides a foundation for stimulating discussions, both in the classroom and informally. The MCCC entering class is typically between 30 and 40 students. Approximately 70% of MCCC students are from historically oppressed racial/ethnic groups. Nearly 31% of the entire CSPP-LA student body are students of color.

For more information please contact: **Shelly P. Harrell, PhD**, CSPP-LA: 818/284-2777 ext. 3038; Fax 818/284-0550; email: sharrell@mail.cspp.edu.

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*1998 MO DEL STRATEGY: The 2050 Program - Psychology for the 21st Century, Department of Psychology, Wesleyan University, Middleton, CT*

by Scott Plous, PhD

The 2050 Program is an intensive academic and career mentoring program for highly motivated students who come from underrepresented groups in psychology (e.g., ethnic/racial minorities, first-generation college students). The name of the program comes from the fact that by the year 2050, nearly half the population of the United States will be composed of ethnic/racial minorities. Students in the 2050 Program are chosen on a competitive basis immediately before they declare their college major, and they are matched at that time with a faculty mentor.

### *General Background*

The 2050 Program was first established by the Department of Psychology at Wesleyan University in 1997. It was designed not only to benefit Wesleyan psychology students, but to provide a template for 2050 Program initiatives at other schools and in disciplines outside psychology.

### *The 2050 Philosophy*

The 2050 Program is designed to catch talented students before they get lost in the crowd or become alienated from academic life. It is not intended to be a remedial program, and it is not intended to be merely an enhanced version of academic advising.

As is the case with many scientific disciplines, psychology has a weak record when it comes to training ethnic minority students. The 2050 Program constitutes an effort to strengthen this record through the actions of individual faculty members who are committed to diversity within psychology.

### *How the 2050 Program Works*

The 2050 Program is relatively simple to implement; all it takes is a few dedicated faculty members who want to make a difference.

Once your department decides to establish a 2050 Program, each faculty member chooses whether to participate (one of the cardinal rules of the 2050 Program is that faculty participation is strictly voluntary). A program announcement is then drafted, listing each faculty participant and letting students know where they can obtain application materials.

This information is then distributed as widely as possible to prospective psychology majors (through posters, campus mailings, electronic mailings, course registration, class announcements, or any other channels available). Having an effective means of distribution is particularly important in the first few years of the program, before the program is widely known on campus. Then, after the application deadline has passed, faculty participants meet to review all student applications.

The 2050 Program student candidates are chosen based on two primary criteria: (1) academic merit, and (2) overlapping interests with a participating faculty mentor. Because of the intensive quality of student-faculty contact in the 2050 Program, faculty members typically work with no more than one or two students per class year.

#### *What Do Faculty Mentors Do?*

Faculty mentors take personal responsibility for the academic and career success of their students. At an operational level, this might involve actions such as:

1. Making yourself easily accessible, including by e-mail and/or home telephone
2. Building rapport (e.g., by going out to lunch periodically)
3. Facilitating student research experience and teaching assistantships
4. Encouraging students to attend departmental events
5. Arranging for membership in professional groups that accept student affiliates
6. Checking that students have solid writing, quantitative, and computer skills
7. Discussing study tips and test-taking strategies, if needed
8. Helping students choose which graduate schools to apply to
9. Coaching students on how to prepare for the GREs and job interviews

10. Helping students develop a professional vita or résumé

11. Providing feedback on graduate school, internships, and job applications

#### *Taking the First Step*

If you are a faculty member who thinks that the 2050 Program might work at your school, the first step is to review and/or print program information found at the Web sites listed below, and share it with colleagues who might be interested.

If you are a student and would like to see a 2050 Program established at your school, a good first step would be to talk about the idea with other students. Then, if there seems to be sufficient interest, give a copy of the program information (from the Web sites listed below) to your academic advisor and/or department chairperson.

#### *The 2050 Program Web sites can be located at:*

[www.wesleyan.edu/spn/2050prog.htm](http://www.wesleyan.edu/spn/2050prog.htm)  
[www.wesleyan.edu/spn/2050info.htm](http://www.wesleyan.edu/spn/2050info.htm)  
[www.wesleyan.edu/spn/2050appl.htm](http://www.wesleyan.edu/spn/2050appl.htm)

#### *For More Information*

If you would like additional information about the 2050 Program, please feel free to contact **Scott Plous, PhD**, Department of Psychology, Wesleyan University, Middletown, CT 06459-0408; 860/685-2368 (ofc), 860/685-2761 (fax); or e-mail: [splous@wesleyan.edu](mailto:splous@wesleyan.edu)

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*1998 MODEL STRATEGY: A Partnership Between St. Louis University and the Atlanta University Center*

by Eddie Clark, PhD

The four Historically Black Colleges and Universities (HBCUs) that make up the Atlanta University Center (AUC) include Clark-Atlanta University, Morehouse College, Morris-Brown College, and Spelman College. These institutions are collaborating with Saint Louis University (SLU) in implementing a program for African American students interested in research

in psychology. The schools were recently successful in securing a National Science Foundation grant in excess of \$80,000 to fund their efforts.

Undergraduate students from each of the five participating institutions were selected to take part in the program. They are gaining the experience in the entire research process. During the fall semester, students will join a research team consisting of faculty and students, become familiar with the research problems of their team by doing assigned readings, meet with faculty mentors, and engage in e-mail discussions. Students will then select a research question and conduct a review of the literature. They will submit a research proposal to faculty and team for suggestions and review. During the spring semester, students will modify their research designs, obtain the necessary IRB approvals, and begin data collection. During the 8-week summer session, students from the AUC will travel to Saint Louis. They will live on campus and work on the final research report. They also will take a course in research ethics and participate in a graduate admissions workshop that will include requesting and completing actual application forms. The summer session will end with a formal research conference in which faculty members from the AUC also will travel to Saint Louis to hear students present their research. During the students' senior year, faculty will continue to work with students in writing up their projects and submitting them for presentation or publication. They also will continue helping them with graduate-level training applications.

This program has resulted from several years of dialogue among our institutions. Our collaboration began in the fall of 1992 and has involved all day meetings in both Atlanta and Saint Louis and exchanges of students and faculty who have begun collaborative research and shared cultural experiences.

It is important to note that we have been partners in planning these activities and seek mutual benefits for students and faculty at all participating institutions. This is in contrast to the approach of a large, predominantly White research university that first develops a plan and then presents it in completed form to HBCUs. Second, the program provides students with a range of opportunities in both basic and applied research. Third, students were selected for this program during their sophomore year. We hope that early identification will enhance awareness of career opportunities in basic and applied science. Fourth, we expect that faculty will be educated along with our students. We think this provides an outstanding model for collaboration between predominantly White research universities and HBCUs.

If you would like additional information about this program, please feel free to contact **Eddie M. Clark, PhD**, Department of Psychology, Saint Louis University, Shannon Hall, 221 N. Grand Blvd., St. Louis, MO 63103; 314/977-2272 (ofc); or email: clarkem@slu.edu.

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*1999 Model Strategy, The Center of Excellence for Research on Training at Morris Brown College, Atlanta, GA*

by Fernando A. Gonzalez, PhD

The Center of Excellence for Research on Training (CERT) is a nonprofit research corporation established at Morris Brown College in 1993 with funds provided by a grant from the U.S. Army Research Institute. CERT has two main missions: to conduct research on factors that affect training and to encourage and facilitate the participation of ethnic minority students in this field of research.

*CERT's Research Mission*

Modern weapon systems and the tactics and doctrines designed to incorporate them into military actions are increasingly complex. These systems demand vigilant operators able to make decisions quickly under stressful conditions based on information extracted from cluttered and often incomplete sets of stimuli. Obviously, intensive and extensive practice is essential to develop the cognitive and motor skills required for the proper operation of these weapon systems. However, fiscal, environmental and safety concerns preclude using actual weapon systems for training purposes except under very limited conditions. The U.S. Armed Forces, therefore, have an enduring interest in developing safe and economical technologies for teaching the complex cognitive skills demanded by modern weapons and tactics.

During the last few years, the U.S. Army has encouraged and supported the development of computer-based technologies to facilitate the training of its personnel. CERT is one of several programs started by the Army to conduct basic research on factors that influence the learning of skills and to develop and test computerized training methods. Research at CERT is mostly psychological, but computer science and software development are integral to the CERT mission. CERT is divided into six laboratories that conduct human factors and cognitive science research projects. In the learning and memory lab, investigators are studying mnemonics for faster memorization of different

types of material and factors that affect strategic decision making in computerized war games. Researchers in the virtual reality lab conduct visual perception studies using a virtual reality driving simulator. In the firearm simulator lab, investigators are studying the development of good judgment in simulated shoot–don't shoot situations. The multimedia lab is developing a driver's training and testing program. Investigators in the attention and vigilance lab use an eye-tracker/pupilometer to study focusing and scanning during visual search. Finally, in the computerized battlefield lab, investigators develop behavior algorithms for the control of virtual entities in battlefield simulations.

### *CERT's Education Mission*

The U.S. Army is at the forefront of attempts to increase the participation of ethnic minorities in professional and scientific careers. Ethnic minorities are egregiously underrepresented in the human factors and cognitive science communities. The numbers of ethnic minorities pursuing advanced degrees in psychology have not extended to scientific areas. Lack of knowledge of the work of scientific psychologists and of career opportunities in applied and basic cognitive research probably accounts for the sparse interest in these fields evident among the more promising students of color who are planning to pursue graduate-level training in science. By establishing the center on the campus of a Historically Black College (HBCU), the U.S. Army sought to increase the likelihood that outstanding undergraduate students of color would become interested in this area of research and that they could be identified, encouraged, and assisted to pursue advanced degrees in cognitive science and human factors.

Every academic year, CERT employs 12 to 15 undergraduates selected from Morris Brown College and from three other historically Black colleges in the Atlanta University Center to work as research assistants in the various laboratories. These students are usually psychology, computer science, engineering, or mathematical majors. They are typically sophomores when initially hired, and they are expected to maintain at least a B average while working at CERT. The great majority continue to work at CERT until graduation. Project investigators serve as mentors for the undergraduate assistants and help them to develop a good general understanding of the principles and methods of scientific research and to become proficient at doing literature searches, at using statistics and graphics software, and at writing computer programs in at least one language. CERT staff conduct weekly seminars for the undergraduate assistants. The seminars are usually

directed by two or more investigators and concern topics such as history and philosophy of science, history of psychology, and scientific method. A given topic might be discussed over several weeks. There are no rules or expectations other than getting the students interested and involved in the discussions. An important purpose of the seminars is to demystify science and, in particular, psychology, and to show that doing research is a worthwhile and enjoyable way to make a living.

CERT has funds earmarked for several graduate fellowships. Agreements are in place with the School of Psychology of the Georgia Institute of Technology and with the Department of Psychology of Georgia State University whereby selected students interested in training research are extended CERT fellowships to pursue graduate-level training at those institutions. It is expected that these students will do their master's and doctoral research at CERT laboratories. The availability of CERT fellowships is advertised locally and nationally. However, most applications originate locally.

During the next few years, CERT alone cannot steer enough students of color into human factors or cognitive science research careers to eliminate the imbalance in ethnic minority representation in these fields. However, what we can do, and are doing, is demonstrate that ethnic minority undergraduates will, if given the opportunity, become interested in these fields of research and will enthusiastically embark in study programs leading to research careers in scientific psychology.

For additional information about CERT, please contact **Fernando A. Gonzalez, PhD**, Director, CERT, Morris Brown College, Atlanta, GA 30314; 404/220-0326 (office).

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*1999 Model Strategy: Collaborative HIV Prevention Research in Ethnic Minority Communities, Center for AIDS Prevention Studies, University of California at San Francisco*

by Barbara VanOss Marin, PhD

Although half of all people with AIDS are of either African American or Latino descent, only 3 percent of those who receive research funding from the National Institutes of Health (NIH) are of African American or Latino origin. Researchers from these groups often have advantages in that they are more culturally and linguistically competent and are more often trusted by their

communities than other researchers. Research in HIV prevention among ethnic minorities has been limited given the gravity of the problem. Moreover, research that addresses HIV prevention in a more culturally sensitive fashion is urgently needed (Marin, 1995).

The Collaborative HIV Prevention Research in Minority Communities program is designed to assist investigators who are doing HIV prevention research with ethnic minority communities to improve their programs of research and obtain additional funding for their work. This program is part of the Center for AIDS Prevention Studies (CAPS) at the University of California, San Francisco, funded by NIH. The aim of this project is to increase the quality of research in the area of community collaborative HIV prevention with ethnic minority populations by assisting a total of 20 researchers to develop fundable research grants.

Each year four new researchers enter the program. Each scientist is mentored by CAPS investigators to develop a specific program of research during a period of three summers and two academic years. During each summer, researchers spend 6 weeks at CAPS. In their first summer, they design a preliminary study to address a specific gap in the research in their area. These studies are funded by CAPS (up to \$25,000) and are conducted during the subsequent academic year. During the second summer, researchers analyze and write up the data from these studies as well as draft a request for funding. During the second academic year, they often apply for funding for their program of research. During the third summer, they respond to review committee comments on their application or may finalize the write-up of a research proposal. At each step in this process, researchers work closely with CAPS investigators who have already been funded to do AIDS prevention research.

The program is now starting its third summer. Already participants have submitted several proposals for review. The first investigator initiated application for federal funding submitted as a result of this program received a very favorable review and will probably be funded shortly. The researcher developed this project to identify the antecedents and consequences of disclosure of HIV status by HIV positive Latino gay men. Her qualitative work (funded by the collaborative program) had suggested that nondisclosure may result in the men having difficulties adhering to medication and negative mental health outcomes.

Two other applications for funding have recently been submitted by program participants. One is a small grant to analyze a data set collected from 1,000 African American drug-using women in treatment. The other is a multi-year project to develop and evaluate a risk-reduction program for African American adolescent girls in housing projects. The intervention will use cultural enhancement, supportive adults, tutoring, and skill building to reduce sexual and drug risk.

As part of the program, researchers are developing projects on varied topics. Topics include: sexual styles of African American adolescents, interventions for Mexican migrant workers, mechanisms of change in African American drug users; the effects of activism and volunteerism on sexual risk in Latino gay men, race and class issues in HIV risk for Latino gay men, ethnic identity and adult support as protective factors in African American adolescents' sexual risk, social networks among Asian Pacific Islander gay men, migration experience of Latino gay men and its effect on sexual risk, gender roles and sexual risk among African American heterosexuals. There are many other issues and topics that could be explored in the future, including work with American Indian/Alaska Native populations.

This unique program provides long-term support to researchers who are fairly advanced (beyond the postdoctoral stage). Rather than working on someone else's research, investigators concentrate on developing their own program of research. The guidance that is provided by these mentoring experiences and the opportunities for networking with each other and CAPS scientists are beginning to result in a substantial increase in high-quality HIV prevention research by scientists studying ethnic minority populations in the United States.

Researchers are recruited by word of mouth, letters, advertising, and articles such as this one. To obtain additional information or to request an application, please contact: Barbara VanOss Marin, PhD, Center for AIDS Prevention Studies, University of California, San Francisco, 74 New Montgomery Street, Suite 600, San Francisco, CA 94105; 415/597-9162 (ofc); 415/597-9213 (fax); e-mail: bmarin@psg.ucsf.edu, [www.caps.ucsf.edu/capsweb/projects/minorityindex.html](http://www.caps.ucsf.edu/capsweb/projects/minorityindex.html) (to download an application to attend this program).

*Reference*

Marin, B. V. (1995). Analysis of AIDS Prevention among African Americans and Latinos in the United States, report prepared for the Office of Technology Assessment (OTA), U.S. Congress, Washington, DC

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*1999 Suinn Awardee: The City University of New York, Graduate School and University Center, Clinical Psychology PhD Program*

The PhD program in clinical psychology is part of the Graduate School and University Center of the City University of New York. It is one of nine PhD subprograms in psychology at the graduate school. The City University of New York has a long and distinguished history with regard to its relationship with ethnic minority students, having over the course of its 35 year history “successfully matriculated students of color at a rate of 25 to 40 percent of each class without exception.” The psychology program has accounted for over half of CUNY’s non-White graduation total since 1963. Currently, there are 32 ethnic minority students in a program of 100 (32%). Of the 53 graduate students who have been awarded doctorates in Clinical psychology since 1995, 23 have been ethnic minority students.

#### *Student Academic Support*

One example of student commitment has been the development by students of color of the Minority Student Association (MSA) as a crucial forum for discussion, innovation, and support. The CUNY Minority Student Association (MSA) is a student financed organization that assists and supports minority students in all phases of student life in the program and provides a vital forum for discourse and support. Since its inception the faculty has strongly supported and seen the MSA’s role as essential to the success of graduating students of color. Its goals are to: (1) assist in the acclimation and orientation of newly admitted ethnic minority students, (2) disseminate information to newly admitted ethnic minority students, (3) organize and present an annual conference on cross-cultural issues in clinical psychology, (4) vigorously support and recruit ethnic minority students, and (5) support areas of research and clinical practice relevant to underserved populations and/or persons of color.

#### *Recruitment and Admission*

An MSA representative sits on each of the program’s standing committees, and an MSA student coordinates the initial reviews of persons of color who

are applying to the program. GRE scores are viewed as having little predictive value in reviewing many persons of color and thus are rarely used in the deliberation of applicants of color. Rather, the faculty in the clinical program relies on its years in training ethnic minority students to generate a profile of the likely successful graduate. A multidimensional evaluation process closely reviews each applicant’s transcripts, references, work experiences, and personal statement as well as their commitment to work with urban and underserved populations.

#### *Course work*

CUNY offers a three-course sequence that is required of all students that serves as a core arena for the integration of scholarly and clinical work. Second-year students take a course reviewing literature on ethnicity and mental health, while third-year students take an experiential course focusing on sensitivity to issues of class, color, and ethnicity. Fourth-year students are encouraged to take an advance clinical practicum on transference and countertransference issues that is informed by working with patients of diverse backgrounds.

#### *Financial Aid*

Traditionally, students have been supported from a variety of funding sources, including APA Minority Fellowships and the Ford Foundation Fellowships. Over 95 percent of CUNY’s ethnic minority graduates go on to work within underserved communities, thus fulfilling a primary mission of the program.

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*1999 Suinn Awardee: Ohio State University, Department of Psychology, Counseling Psychology Program*

Over the past 5 years, 13 out of the 43 (30%) doctoral graduates from the counseling psychology program have been ethnic minorities. Ohio State’s success at recruiting and retaining ethnic minority students is particularly noteworthy when one considers its Midwestern location. As further testament to OSU’s continuing commitment to diversity, currently 17 of the 37 (46%) graduate students in the counseling psychology program are ethnic minorities. OSU’s counseling psychology program offers a number programs that are critical to its success in recruiting and retaining ethnic minorities.

#### *Recruitment*

The Graduate and Professional Visitation Day program (GPSVD) invites academically successful undergraduate students to campus for a 2 day visit to the university and graduate department. Over the years a number of GPSVD visitors have been admitted into the counseling program. The university and the department of psychology also make important contributions towards the recruitment of ethnic minority students through its fellowship programs. Each year the graduate school provides fellowship support to highly qualified minority students. In addition to the fellowship offers, the psychology department guarantees ongoing financial support for those students admitted to the department. The faculty visitation program is another initiative utilized to attract ethnic minority students. Each year, a number of counseling faculty and a current ethnic minority graduate student visit several historically Black colleges to discuss the graduate school application process in general and the counseling program in particular.

Additionally, the counseling program provides a number initiatives that are critical to the success of its recruitment and retention efforts with ethnic minority students. Ethnic minority students who have been admitted to the counseling program and are undecided about which graduate program to attend receive financial support ( between \$200 and \$250) during the decision period in March and early April.

#### *Academic Support*

Once an ethnic minority student is admitted into the counseling program and agrees to attend, several steps are taken to facilitate the student's transition into university and graduate life. All new graduate students are assigned an advisor and a "Big Brother/Big Sister" to help with their academic and social adjustment to the program. For incoming ethnic minority students, "Big Brother/Big Sister" is generally a second- or third-year ethnic minority graduate student who assists in the first-year student's transition in a variety of ways. Moreover, all first-year graduate students in counseling participate in an orientation seminar course in which they meet weekly to discuss issues and topics of relevance to their transition to the program.

Finally, during their first term in the counseling program, all new students are required to enroll in a pre-practicum laboratory course that introduces the student to the training program. The course has a very strong cross-cultural counseling emphasis and encourages students to explore their values and beliefs along a number of dimensions.

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#### *1999 Suinn Awardee: University of California, Santa Barbara, Counseling / Clinical / School Psychology Program*

Over the past 5 years, the Counseling/Clinical/School Psychology(CCSP) Program at the University of California , Santa Barbara, has demonstrated a vigorous commitment to the recruitment and retention of ethnic minority students. Fifty-eight percent of the students who have been admitted to the program and 55% of those currently enrolled are from ethnic minority groups. Moreover, 48% of the students awarded doctoral degrees over the last 5 years were ethnic minorities.

#### *Recruitment*

UCSB's commitment to diversity can be found in its recruitment process which includes: (1) shared responsibility for diversity on the part of faculty and students, (2) searching for potential applicants from ethnically diverse cultures, (3) presence of ethnic minorities in faculty and student populations, (4) development of curriculum and research agenda of interest to ethnic minority applicants, and (5) an emphasis on personal contact. In this regard, these components of the CCSP program contribute to its success in recruiting and retaining an ethnically diverse student population.

The aforementioned commitment to student diversity is mirrored by the faculty; Thirty percent of the current faculty are ethnic minorities, many of whom are pioneers in the fields of cross-cultural research and multicultural counseling competence. A strong commitment to research in cross-cultural and multicultural areas is one of the primary reasons the CCSP program is able to attract such an ethnically diverse student population. Information on student and faculty ethnic composition and research areas is prominently noted in all program recruitment materials.

#### *Financial Aid*

The graduate school offers a limited number of minority fellowships that include a competitive stipend and tuition waiver. Moreover, a number of students have been awarded 4-year Diversity Fellowships and APA Minority Clinical Fellowships. Some students have received other types of university or departmental funding to support their graduate training.

#### *Research and Training*

To ease the transition into the program, new students are assigned a mentor through our Graduate Research Mentorship Program (GRMP). The GRMP also provides small grants for faculty research that by design involve ethnic minority graduate and undergraduate students. Additionally, the Summer Academic Research Internship (SARI) provides undergraduates with a \$2,000 stipend, summer school tuition remission, and assistance with roundtrip transportation. CCSP students are encouraged to pursue original and important research that contributes to the extant literature on psychology and ethnic minority groups. Past topics of research have included: Feminist Therapy: A Culturally Responsive Treatment for Asian American and Collectivist Women?; Ethnic Differences in the Expression of Affection and Other Emotions; The Effects of African-American Stereotypes on First Impression, Diagnostic Evaluation, and Case Conceptualization Ratings Among Counselors and Therapists; and Mexican American Career Self-Efficacy for Traditional Hispanic and Nontraditionally Hispanic Occupations.

*If your department or program has implemented a successful strategy, and you would like to share its outcome and recommendations with others, please submit a brief statement describing the program (no more than 1,000 words) to OEMA at the APA address. Please be sure that a contact person's name, address, telephone and fax numbers, and e-mail address are provided.*