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The Communiqué is now available on the OEMA Website.
A Friendly OEMA Reminder……

In NOVEMBER —
watch the mail for your
APA BYLAWS BALLOT….

VOTE
APA COUNCIL SEATS
for the four
ETHNIC MINORITY
PSYCHOLOGICAL ASSOCIATIONS
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SPECIAL SECTION CENTERFOLD:

Psychology and Racism: Ten Years After the Miniconvention
Since our last issue of the Communiqué, the APA Office of Ethnic Minority Affairs (OEMA) has been very busy. We have sponsored two film viewings for APA staff related to issues of race and culture. (One, *The Canary Effect*, on the history and experiences of American Indians is a MUST see.) We have awarded nearly $70,000 in 2008 CEMRRAT grants for innovative efforts in Ethnic minority recruitment, retention and training. We have produced and disseminated nearly 1500 copies of the CEMRRT2 Task Force's *Success and Challenge – The Progress Report: 1997–2005*, which reports on progress made on the 1997 APA/CEMRRAT Plan. At the suggestion of APA President Kazdin, we have also produced a separate Executive Summary that will be available at the 2008 APA convention. We have awarded approximately $16,000 to two early career health disparities researchers to perform studies preliminary to submission of major grant proposals and to attend a one week professional development institute operated by APA's Minority Fellowship Program. We have awarded nearly $125,000 to selected APA/NIGMS project sites for their conduct of summer research programs and to facilitate the attendance of project students at conferences at which they will present research papers.

We have performed our regular APA governance responsibilities including staffing meetings of the CEMRRAT2 Task Force, the APA Committee on Ethnic Minority Affairs, and the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. And we have facilitated these groups' efforts such as those related to the award of the Suinn Award for excellence in Ethnic Minority graduate education and the recruitment and selection of the recipient of the 2008 Jeffrey Tanaka Dissertation Award on a topic of significance to Ethnic Minority communities. We also have facilitated logistics of various convention activities such as the Diversity Project 2000 and Beyond four-day institute for approximately 20 honor roll community college students of color interested in pursuing careers in psychology and the CEMA Invitational Breakfast which will feature a keynote address on Diversifying Health Professions by Dr. Louis W. Sullivan, former Secretary of the U.S. Department of Health and Human Services.

And while doing all of this, we also witnessed with heavy heart the hanging of a noose on the Office door of psychology professor Madonna Constantine. And we were inspired by the declaration of Barack Obama as the presumptive Democrat nominee for the Presidency of the United States. These two events symbolize the past and potential future of U.S. race
relations. We at OEMA believe that psychology has much to contribute to our understanding of both.

Ten years ago, OEMA voiced this same belief when we organized the 1997 Miniconvention on Psychology and Racism. Likewise, we take the opportunity presented by this issue of the Communiqué to briefly track the current status of the science, practice, and application of psychology to issues of racism.

This issue’s Special Section focuses on examining psychology's contributions since the 1997 Miniconvention as well as some of the newest challenges of racism that will increasingly confront psychologists. In addition, throughout the issue, you will find an emphasis on issues of psychology and racism – both in the U.S. and globally. For example, pertinent efforts of the United Nations are highlighted as these bear upon U.S. policy and international inclusionary and anti-racism efforts. Even in this issue’s FYI section, you will find numerous resources, conferences and other information focusing on psychology and racism. In its entirety this issue of the Communiqué indicates the growing stature of issues of racism in psychological research, practice and application.

As always, we look forward to meeting and talking with you at the upcoming 2008 APA Convention in Boston. We have again prepared a Guide to ethnic minority dining, cultural events and 2008 Convention programs. If you fail to receive a copy in the mail, copies of the Guide will be available at the Boston Convention at the APA Public Interest Directorate booth and at the City Information booth. The OEMA staff hopes to see you in Boston!

Also — Please fill-out the Communiqué Reader Satisfaction Survey that will you find at the end of this issue. We want to know how well the Communiqué meets your needs and how we can improve it!

As always —
I wish you health and peace and power.

[Signature]
Katherine Nordal Assumes Leadership Role at APA Practice Directorate

Phyllis Hanlon

On April 21, Katherine C. Nordal, PhD, stepped into the role of executive director for professional practice at the American Psychological Association (APA).

In contrast to Russ Newman, PhD, JD, the previous executive director who had a legal background, Nordal brings nearly three decades of experience as a practitioner to the position. Since 1980, she has been in independent practice, spending three years in the public sector. "I have a lot in common with practitioners with public and private experience who face problems such as incomes decreasing, practices drying up," she says.

In addition to her practical experience, Nordal has been highly involved in governmental policy. She worked as an APA Congressional fellow, has served on APA's Governing Council of Representatives and its Board of Directors and held the position of chair of the APA Committee for the Advancement of Professional Practice.

Nordal's long-time experience as a practitioner drives her interest in helping other independent practitioners, "especially those who work on fee-for-service." She says, "I want to work with congressional/regulatory bodies to prevent further erosion of fees."

The inevitable shift in behavioral health services will prompt some "re-thinking the way we do business," according to Nordal. She envisions integrated models of care in the future in which prescribing privileges, telehealth, credentialing and accountability as well as cultural competence merge. "Health care reform will come regardless of who is in office," she says. "We want a seat at the table, to be able to be decision-makers and help shape policy. There will be lots of changes and lots of opportunities."
Additionally, Nordal sees a strong need to help the growing public health sector. "The seriously mentally ill group is deserving of psychological attention," she says and encourages young people to consider serving this population, which "health care has abandoned in some ways."

Nordal anticipates continuing to work on existing initiatives, including support for state associations, prescribing authority, mental health and Medicare parity, public education campaigns, and policy and guidelines. "There are no shortage of issues," she says. "The trick is to prioritize those things that will be an issue." Although she does not anticipate any new projects, Nordal has been in the position only a short time and says it would be premature to comment on any specific new initiatives.

Nordal reports that the practice directorate will engage in a strategic planning process that parallels the APA's. "Strategic planning will help us target what we do a little better," she says. "I have a real desire to continue working to enhance the practice as a whole, to develop the resources, products and services our members need. My experience as a practitioner forms the foundation of it all."

Norman B. Anderson, PhD, APA chief executive officer, based his decision to hire Nordal on several factors. Practitioners urged him to select an individual with solid leadership and interpersonal qualities and a professional background that included experience in public policy, advocacy, understanding of legal and regulatory issues and administrative and communications skills.

"So all of these factors were considered during the interview process and Dr. Nordal clearly and without a doubt personified exactly what I was looking for," says Anderson. "During the interview process, it was evident that she possessed the professional background and interpersonal and leadership skills that our practice community needed now. It was truly a perfect match."

Anderson adds, "Ultimately, I expect that she will craft a new vision for our practice work with APA and optimize our very talented practice staff to achieve that vision."

Reprinted by permission of New England Psychologist, June 2008, Vo. 16, No. 5.
Welcome APA's New Manager of Learning and Performance

Sherisa Franklin recently was hired as APA's Manager Of Learning and Performance in the Human Resources Department. Her responsibilities will include management of APA's tuition assistance, professional development, in-house training and e-learning programs. She holds a MS from John Hopkins University in Applied Behavioral Science with a concentration in Organization Development.

Sherisa brings to APA expertise in designing and managing strategic human resource initiatives, change management, and organization development. Her background spans 25 years of progressive work experience first as a generalist, then senior management roles, and later as a consultant in human resources at a variety of nonprofit and corporate settings including Borg-Warner Automotive, Talley Defense Systems, Greater Miami Convention and Visitors Bureau, The Clorox Company and Motorola. Immediately prior to joining APA, Sherisa was a consultant with, a Rockville, Maryland consulting firm where she facilitated nationwide diversity training for MetLife, conducted focus groups and interviews with associates and leaders of Progress Energy and served as project manager for senior management consultation with the Maryland School for the Deaf. Including providing 360-degree feedback assessment and appraisal of senior leaders.

Since joining APA, Sherisa has become involved with APA's Customer Service and Mentoring Committees, and worked on both building vendor relationships for training delivery and hosting the first APA Training Expo. In the future she hopes to focus on strategic purposes and the importance of training and development; career development; and building a Learning Organization. As Sherisa noted: "The role has the potential to add value to the organization's systems that drive performance and organization development and effectiveness."
APA Committee on Ethnic Minority Affairs — March 2008

The spring consolidated meetings bring together most of the APA governance groups to review, develop further, and advance APA policy issues. The APA Committee on Ethnic Minority Affairs (CEMA) was among the groups that gathered in March 2008 at the Hyatt Regency Capitol Hill in Washington, DC. Among the issues on CEMA’s general agenda were: (a) the welcome of two new members; (b) the election of its 2008 chairperson-elect; (c) planning for its events during the 2008 APA annual convention in Boston, Massachusetts; (d) hosting its traditional meeting for Members of Color in APA Governance; (e) receiving a public policy update from the staff of the APA Public Interest Directorate Government Relations Office; (f) meeting with staff of the Education, Practice, and Science Directorates; (g) participating in the APA Council of Representatives’ mandated diversity training effort that this year focused on sexual orientation issues/concerns; (h) being involved with focus groups tasked to gather relevant data on the ongoing APA strategic planning process; and (i) reviewing other old and new business items addressing its call for nominations, assignment of monitors to other APA governance groups, and collaboration efforts involving the APA Policy and Planning Board (P&P), the APA Committee on International Relations in Psychology (CIRP), the APA Committee on Psychological Tests and Assessments (CPTA) and the APA CEMRRAT2 Task Force.

In addition, CEMA devoted time to gathering information that could enhance its major 2008 priority issues. Three of the eight priority issues are noted below:

1. CEMA convened a conference committee in order to collect feedback on its discretionary funds proposal calling for the establishment of a
Task Force on Diversity of the Next Generation of Psychology Faculty. CEMA was requesting the establishment of this task force in order to respond in an appropriate and timely fashion to a critical need in our field. The task force will be charged with the exploration of the implications of future increased turnover in faculties of departments of psychology and the development of an organized plan to respond in an optimal and proactive manner that will serve to increase ethnic diversity and multiculturalism in our field. This task force will produce a report including recommendations for research, practice, education, training, and policy.

2. CEMA developed an outline for a proposed “Tool Kit” to support its finalized formal implementation plan for the APA Resolution Requesting the Immediate Retirement of American Indian Mascots, Symbols, Images, and Personalities by Schools, Colleges, Universities, Athletic Teams, and Organizations.

3. CEMA supported and promoted the following APA Division 45’s APA Council of Representatives (C/Rs) New Business Items (NBI) that are being circulated through the governance review process:

A. C/Rs NBI 32B - proposed APA Resolution in Support of Ethnic Minority Training in Psychology. CEMA strongly supports the spirit and intent of this important and much needed APA policy statement and has recommend a number of modifications to the original draft document. CEMA requested that BAPPI submit its suggested modifications as “friendly amendments” to the movers of the C/Rs item.

B. C/Rs NBI 32D. CEMA strongly supports the allocation of discretionary funds for the creation of the proposed APA Task Force on Alleviating Psychological Risk Factors for Immigrants.

CEMA’s next meeting will convene on September 19-21, 2008 in Washington, DC. 2008 CEMA members are: José M. Cervantes, PhD (chairperson); Art W. Blume, PhD; Karen Y. Chen, PhD (chairperson-elect); Anderson J. Franklin, PhD; Josette G. Harris, PhD; and Rose L. Weahkee, PhD.
Task Force on Evidence-Based Practice with Children and Adolescents

The APA Task Force on Evidence-Based Practice with Children and Adolescents was charged with reviewing the extant literature and preparing a comprehensive report on the current state of knowledge concerning evidence-based psychological practice (EBP) with children and adolescents.

Its report, Disseminating Evidence-Based Practice for Children and Adolescents: A Systems Approach to Enhancing Care, addresses the unique challenges for practitioners in developing, strengthening, and disseminating EBP for children, adolescents, and their families. The report adheres to the 2005 APA policy statement on Evidence-Based Practice in Psychology, which calls for "the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences". It provides a brief overview of the history of EBP and discusses the key assumptions of practice; highlights developmental considerations for children and adolescents; provides a summary of EBP for children and adolescents; proposes a scientifically minded orientation to practice that engages the clinician in a constant process of observation, inquiry, and evaluation; pays attention to critical issues affecting the dissemination and implementation of EBP; and addresses training and supervision issues essential to the ongoing refinement and dissemination of EBP. The report concludes with recommendations that cut across research and dissemination, education and training, practice, policy, and public education.

The report particularly emphasizes the importance of psychologists demonstrating cultural competence by possessing the skills, values, attitudes, and beliefs to reduce bias in assessment and intervention approaches. The report examines various concerns, which have frequently been raised about the applicability of evidence-based treatments to culturally diverse groups, which, in turn, raise concerns about how to integrate these approaches in EBP with culturally diverse groups. The report highlights the successes of EBP that have proven to be effective with ethnic minority youth and calls for better cultural adaptations of research and programming within EBP. The report’s release is tentatively scheduled for Fall 2008. Please visit www.apa.org/pi/cyf for further information.
Task Force on Resilience and Strength in Black Children and Adolescents

The APA Task Force on Resilience and Strength in Black Children and Adolescents was charged with the compilation and critical analysis of relevant research in order to provide a strength-based lens through which to inform policy, programming, practice, and research related to the well-being of African American children and adolescents. Thus, the report seeks to focus on these attitudes, behaviors and processes that contribute to the strength and resilience of African American children and adolescents. Scholarship has largely ignored the relevance of racial, ethnic, and cultural factors, nuances and competencies, particularly as they relate to resilience and strength in African American youth. Research has inadequately explored how despite pervasive risk, the majority of these youth are able to cope with and triumph over adversity.

In its report, Resilience in African American Children and Adolescents: A Vision for Optimal Development, the Task Force encourages a paradigm shift from a focus on risk to exploring the complex interactive process of resilience in African American youth. This exploration would occur within the contexts of peers, families, schools, and communities. The report offers recommendations to the field on how to transform its approach to African American children and youth in the areas of research, practice, education, and policy. With this approach, the task force offers a bold new vision of thriving optimal development and delves into its expression within five different developmental domains. The report's release is tentatively scheduled for Fall 2008. Please visit www.apa.org/pi/cyf for further information.

Division 45 Launches Student Listserv

The Division 45 Student Listserv was created to specifically meet the needs of Division 45 students. This will be a forum for discussion of pertinent student issues, topics related to ethnic minority psychology, dissemination of information and a support group. All Div 45 students are able to join the Listserv. So if you are looking to get more involved within Div 45 or are looking for mentoring opportunities or to take on a leadership role within the division please feel free to send an e-mail to agupta4@utk.edu.
OEMA COMMUNIQUÉ

Congratulations to Newly Elected Division 45 Officers!

President-Elect: Robert Sellers, PhD
Secretary-Elect: Priscilla Dass-Brailsford, EdD
Members-at-Large: Lisa R. Thomas, PhD; Michi Fu, PhD
Council Representative: Jessica Henderson Daniel, PhD

2008 Division 45 Awards

- Lifetime Achievement Award
  Derald Wing Sue, PhD

- Emerging Professional Award
  Bryan Kim, PhD

- Distinguished Career Contribution to Research Award
  Guillermo Bernal, PhD

- Distinguished Student Research Award
  Ingrid Sarmiento, MA

- Distinguished Career Contribution to Service Award
  Davis Ja, PhD

- Distinguished Student Service Award
  Nadia Hassan, MA

- Charles & Shirley Thomas Award
  Asuncion Miteria Austria, PhD

Council of National Psychological Associations for the Advancement of Ethnic Minority Interests

Arizona in January: Cool!

The Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) convened its winter 2008 meeting on January 16th and 17th in Carefree, Arizona. CNPAAEMI meetings bring together the presidents (or her/his representative) of the four national ethnic minority psychological associations, APA and APA’s Division 45 (Society for the Psychological Study of Ethnic Minority Issues) to address issues of mutual concern.

In the cool Arizona desert, among the cacti and tumble weeds, the Council attended to its agenda that continues to focus on issues critical to
psychologists of color, and to the communities they serve. The following are among the Council’s ongoing priorities:

- Determining each Association’s leadership and/or membership interest and/or willingness to accept a seat on the APA Council of Representatives (C/Rs) if such an offer is extended. CNPAAEMI was informed of the November 2007 bylaws amendment vote. Although the bylaws amendment failed to pass, many felt that the vote was close enough to warrant further consideration. According to Division 45 President, Dr. Elizabeth Boyd this issue is to be presented to the Division 45 executive committee meeting during its January 18-20, 2008, meeting for discussion and to determine possible next steps;
- Development of the 2009 CNPAAEMI Henry Tomes Award Announcement;
- Discussion of a possible CNPAAEMI-sponsored ethnic minority leadership development institute or mentorship program targeted to early career psychologists;
- Review and comment on a proposal for revision of Domain D (Cultural and Individual Differences and Diversity) of the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology;
- Endorsement of the Association of Black Psychologists (ABPs) Reparations Statement by each Association and their request for APA Division 45 to develop and present a related resolution to the APA C/Rs in the future for adoption consideration;
- Review and discussion of a proposal to increase cultural competence in mental health disaster response and preparedness through partnerships with ethnic minority mental health associations;
- Identifying relevant issues regarding the translation of professional practice/psychological service delivery materials into languages other than English.

In addition, the Council continues work on its publications series. Of the four planned booklets in this series, two have been completed (one addressing research issues in communities of color and the other focusing on the delivery of psychological services to ethnic minority populations) and are available by contacting OEMA or its Web site. The next publication in the Council’s series is under development and will address education and training issues, and the final booklet will focus on tests and assessments.

CNPAAEMI members in 2008 are: Alvin N. Alvarez, PhD, President, Asian American Psychological Association (AAPA); Dorothy Holmes, PhD,
President, Association of Black Psychologists (ABPsi) represented by Robert Atwell, PsyD, ABPsi Past-President; José M. Cervantes, PhD, President, National Latina/o Psychological Association (NLPA); Mark Daniels, PhD, President, Society of Indian Psychologists (SIP); Elizabeth Boyd, PhD, President, Society for the Psychological Study of Ethnic Minority Issues (APA Division 45); and Alan Kazdin, PhD, President, APA, represented by Gwendolyn P. Keita, PhD, Public Interest Directorate Executive Director.

CNPAAEMI will convene its summer meeting on July 30, 2008 in Oakland, California, during ABPsi’s 40th anniversary convention. If you would like more information about the Council and/or its member organizations, please contact the Office of Ethnic Minority Affairs or to go to the OEMA Web site: (http://www.apa.org/pi/oema/homepage.html).

Translating Research and Policy for the Real World Conference
Eduardo Morales, PhD
California School of Professional Psychology - San Francisco
Alliant International University

The first national conference on evidenced based practices and ethnic minorities was held in Bethesda, Maryland on March 13 and 14. The conference entitled Culturally Informed Evidence Based Practices: Translating Research and Policy for the Real World was the first attempt to bring scientists, policy makers and practitioners together to examine a broad set of issues and challenges.

The first day focused on methodological and research issues in developing evidence with ethnic minority populations that are linguistically and culturally appropriate and efficacious. While traditional research models have helped to develop some theoretical paradigms in the field, when applied to real settings, often their efficacy is reduced or nonexistent for various reasons. It takes about 17 years for research findings to get translated into practice according to Dr. H. Wesley Clark, the conference keynote speaker and Director of the Center for Substance Abuse Treatment of SAMSHA. Having research efforts brought into the field through collaborations, as in program evaluation, may speed up this process of translation and through its
implementation incorporate the challenges of practice in the research methods.

The second day of the conference focused on specific examples of how research can use collaborative models in their approach for developing efficacious interventions with ethnic minorities. Research efforts for different ethnic groups were presented in the plenary session as well as in breakout sessions that focused on specific evidence based practices for ethnic minorities in great depth.

Over 200 persons attended the conference including federal NIH staff, APA members, scientists, directors of intervention programs and graduate students. Over 30 presenters were invited to share their expertise in generating data for efficacious interventions with ethnic minorities. The conference had five themes.

1. **Asking the right question in research and practice**: How do we know evidence-based practices apply to various ethnic minority groups? What are the complications involved in generating evidence for ethnic minority groups and within these groups across the age span?

2. **Transfer of Training Models**: Do adaptations work? What are the strengths and weaknesses in using this approach? Are the assumptions generalizable to different cultural/age groups?

3. **Proper Assessments**: Are current assessment strategies valid and appropriate for ethnic minorities? How do we match treatment with diagnosis?

4. **From Practice-Based Evidence to Evidence-Based Practice**: How do we best capture and investigate interventions that were created from the ground up? How do researchers and service providers link up to empirically test practices that appear qualitatively effective? What procedures and strategies are needed to maintain fidelity when conducting interventions that are generated from the ground up? What theories and conceptual models can be generated to capture and elucidate the change processes that are operant in the new, effective approaches that may be developed?

5. **Is Policy Jumping the Gun**: What are the consequences of establishing policy without evidence of effectiveness with ethnic minority populations? What are the current problems and struggles in implementing evidence-based practices and current policies? What are
the needs for moving ahead in creating more evidence based practices for ethnic minorities?

Some of the workshop topics included: Measurement and Conceptual Approaches to Ethnically Diverse Populations, Depression and Affective Disorders: Diagnosis and Treatment, Family Interventions, Multicultural Assessment, Interventions with Children, Doing Evidence Based Practices with Ethnic Minority Populations in Community-Based Addiction Treatment, Ethical and Culturally Congruent Research and Interventions with Communities and IRB in Community Settings, and Incorporating Qualitative Research Methods into Clinical Research with Diverse Populations.

This conference was historic in that it involved 25 APA Divisions — the largest number to ever co-sponsor a conference. APA Divisions 45, 17, 42, 12, and 37 were the organizing Divisions of this conference. Funding was obtained through grants from SAMSHA, NIMH, the sponsoring APA Divisions, and the sponsoring psychological organizations. Sponsors of the conference were the National Latino Psychological Association, Asian American Psychological Association, American Psychological Association, Div 12 Section 6, the Clinical Psychology of Ethnic Minorities, Alliant International University who provided CE for this conference, and the Asian American Center on Disparities Research of the University of California, Davis. The additional APA Divisions sponsoring were: Divisions 13, 15, 18, 20, 22, 27, 28, 29, 35, 38, 39, 40, 43, 44, 48, 50, 51, 53, 54, and 56.

The Power Point presentations of the conference presenters and the conference agenda are located now on the web at: http://psychology.ucdavis.edu/aacdr/ciebp08.html. The conference was dedicated to the memory of A. Toy Caldwell-Colbert, PhD who helped launch this conference.

First African American Female Psychologist Honored

In April 2008, the University of Cincinnati’s Department of Psychology hosted the inaugural two-day Inez Beverly Prosser Memorial Symposium on Black Women in Psychology In their riveting and compassionate description and interpretation of Dr. Prosser’s life, Ludy T. Benjamin and
his colleagues Keisha Henry and Lance McMahon (2005) observe, “The story of her life is biography most improbable”.

Dr. Prosser, who was born at the end of the 19th century and raised in a family of 11, earned her BA degree from Samuel Huston College in 1924 – after several years as a public school teacher in Yoakum and Austin, Texas. In 1933, she was awarded the doctorate in Educational Psychology from the University of Cincinnati – thus becoming the first African American female psychologist. A year later, at age 38, Dr. Prosser died of injuries resulting from a car accident near Shreveport, LA. Despite her historic achievements, a local Shreveport newspaper headlined this tragedy as follows: “Condition of Negress hurt in auto crash critical”. (Benjamin et al, 2005).

The Inez Beverly Prosser Memorial Symposium was organized by Shawn Bediako, PhD of the University of Maryland - Baltimore County, and Kathy Burlew, PhD, Ken Ghee, PhD, Tehran Davis, and Krystal Drake of the University of Cincinnati. The symposium served to honor Inez Beverly Prosser and increase visibility and appreciation of her unique achievements; it also served to provide a venue for contemporary African American female psychologists to share their work with others and reflect on how their professional, scholarly, and personal concerns are related to those of Dr. Prosser.
Keynote addresses were provided by Bertha G. Holliday, PhD of APA, Ludy T. Benjamin, PhD of Texas A&M University, and Jacqueline S. Mattis, PhD of New York University. Stacey Sinclair PhD of the University of Virginia presented a research colloquium. In addition, Kellina Craig-Henderson, PhD of the National Science Foundation, conducted a videoconference career development workshop. And a panel of African American female graduate students and early career psychologists led an open forum on the topic of “And still we rise: Black women’s triumphs in psychology”.

Over a dozen members of the Beverly and Prosser families were among the symposium attendees. The symposium was financially supported by the University of Cincinnati Department of Psychology, APA Divisions 26 (Society for the History of Psychology), 35 (Society for the Psychology of Women), and 45 (Society for the Psychological Study of Ethnic Minority Issues); the Archives of the History of American Psychology; the Ohio Psychological Association; and the University of Cincinnati College of Education, Human Services and Criminal Justice.

Reference

RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

The Founding and Future of Psi Alpha Omega — The Division 45 National Student Honor Society: An Interview with its Founder and Director
Brittany Autry, OEMA Intern

In 2007, APA’s Division 45 (The Society for the Psychological Study of Ethnic Minority Issues), authorized the establishment of Psi Alpha Omega Honor Society. OEMA Intern Brittany Autry was tasked to interview Psi Alpha Omega’s Founder and Director, Joseph Horvat, PhD, an American Indian psychologist who is a Past President of both Psi Chi Honor Society and the Rocky Mountain Psychological Association.

Communique: What factors influenced your decision to charter this organization?

Horvat: First, there are no Psychology Honor Societies devoted to the needs of students of color/students interested in ethnicity and culture. Second, it was believed that most Honor Societies spend too much money on salaries, travel, rent, and very little money actually gets to its student members. Third, there are no psychological Honor Societies which span the gap from High School throughout Graduate School. PAO is intended to do this. As the name (Psi Alpha Omega) implies, we are an inclusive Honor Society—"Psychology from beginning to end."

Joseph J. Horvat, Jr., PhD

Communique: What benefits does this organization offer that will prepare minority students to compete with the psychological community at large?

Horvat: It is estimated that approximately 50% of the population by the year 2025 will be composed of ethnic minorities. The number of APA members of color is only about 6%. The need for more ethnic minority psychologists is obvious. By identifying and getting students of color involved early in their academic career (as early as high school) in an organization devoted to the promotion and support of ethnicity/culture this need will be more adequately addressed.
Communiqué: What have been some of the challenges as well as some of the opportunities that have manifested from chartering Psi Alpha Omega?

Horvat: The major challenges have been with the pragmatics of developing a non-profit organization from scratch: Developing bylaws, a web page, logo, brochures, certificates, mailings, etc. The challenges have provided the students working with me the opportunity to see what it takes to develop an organization from scratch and the need to address concerns related to ethnicity/culture. PAO is a work in progress, but we hope to be fully functional by August 2008.

Communiqué: Does Psi Alpha Omega have any programs or events to further aid students of color in their academic endeavors?

Horvat: My hope is that PAO will be given convention time for a variety of activities which will directly help the members. For example, I would envision one or two hours at every convention where our members could meet with graduate school representatives to generate mutual interest in each other. I can foresee time at conventions being used for invited speakers or panels addressing the issues indigenous to students of color. And, I anticipate convention time being used for presentations of papers delivered by students who are members of PAO. I further believe these activities will become common on the local level as well (with individual chapters for example).

Communiqué: Where do you see this organization in five years? Ten years?

Horvat: I believe that when I look back on the first ten years of PAO, I will see an organization flourishing with many positive effects on its members, a variety of new and innovative programs, which have been developed, and an organization that has been responsible, in part, for increasing the number of professionals of color in psychology.

Communiqué: If an independent psychologist in, say Maine wanted to get involved, how would he or she go about doing that?
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

Horvat: Just contact www.psialphaomega.com. We have (and will have as we continue to evolve) all sorts of opportunities for professionals to get involved. This would include becoming a mentor to our students.

Communiqué: Can you provide any helpful information for those who are considering chartering new chapters?

Horvat: Again, just contact www.psialphaomega.com. While the chapter application is not complete, we anticipate that it will cost only $15.00 to have a chapter at a school. We are committed to students and we do not want the chapter fee to be restrictive. If there is not currently a member of Division 45 at the sponsoring institution, all that would be necessary is for one of the faculty to join our division. Division 45 accepts any APA member as a member of our division. For more information, go to our website www.psialphaomega.com.

Communiqué: Additional Comments?

Horvat: This is an exciting time for Division 45. We are putting our money where our proverbial mouth is. We are committed to our students and to our profession. With a lot of hard work, we will be able to make a difference.

APA/NIGMS Grant Project Update

The APA/National Institute for General Medical Sciences (APA/NIGMS) Project, initially funded in September 1996 by NIGMS, provided $15,000 in funding for five participating institutions for the development of summer research programs. “Developing Minority Biomedical Research Talent in Psychology: A Collaborative and Systemic Approach for Strengthening Institutional Capacity for Recruitment, Retention, Training and Research” grant project seeks “to demonstrate the effectiveness of a “system approach” for increasing the number of persons of color in the educational pipeline for biomedical and behavioral research careers in psychology. The grant project, guided by the research findings of Visions and Transformations: The Final Report of the APA Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT), includes over 100 faculty research mentors and more than 30 Core Team Leaders and Members who work in tandem to provide participating students exceptional research opportunities to participate in faculty mentored research and other...
identified specialized training and programmatic activities and academic support to increase the opportunity and capacity to pursue biomedical research careers in psychology. To date, the project includes 615 primary students who receive intensive mentored research, of these, over 405 research presentations have been made by these students at regional, national and international conferences. A total of 256 students have graduated with BA/BS degrees; 72 students have pursued MA/MS degrees; 82 students have pursued PhD/PsyD degrees. Thirty-seven students graduated from Master's Programs, 13 graduated from Doctoral Programs and 10 have graduated from professional programs.

Summer research programs developed included:

Florida International University headed by Dr. Bennett Schwartz, proposed a supplement to FIU’s existing Psychology Research Initiative Mentorship Experiences or PRIME for the development of an Honors Thesis fund to competitively award PRIME students funding to continue their respective PRIME research project for the fall of 2008. Funding was also sought for the provision of conference travel grants for students selected to present their developed research in the summer and Fall of 2008 and the hiring of a Graduate Student Coordinator who will act as a liaison between PRIME students and faculty mentors who would serve as an initial point of contact for incoming Miami-Dade students attending FIU’s PRIME research experiences held during the academic year.

Sonia Bell, Core Team Leader of Prince George’s Community College’s (PGCC) ETEP Project developed a five-week summer institute for five psychology students to supplement the current yearly activities with a summer experience developed to provide students the opportunity to develop an oral scientific presentation, receive instruction on how to identify appropriate scientific meetings/conferences and summer research programs as possible viable avenues for their scientific presentations, provide students skills to enhance written communication, literacy and research skills, and technological and quantitative reasoning skills. Activities will be held through weekly sessions held at the laboratory of psychologist and psychophysioligist, Dr. Jules P. Harrell at Howard University in Washington, DC.
**RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR**

*Truman College* in Chicago, Illinois, directed by Dr. Mahesh Gurung, proposed a project to implement and integrate Truman College students into research opportunities with current partner institutions such as Chicago State University, DePaul University, Illinois State University, Dominican University or in research internships at Truman College. This summer program will provide research stipends for students and opportunities to engage in critical academic enhancements and activities for the pursuit of research with the goal of exposing students to existing connections between biopsychology and life sciences, encourage and motivate students to pursue biomedical research careers, develop multiple institutional pathways for student growth and formalize the structure and working relationship between identified institutions and to encourage and enhance the transfer process to 4-year institutions.

Lead by Dr. Hector Myers, the *University of California, Los Angeles (UCLA)* APA/NIGMS Grant project proposed an intensive 8-week project for five targeted students planning to pursue a PhD in psychology or enter an academic or research career in psychology. Students will work closely with UCLA faculty on an identified research project and will in turn hone research skills, define academic interests and objectives and become an active member of the larger university research community. Students will be assigned to a faculty mentor whose research interests and expertise closely match the selected participating students who in turn will either assist the identified research mentor on a current research project or work collaboratively with the mentor in designing a new project of mutual interest.

*University of Miami’s (UM)* project, lead by Dr. Ron Wellens, sought to continue the work of their established by the Psychology Research Initiatives Mentorship Experience or PRIME by preparing students for graduate school leading to careers in the scientific study of psychology through a 10-week mentored laboratory research experience and ten weekly academic support and professional development sessions. These sessions, lead by Graduate Student Assistants and project Coordinator, Dr. Victoria Noriega provides 20-hour per week of intensive training for five identified students who will be expected to develop and present their research at a poster session at the conclusion of the summer.
CEMRRAT Update

APA CEMRRAT2 – May 2008 Task Force Meeting

APA’s Commission on Ethnic Minority Recruitment, Retention and Training Task Force (CEMRRAT2) convened its 2008 annual meeting on May 23 and 24 at APA Headquarters in Washington, DC. The meeting was the first following the tragic loss of CEMRRAT2 Chair, A. Toy Caldwell-Colbert, PhD in March 2008. James Freeman, PhD, stepped in as CEMRRAT2 Chair, and the APA Board of Professional Affairs appointed Jessica Henderson Daniel, PhD, as its new representative to the Task Force. Members, Frederick Leong, PhD, and Ena Nuttall-Vazquez, EdD, were also present. Victor De La Cancela, PhD, remained on sabbatical as he continues his active duty service in the U.S. Army.

Items on the meeting agenda included: (a) allocation of the CEMRRAT 2008/2009 budget and resources; (b) review of awardees of the 2008 APA/CEMRRAT Implementation Grant Fund small grants; (c) review and update of the CEMRRAT2 web page; (d) selection of the 2008 Suinn Minority Achievement Award winners; (e) dissemination of the CEMRRAT Progress Report and production of a Progress Report Executive Summary; (f) finalization of plans for 2008 APA Convention programming; (g) discussion of the APA Strategic Plan and the APA Diversity Plan; and, (h) meetings with representatives from APA’s Science Directorate, Education Directorate, and Public Interest-Government Relations Office.

The Task Force also discussed future plans for programs and activities. One effort will involve the production of a CD including all major CEMRRAT publications and a listing of APA/CEMRRAT Implementation Grant Fund projects. Another project will be a special issue of the Education and Training in Professional Psychology journal on products and best practices identified among CEMRRAT Grant programs. The Task Force made plans to develop an application for a challenge grant to endow an American Psychological Foundation grant for leadership development of women and people of color in psychology in honor of Dr. Caldwell-Colbert. The members also discussed the possibility of developing a position paper calling for APA legislative advocacy for increased funding of ethnic minority training in psychology at all levels of the psychological education pipeline.

The CEMRRAT2 Task Force will hold its next meeting on May 15-16, 2009.
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

2008 CEMRRAT Grant Awardees

The 2008 funding cycle proved to be very successful for the APA CEMRRAT Implementation Grant Fund small grants program. Beginning January 1, 2008, 33 grant proposals were submitted in response to the request for proposals. These proposals were reviewed on a rolling basis, in order of receipt. Nineteen of the proposals were funded. The awards totaled $67,350.00. A description of the funded programs and projects is included in the table below.

This year marked the 10th year for the CEMRRAT Grant program, which began in 1999. Over the course of the 10 years, 285 proposals have been received. Of these, 173 (or 61%) grants have been funded. The funds dispersed total $621,329.00.

<table>
<thead>
<tr>
<th>Category: LINGUISTIC MINORITIES</th>
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<tbody>
<tr>
<td><strong>Applicant(s):</strong> Martin LaRoche, PhD, Terri Davis, PhD, Mabel Lam, PhD, &amp; Shelby Ortega, PhD</td>
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<tr>
<td><strong>Affiliation:</strong> Massachusetts Psych Association, CEMA</td>
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<td><strong>Proposal Objectives:</strong> To establish a statewide annual meeting to review CEMA and MPA initiatives, provide in-service trainings on racial/ethnic minority issues, fund CEMA representatives' attendance at APA's State Leadership Conference, and develop an ethnic minority student group mentored by ethnic minority psychologists.</td>
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<td><strong>Funding Amount:</strong> $2,500</td>
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<tr>
<th>Category: PREPARING FUTURE FACULTY</th>
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<tr>
<td><strong>Applicant(s):</strong> Eric Chen, PhD</td>
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<tr>
<td><strong>Affiliation:</strong> Graduate School of Education, Fordham University</td>
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<td><strong>Proposal Objectives:</strong> To acquaint graduate students with the roles and functions of future psychology faculty and enhance their multicultural competence in teaching and research through peer support, faculty mentoring, a workshop series, grant preparation, and scholarly presentations and publications.</td>
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<td><strong>Funding Amount:</strong> $4,410</td>
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| **Applicant(s):** William Timberlake, PhD, Karen Hollis, PhD, Nancy Dess, PhD, Chana Akins, PhD & Lisa Savage, PhD |
| **Affiliation:** APA's Division 6: Behavioral Neuroscience & Comparative Psychology |
| **Proposal Objectives:** To add an intergroup dialogue workshop and a diversity partnership with the Society for Neuroscience to Div 6's mentoring program, along with a strategic planning session at the Society's 2008 convention. |
| **Funding Amount:** $2,500 |
## OEMA COMMUNIQUÉ

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<tr>
<th>Applicant(s): Juan Carlos Arango-Laprilla, PhD</th>
<th>Affiliation: VA Commonwealth University, Dept of Physical Medicine &amp; Rehabilitation</th>
<th>Proposal Objectives: To host a two-day multi-disciplinary conference to prepare clinicians and future academic faculty for a diverse world by addressing issues of race, ethnicity, and culture through clinical care and research is being organized.</th>
<th>Funding Amount: $2,200</th>
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<tr>
<td>Applicant(s): James Dobbins, PhD</td>
<td>Affiliation: National Council of Schools and Programs in Professional Psychology</td>
<td>Proposal Objectives: To host a conference to develop a diversity actualization agenda, including an integrative diversity perspective as informed by the comprehensive diversity objectives advanced by CEMRRAT.</td>
<td>Funding Amount: $3,500</td>
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<td>Category: UNDERGRADUATE/GRADUATE INNOVATIONS</td>
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<td>Applicant(s): Alice Carter, PhD &amp; Lizabeth Roemer, PhD</td>
<td>Affiliation: University of Massachusetts at Boston</td>
<td>Proposal Objectives: To develop a web page and brochure to illustrate the depth of attention to diversity, issues of systemic oppression, and cultural competence in our program to improve recruitment of graduate students of color.</td>
<td>Funding Amount: $3,000</td>
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<td>Applicant(s): Patrick Brice, PhD, LaNina Mompremier, PhD &amp; Alesia Howard</td>
<td>Affiliation: Gallaudet University</td>
<td>Proposal Objectives: To fund local and out-of-state educational workshops intended to educate and recruit psychology students, in addition to expenses for quarterly mentorship events.</td>
<td>Funding Amount: $4,350</td>
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<td>Applicant(s): Jyn-Hann Chang, PhD</td>
<td>Affiliation: East Stroudsburg University of Pennsylvania</td>
<td>Proposal Objectives: To create materials, presentations and workshops to educate minority high school students about the ESU Psychology program and psychology employment opportunities, and fund on-campus programming for incoming underclassman.</td>
<td>Funding Amount: $2,000</td>
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<td>Category: MATH &amp; SCIENCE</td>
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<td>Applicant(s): Elizabeth Arnott-Hill, PhD &amp; Margaret Dust, PhD</td>
<td>Affiliation: Chicago State University, Dept of Psychology</td>
<td>Proposal Objectives: To purchase student response systems would increase student engagement, enhance research and statistics learning outcomes, and increases the number of students accepted to research-based programs.</td>
<td>Funding Amount: $3,000</td>
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<td>Applicant(s)</td>
<td>Proposal Objectives</td>
<td>Funding Amount</td>
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<tr>
<td>Julius Najab, Stephanie Wong, &amp; Jonathan Mohr, PhD</td>
<td>To develop an online advanced quantitative training website to provide supplemental training and resources to future psychological researchers.</td>
<td>$2,340</td>
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<td>George Mason University</td>
<td>Category: OUTREACH, APPLIED EXPERIENCES, AND SERVICE LEARNING</td>
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| Applicant(s): Briana Woods, PhD, Michelle Peake-Androsik, PhD, Richard Nobles, PhD & William George, PhD | To enhance outreach to community agencies, applied community-based participatory research experiences and service-learning through providing relevant training for community agencies' staff. | $3,750 |
| University of Washington | |

| Applicant(s): David Mount, PhD | To use health equity service learning as the solution based vehicle to retention of minority students in behavioral, social, and biomedical sciences. | $4,500 |
| Wake Forest University Health Science Maya Angelou Research Center on Minority Health | Category: LEADERSHIP DEVELOPMENT FOR ADVANCING DIVERSITY AND MULTICULTURALISM |

| Applicant(s): Miguel E. Gallardo, PsyD & Jim Peck, PhD | To fostering collaborative efforts by including and sponsoring representatives of the ethnicity-specific associations at CPA leadership/advocacy trainings. | $3,375 |
| California Psychological Association | |

| Applicant(s): Jennifer Kelly, PhD | To host a leadership development workshop targeted towards the more advanced/experienced diversity delegates. | $3,590 |
| Division 31 | |

| Applicant(s): Greg Pennington, PhD | To sponsor minority student attendance at the Society of Consulting Psychology Mid-Winter Conference and host additional pre-conference workshops. | $3,035 |
| Society of Consulting Psychology |
## Category: FACULTY DEVELOPMENT

**Applicant(s):** Michael Twohig, PhD & Melanie Domenech Rodriguez, PhD  
**Affiliation:** Utah State University  
**Proposal Objectives:** To develop multicultural competence training activities based on principles from Acceptance and Commitment Therapy for faculty and students, and measure changes in competence via attitudinal and behavioral shifts.  
**Funding Amount:** $3,600

**Applicant(s):** Page Anderson, PhD & Leslie Jackson, PhD  
**Affiliation:** Georgia State University  
**Proposal Objectives:** To use a vertical team model to develop a cohort including a senior faculty member, a junior faculty member, and doctoral student to teach graduate and undergraduate courses in multiculturalism.  
**Funding Amount:** $2,500

**Applicant(s):** Tracy L. Heller, PhD & Kumea Shorter-Gooden, PhD  
**Affiliation:** CSPP-Alliant International University  
**Proposal Objectives:** To host a two-day seminar for program directors, faculty, and administrators, which will be led by an expert consultant on multicultural/international course transformation.  
**Funding Amount:** $3,200

**Applicant(s):** Ricardo Gonzales, PhD  
**Affiliation:** New Mexico Psychological Association  
**Proposal Objectives:** To develop home-study, continuing education modules via NMPA's website, including educational materials specific to New Mexico.  
**Funding Amount:** $2,000

## Category: STATE PSYCHOLOGICAL ASSOCIATIONS

**Applicant(s):** Committee of State Leaders  
**Affiliation:** APA Practice Directorate  
**Proposal Objectives:** Funding strategy for increasing minority participation and the development of ethnic diversity in SPTPA membership and leadership through partial funding of the Conference of State Leaders' Diversity Delegate Initiative.  
**Funding Amount:** $7000
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

Request for Proposals: 2009 CEMRRAT Grants

The APA Commission on Ethnic Minority Recruitment Retention and Training (CEMRRAT2) Task Force is seeking proposals for the 2009 APA/CEMRRAT Implementation Grant Funds. These small grants are intended to serve as ‘seed funds' to energize, empower, and support the efforts of individuals, organizations, and educational institutions committed to enhancing the recruitment, retention and training of ethnic minorities in psychology.

Submit your proposals beginning January 1, 2009. Eligible applicants include state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals. Proposals will be accepted on a rolling basis until all funds are allocated. Apply early!


For more information, including application instructions and the funding categories.

2008 Suinn Award Winner

On August 14, 2008 the CEMRRAT2 Task Force will present its Suinn Minority Achievement Award. Named for Richard M. Suinn, PhD, past APA President, the award is given to departments of psychology who have demonstrated excellence in the recruitment, retention and graduation of ethnic minority students. This year’s winner is Western Michigan University’s Counseling Psychology Doctoral Program. The award ceremony will take place during the APA Committee on Ethnic Minority Affairs Social Hour, at 6:00 pm in Fairfax Rooms A & B of the Sheraton Boston Hotel, at the 116th annual APA convention in Boston, Massachusetts.

The following is a brief profile of the selected program:
OEMA COMMUNIQUÉ

Western Michigan University
Counseling Psychology Doctoral Program
Department Chair: Patrick H. Munley, PhD, ABPP
Nominating Student: Kenlana Burton

- Ethnic minorities represent 28% (16 out of 57) of students currently enrolled.
- Ethnic minorities represent 27% (69 out of 256) of students enrolled in the past five years.
- Ethnic minorities represent 29% (6 out of 21) of students who have earned doctoral degrees in the past five years.
- All ethnic minority doctoral students in need receive departmental or other institutional funding during their first three years on campus.
- Between 2002/03 and 2007/08, the department awarded a total of $352,672 in apprenticeship support to ten ethnic minority students in the program.
- University fellowships during that period to minority program students totaled $543,471.
- Placement sites provide extensive opportunities to work with ethnic minority populations.

2009 SUINN AWARDS
Nominate an Outstanding Doctoral Program in Psychology!

The Commission on Ethnic Minority Recruitment, Retention and Training (CEMRRAT2) Task Force seeks nominations from ethnic minority doctoral students for the 2009 Richard M. Suinn Minority Achievement Award, which recognizes doctoral programs in scientific and professional psychology that demonstrate excellence in recruitment, retention, and graduation of ethnic minority students. The Suinn Achievement Awards will be presented at APA’s 2009 Annual Convention in Toronto, Ontario, Canada.

For further inquiries, contact OEMA at oema@apa.org or 202-336-6029.
With the nation preparing to embrace a first in way of a presidential nominee, issues surrounding diversity and race have risen to the forefront. The January 2008 report called “Unequal Health Outcomes in the United States” issued by the U.N. Committee on the Elimination of Racial Discrimination (CERD) Working Group on Health and Environmental Health tackles the role of race and ethnicity within the healthcare system and current healthcare policies. CERD is a United Nation’s body charged with monitoring State compliance with the U.N. Convention on the Elimination of All Forms of Racial Discrimination ratified in 1994. The United States government issued a Periodic Report in anticipation of the upcoming review of their progress to implement CERD. However, the working group felt the U.S. Periodic report failed to adequately discuss the impact of racial discrimination on people of color rights to health and environmental health. Thus, this report was originally conceived as a “shadow report” to the 2007 U.S. Periodic Report and was written by a group of experts in health policy and environmental justice. “Unequal Health Outcomes in the United States,” convincingly illustrates how race, SES, and ethnicity greatly impact all major aspects of health and healthcare by delineating the health disparities within several health categories and highlighting how healthcare reforms and current practices exacerbate the health disparity gap.

The health disparity gap is best understood as differences in all matters of health and healthcare that may be related to ethnic, racial, immigration, or class (SES) status. Most are familiar with the health disparity gap as highlighting differences in various health conditions. For example, African Americans, American Indians, and Pacific Islanders experience a preponderance of poor health problems ranging from infant mortality, diabetes, cardiac disease, and HIV/AIDS relative to their White or Asian American counterparts. Disparity gaps also exist in the availability of treatments, resources, and specialists. The report states that, “racial and ethnic minorities receive a lower quality and intensity of health care than White patients, even when they are insured at the same levels and present with the same types of health problems.”
Several systemic problems are pinpointed as fostering this health disparity gap. For instance, federal and state policies that decrease the availability of federal healthcare to the nation’s most needy citizens; welfare reforms that separate the applications for cash benefits and healthcare benefits while mandating proper identification to qualify for benefits make obtaining healthcare benefits more difficult. Moreover, CERD and other social activists are now limited in their ability to fight for healthcare equality because of Supreme Court rulings, as in *Sandoval*, where the Court narrowed the scope of legislation that could be used to prosecute racial discrimination.

Beyond governmental policies, longstanding social inequalities rooted in racism and segregation are also blamed for the current health disparities. Social inequalities such as separate and unequal housing, education, and employment opportunities continue to expose ethnic minorities to high levels of stress, environmental pollutants, crime, and overcrowdedness that contributes to the disparities. Disparities also are associated with environmental justice issues. Studies have found that minorities are more likely to live near and around commercial hazardous waste faculties. Physicians’ unconscious biases of favoring White patients over ethnic minorities, which often goes unmentioned, was also indicated as a cause of the current health disparity crisis. The report cited recent research that found minority patients are presumed to be abusers of drugs and alcohol and less educated. Physicians expect them not to comply with treatment or rehabilitation. However, doctors are likely to consider white patients more “pleasant” and “rationale” than Black patients.

In an effort to combat this multisystemic problem, the report offers recommendations for the federal and state governments that span healthcare reform and environmental justice. The report calls for a federal system of universal coverage that is free from discrimination of any kind. Civil rights enforcement must be increased to include violations within the healthcare sphere. All state and federal healthcare departments must begin to collect data concerning any type of healthcare disparity. Private and public health systems must monitor health disparities across race, ethnicity, immigration-status, and class. Health professionals, especially those federally funded, should be trained in cross-cultural medicine to improve provider-patient communications. Moreover, future and current providers should be trained in cross-cultural competencies to work with the broadening diversity in American society.
More specific recommendations were made in regards to environmental justice that included the Congress enacting the Environmental Justice Act of 2007, H.R. 1103, that was introduced by Hilda Solis (D.--CA). The legislation also requires several changes in EPA reporting procedures to ensure that they are making adequate steps toward eliminating the disparities concerning toxic waste. By successfully implementing the report’s recommendations, the federal and state governments may begin to alleviate the current health disparities and provide equal access and quality of care to all Americans.

**Editorial Note:** In 2001, APA sent a six-member delegation to the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia, and Other Related Intolerance (WCAR) in Durban, South Africa. During the UN's 50 years of struggle against racism, psychological perspectives were minimized in favor of legal, political and economic perspectives. Consequently, guided by the APA Resolution On Racism and Racial Discrimination: A Policy Statement in Support of the Goals of the 2001 World Conference Against Racism, Racial Discrimination, Xenophobia, and Other Related Intolerance, the APA Delegation sought to increase the visibility and the use of psychological and mental health perspectives in the framework and outcomes of the WCAR, and worked closely with numerous NGO caucuses to that end.

The UN-approved final document of the conference, WCAR Declaration and Programme of Action, includes mention of many provisions that are highly compatible with the recommendations of the CERD report on U.S. health. For example the WCAR report urges States [nations]: (a) To assess regularly the situation of individuals and groups of individuals who are victims of racism...including...health and health status...mental and physical health care, water, sanitation, energy and communications services...[Par. 92]; (b) to take steps to ensure equal access to comprehensive, quality health care affordable for all, including primary health care for medically underserved people, facilitate the training of a health workforce that is both diverse and motivated to work in underserved communities [Par.110]; and (c) to develop and strengthen anti-racist and gender-sensitive human rights training for public officials, including personnel in the administration of justice, particularly in law enforcement, correctional and security services, as well as among health-care, schools and migration authorities [Par.133].

In regard to these and other health-related paragraphs in the WCAR Report, the APA Task Force on the World Conference Against Racism Report (Shullman et al, 2005) noted the following: “As in the final documents of other UN conferences, the WCAR Declaration and
Programme for Action is the outcome of intense negotiations at the WCAR among member States of the UN and just as intense advocacy efforts of representatives of nongovernmental organizations (NGOs). As the governments deliberated during the drafting process, NGOs offered language in attempts to persuade the governments to incorporate such language into the document. The inclusion of "mental health/mental health care, [ health, healthcare, physical and mental health] ... in the WCAR document represents the contribution of the APA Delegation, working closely with the Health and other NGO Caucuses at the WCAR". For more related information on APA’s participation in the WCAR, go to http://www.apa.org/pi/oema/programs/pandr_wcar_apa.html.

Indigenous People and Climate
Shareefah Al'Uqda
OEMA Intern Howard University, Washington, DC

As the world goes green, policy makers are beginning to explore the effects of climate change on the world's earliest inhabitants. Over, 370 million indigenous people live throughout the world and many inhabit areas most effected by climate change. Thus, they are greatly impacted by governmental strategies aimed to reduce Greenhouse Gases (GHGs) and enhance the sinks (things that allow the gases to sink or prevent them for rising, e.g., forests) of GHGs. Such plans, called mitigation strategies, are developed through collaborative efforts of policy makers, business owners, and scientists. Surprisingly, the March 19, 2008 United Nations (U.N.). special report on the "Impact of climate change mitigation measures on indigenous peoples and on their territories and lands" indicates that until recently indigenous people had no significant involvement in formal discussions concerning the U.N.'s climate change framework.

The report states that indigenous people have utilized and survived on friendly environmental agricultural practices and thus can make major contributions toward reducing and combating climate change. The report also outlines that not only are indigenous people experiencing the immediate and far-reaching deleterious effects of climate change but they are also experiencing the ill effects of current government mitigation strategies. For example, increasing temperatures fosters soil erosion,
warmer marine temperatures, increased flooding, prolonged droughts, and deforestation, all of which, result in higher levels of food insecurity. However, one mitigation strategy of creating biofuel increases the amount of nitrous oxide and price of food crops, thus, further exacerbating indigenous people's food insecurity and possibly fostering more climate change. The report cites a recent study that found filling an SUV gas tank with ethanol requires enough corn to feed a person for a year.

The report also highlights several benefits of current practices with indigenous people. In the Huajira region of Columbia, one of the poorest on the South American coast with high levels of illiteracy and disease, the Columbian government gave the indigenous people legal rights to their traditional lands. There the World Bank established the Jepirachi Wind Power Project that is expected to reduce carbon emission by 1,168,000 tons over a 21-year operational period. Moreover, the project has employed almost 150 indigenous individuals and finances several community-based projects.

In an effort to ameliorate the effects of climate change on indigenous people and everyone, the authors, who are also special rapporteurs appointed by the UN, made several recommendations. Among the recommendations is the call for indigenous people to be fully and effectively involved in negotiations in the UN and other policy making boards. It is recommended that the business community incorporate the rights of indigenous people into their economic development plans. Moreover, it is urged that all people consider taking serious measures to mitigate climate change. Clearly, there is a need for psychologists to become more actively involved in facilitating and implementing collaborative mitigation strategies involving indigenous peoples/local communities, government, business and science.

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**Canadian Prime Minister Offers a National Apology on Behalf of All Canadians to Residential School Survivors**

On Wednesday June 11, the Canadian Prime Minister Stephen Harper issued a long-awaited apology to Canada's First Nations, Inuit, and Métis aboriginal peoples for the country's historic efforts to "kill the Indian in the child." In an effort to acculturate them into dominant Canadian society, children of Canada's aboriginal peoples were forcibly sent to boarding schools run by the government in collaboration with Christian churches. At
the schools, which operated from the late 1800s until the 1890s, many of the students were abused, neglected, and completely removed from their cultures. On behalf of the Canadian government and all Canadians, Prime Minister Harper sought to atone for the attitude that "aboriginal cultures and spiritual beliefs were inferior and unequal" and the horrible consequences of those beliefs. His apology for the dark legacy of the residential schools comes with the formation of Canada's Truth and Reconciliation Commission (TRC). The TRC's goal is to reconcile relations between aboriginal and non-aboriginal Canadians and to increase understanding and awareness of the long-term impact of the schools. For more information on this subject, visit the following: [http://www.cbc.ca/news/background/truth-reconciliation/](http://www.cbc.ca/news/background/truth-reconciliation/) [http://www.cbc.ca/canada/story/2008/05/16/f-faqs-truth-reconciliation.html](http://www.cbc.ca/canada/story/2008/05/16/f-faqs-truth-reconciliation.html).

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**The United Nations Celebrates the 60th Anniversary of the Universal Declaration of Human Rights**

To celebrate the 60th anniversary of the Universal Declaration of Human Rights, Dr Hans Blix, President of WFUNA, invites NGOs linked to the United Nations to participate in the first-ever interactive global online conversation on the "Universality of Human Rights."

To participate in this exciting new initiative, please visit the following website: [www.realtimedelphi.net](http://www.realtimedelphi.net). Then, enter the access code: humri (Please note that the code word is case sensitive.). On the website you will find 12 questions. You may omit any questions you wish and you do not have to complete this list of questions in one visit. All responses are anonymous. You can see what other respondents have been saying on each question. When you return to the questionnaire you will see your previous answers and may add to them or change them. You are encouraged to return to the website often to follow the conversation and participate, as and when you feel inspired to do so. Please plan to complete your input before 20 June 2008.

The results will be presented to the United Nations DPI/NGO conference on the theme: "Reaffirming Human Rights: the Universal Declaration at 60," to be held in Paris 3-5 September 2008.
The APA Committees on Ethnic Minority Affairs (CEMA) and Disabilities in Psychology (CDIP) sponsored a symposium on "Mental Health Effects of Racial Profiling and Stereotyping". The following two articles are based on presentations at that symposium.

The Impact of Racial Profiling and Stereotyping on the Sikh Community
Muninder K. Ahluwalia, PhD

The Sikh religion is practiced by more than 23 million people all over the world. It originally emerged in Punjab, India in the 1500's, named for a Sanskrit word that means “learner” or “disciple.” Sikh beliefs center around nine virtues: wisdom, truthful living, justice for all, temperance, self-restraint, courage, humility, contentment, and freedom from fear.

Several historical events laid the groundwork for the current bigotry and discrimination faced by Sikhs. One of the earliest was the US Anti-Asian immigration policies of the late 19th and early 20th centuries. Next came the mass violence that erupted after the division of India into India and Pakistan in 1947. In 1984, Indian troops stormed the holiest place for the Sikhs, the Golden Temple in Amritsar, that was being held by Sikh militants. Sikh body guards killed the prime minister who ordered this attack. In retaliation, three days of violence against Sikhs occurred unchecked during rioting in Delhi; thousands of Sikhs were killed and Sikhs no longer felt safe in their own country. The 1993 World Trade Center bombing was another detrimental event as Sikhs were misidentified as being like the suspects, who were Muslim.

The most recent key event was the 9/11 attacks on the World Trade Center and the Pentagon in 2001. The climate of fear and suspicion brought much of the racism to the surface, and made it somewhat socially acceptable. Media portrayals of any men with darker skin color, foreign accents, and turbans as Muslims have led to misidentification of Sikhs as Muslims. As such, Sikhs were also victims of the stereotype that all Muslims are definitely, or at least potentially, terrorists. This is evident in the comment
made in a Louisiana station’s radio broadcast by U.S. Representative John Cooksey (R), who said, “Anyone wearing a diaper on his head should expect to be interrogated as a possible suspect in investigations of terrorist attacks.”

There is institutionalized evidence of this racism worldwide. In the United States, the Patriot Act is a prime example. In the United Kingdom, men are required to take their license photos without their turbans. French law dictates that there can be no religious symbols in schools.

Further discrimination occurs in the form of hate crimes, verbal and physical attacks, and non-verbal gestures, like staring. This discrimination is the result of widespread ignorance about the Sikh community, misplaced and generalized fear and anger toward the “Muslim” community, and lack of critical analysis of media portrayals and other stereotypes.

Exposure to this discrimination has a definite and often profound impact on mental well-being. Among some Sikhs, it has led to feelings of alienation, increased depression and anxiety, crises of faith, family violence and divorce, and even suicide. When counseling Sikhs, psychologists must have an understanding of the Sikh religion and the importance of religion in the Sikh community. They should also consider the Sikhs’ experience of being both an ethnic and religious minority, along with other identities, such as gender. Taking all of this into account, along with the experiences of discrimination and profiling, psychologists must look for culturally-appropriate coping mechanisms to aid their client in dealing with all they are facing as a Sikh in today’s national and international climate of fear, hatred, and misunderstanding.

Muninder Kaur Ahluwalia is an Internship Coordinator and Associate Professor in the Department of Counseling and Educational Leadership in the College of Education and Human Services at Montclair State University. Dr. Ahluwalia received her PhD in Counseling Psychology from New York University in 2002. Her research focuses on multicultural counseling competence, assessment, identity development of racial and ethnic minorities in the United States, and methodological issues that arise in qualitative research.
America's Most Wanted: Mental Health Effects of Profiling Arab and Muslim Americans

Nadia Hasan, MA

Arabs and Muslims have a long history in the United States. There are approximately 3.5 million Arab-Americans living in the U.S. Yet, they are not a recognized minority group. Even within psychology, Arab and Muslim Americans have experienced a sort of invisibility. Instead, they have emerged as a cultural group with a distinct set of values and norms.

There is also confusion about who is an Arab and who is a Muslim. It is important to note that not all Arab-American are Muslims and not all Muslim-Americans are Arabs. Only about one-fourth of Arab-Americans are Muslim, and only one-fourth of Muslim-Americans are Arabs.

Arab-Americans can trace their ancestry to one or more of the 22 Arab countries, including Algeria, Egypt, Iraq, Morocco, Palestine, Saudi Arabia, Somalia, Sudan, and the United Arab Emirates. Still, these peoples all share a common experience of immigration, a prioritization of family (including the extended family), a respect for elders, and a commitment to religious faith.

They also have a shared experience of discrimination, which has only been made worse by the events of 9/11. In the nine weeks following 9/11, more than 700 violent acts toward Arab and Muslim Americans were reported. In the following year, Arab and Muslim Americans experiences reported 800 instances of employment discrimination. The rate of anti-Muslim discrimination has steadily increased every year. This view has been carried over into negative media portrayals of Arab and Muslim Americans.

Research has confirmed a link between this discrimination and psychological distress. This has in turn led to an increase in mental health needs, for which many Arab and Muslim Americans are turning to religious leaders and mental health professionals. The mental health concerns resulting from the discrimination include post-traumatic stress disorder, depression, domestic violence, identity issues, and inter-generational conflict.
These are some recommendations for counselors who seek to help meet the needs of these Arab and Muslim American clients. Be aware of personal biases; research Arab and Muslim culture; research relevant current events and laws; assess the client's level of acculturation and assimilation; emphasize confidentiality, and use psycho-education. It is also important to keep in mind the centrality of family in Arab and Muslim culture; maintain an openness to non-traditional and non-Western therapies; consider in-home services, and the need for same-sex practitioners; and, have space and a rug for prayer available for Muslim clients.

For more information, visit the websites of the Arab American Institute (www.aaiusa.org) and the American-Arab Anti-Discrimination Committee (www.adc.org).

Nadia T. Hasan, MA, is a doctoral student in Counseling Psychology at The University of Akron. She earned her B.S. in psychology from the University of Florida in 2002, and her M.A. in psychology from The University of Akron in 2005. Hasan is the Chair for the American Psychological Association of Graduate Students (APAGS; 2006-2009). She is a student affiliate member of APA Divisions 17, 26, 35, 45, 51, and 52. Hasan is also a student affiliate member of the Ohio Psychological Association. Her research interests include multicultural counseling, gender issues in counseling, international students, vocational psychology, and psychology education and training. She is lead editor, along with Drs. Nadya Fouad and Carol Williams-Nickelson, on the upcoming APA book called, Studying Psychology in the United States: Expert Guidance for International Students.
The ProDIGS initiative was developed to increase research capacity of early career faculty at predominately ethnic minority serving postsecondary institutions and to encourage student involvement in health disparities research training at early levels of the educational pipeline. Recently, ProDIGS awarded two small grants to early career faculty conducting research on issues concerning ethnic minority populations and health disparities. ProDIGS funds may be used for such activities as: course reduction, conducting pilot studies, consultation with research experts, survey and instrument design, data collection, student assistance, and faculty mini-retreats/workshops. It is expected with this support, grantees can enhance, refine and subsequently submit their research for federal and private foundation funding within 24 months of receiving their award. Subsequent grant submission is also encouraged through a project-supported 5-day professional development institute where grantees’ concept papers and research are critiqued, major trends in research and specifically health disparities research are discussed, professional mentors are assigned to assist with revised proposals, and other network opportunities are provided. This institute is sponsored by the APA Minority Fellowship Program.

Funding for the grant is through APA’s Science Directorate’s Academic Enhancement Initiative. To date, ProDIGS has awarded over $178,700 to 28 early career faculty at predominately ethnic minority serving institutions. This year awards were made to Dr. Marie Hammond at Tennessee State University and Dr. Wendi Williams at Long Island University. A brief description of their proposals is below.

*Personality Factors and Mental Health Problems among African Americans and Whites: A Pilot Study – Dr. Marie Hammond*

The study proposes to evaluate the viability of using an online human subjects database for gathering data from community mental health center clients and evaluate the impact of personality on presenting symptoms of 50 adult African American and 50 adult White patients at a community-based mental health clinic with the end goal of improving diagnosis and treatment of mental disorders and mental health issues.
for this identified population. The study will also evaluate the efficacy of using human subject pool management software as an enhancement to gathering data gathering thus continuing to test the relationship between personality and symptoms using an online assessment completion. It is expected through this usage, increase utilization and access to the study for the working and working-poor will occur thus providing a more representative sample. It is noted that research on the relationships between personality and mental health diagnosis are few and these studies have usually indicated a relationship between personality and clinical disorders using, primarily only White participants. But, research suggests that the manifestation of symptoms is affected by cultural and contextual variables (Alegría & McGuire, 2003). Additionally, Dr. Hammond notes that most of the research in this area has been conducted utilizing university and university affiliated hospitals or Veterans Affairs Medical Centers, and there is scant information on the generalization of this research as it affects minority populations and those who receive care in a community-based setting. Dr. Hammond will receive $6500.00 for project.

Dr. Wendi Williams’ research centers on Project SisterCircle which will focus on physical and mental health disparities among African descent women and girls through the promotion of wellness attitudes and behaviors while investigating the psychosocial and sociocultural factors that influence health behaviors and attitudes among this population. Outcomes of physical, mental health and psychosocial adjustment outcomes will be examined using eight to 10 adolescent girls attending an urban school for grades K-8 after an 8-week intervention centering on an integrative counseling intervention which integrates psychosocial spiritual components. The proposed program is based in a spiritually-based psychosocial curriculum and provides
training experiences for graduate students interested in minority health disparities, clinical work and research using a community participatory action research (PAR) and potential consumers of the project. Dr. Williams project is funded for $6500.00.

**Historically Black Virginia State University to Offer Its First PhD Program**

This fall Virginia State University, the historically black educational institution in Ettrick, Virginia, will launch its first PhD program. The university will offer a doctoral program in health psychology.

Two different tracks will be offered. The first will be clinical and will prepare students to become licensed psychologists. The second track will be geared toward developing research scientists and college faculty. The university hopes to enroll eight students in the program this fall and plans to expand to 24 students.

The new PhD program will be under the direction of Oliver W. Hill Jr., chair of the university psychology department. Dr. Hill is a graduate of Howard University and holds a master's degree and PhD in psychology from the University of Michigan.

Previously, the only doctoral-level degrees awarded by the university were in the field of education.

*Reprinted from the Journal of Blacks in Higher Education Weekly Bulletin, April 17, 2008*
Over 100 years ago the first sterilization law in the United States was enacted in the State of Indiana in 1907. Since that time, and often with the support of U.S. psychology, thirty-three States implemented compulsory sterilization programs, which primarily targeted individuals having presumed genetic "defects" such as mental retardation, mental illness, epilepsy, blindness, and hearing loss. In particular, American Indian and African American women were frequently the targets of these programs and were often sterilized without their informed consent. Although many of these State laws were repealed, due to the current advances in genetic research, Congress was compelled to address the policy implications of genetic information discrimination.

One hundred and one years after the first sterilization law was enacted in this country, Congress recently passed legislation that has been in the works for 13 years - Genetic Information Nondiscrimination Act of 2007 (GINA) - to prohibit employers and insurers from using genetic information to deny a person health insurance or employment opportunities. The Senate passed the bill on April 24, 2008 and the House passed it on May 1, 2008. The President is expected to sign it into law very soon.

While 43 States to date have enacted laws to prohibit the use of genetic information by health insurers and at least 30 States have laws that prohibit genetic discrimination by employers, these laws vary widely with respect to their approach, application, and level of protection. GINA would set a floor protecting all persons from genetic discrimination and preventing health insurance plans and health insurers in all markets from rejecting applicants, increasing premiums, or excluding or limiting covered benefits based on genetic information that reveals one's predisposition for mental illness.
The APA Public Interest Government Relations Office (PI-GRO) has been working diligently to advocate for passage of this bill because it would protect millions of people who suffer from or have a genetic propensity for mental illness and behavioral health problems from discrimination in employment and health insurance coverage. In addition, it would allay some fears that individuals have concerning their genetic information and allow individuals to take advantage of genetic testing, technologies, research, and new therapies without retaliation or unlawful discrimination. PI-GRO will continue to monitor this vital piece of legislation and advocate for its enactment into law.

**Bebe Moore Campbell National Minority Mental Health Awareness Month Resolution 134**

Mental illness is one of the most debilitating of disabilities, an affliction that affects one out of every four Americans. Although mental illness does not discriminate based on race, a report by the Office of Minority and National Affairs of the American Psychiatric Association states that African Americans are more prone to experience its negative effects.

Recently, this issue has garnered attention in Congress, due to the proposed initiative of Representative Albert Wynn (D-MD), the Bebe Moore Campbell National Minority Mental Health Awareness Month (Resolution 134), that would heighten public awareness and reduce the stigma of mental illness in minorities and mental illness in general.

The resolution by Representative Wynn is named for noted African American novelist, Elizabeth Bebe Moore Campbell, who passed away in November of 2006. In addition to being one of the most celebrated African American authors, journalists, and playwrights of the 20th century, Ms. Campbell was an avid activist for the mentally ill. Her novel *72 Hour Hold* exposes the difficulties that those with mental illness face. Specifically, however, she dedicated herself to promoting knowledge of mental illness and eliminating its stigma amongst the African American population. Bebe Moore Campbell hoped, as does Rep. Wynn, to inspire minority communities to support wholeheartedly their mentally ill members and to aid in their road to treatment.
FOR YOUR INFORMATION...

Announcements

Kudos!

Stanley Sue, PhD Elected the New President of the Western Psychological Association!

Dr. Stanley Sue, is the Distinguished Professor of Psychology and Asian American Studies at University of California at Davis. His research and writings have been highly acclaimed by AAPA, Division 45, and APA. There have been few that have worked as hard and as persistently for the betterment of his fellow humans, including Asian Americans and the people of all ethnic communities. Within AAPA, Dr. Stanley Sue is celebrated as one of pioneers of the association. His research on Asian Americans in the early 1970s stand as classics in the annals of Asian American psychology. He was the executive director of the NIMH funded National Research Center for Asian American Mental Health for many years while he was at UCLA and at UC Davis.

Alberta Gloria, PhD Honored

Dr. Alberta Gloria received a prestigious award from the American Association of Hispanics in Higher Education. AAHHE presented Dr. Gloria with the Outstanding Latino/a Faculty in Higher Education: Research/Teaching (Research Institutions) Award in Miami at their third annual conference.

Dr. Eduardo Morales Promoted

Eduardo Morales, PhD, has been promoted from full professor of Alliant International University to Distinguished Professor. This is a great honor as he one of five of the 185 faculty at Alliant to hold this title.

Antonio Puente, PhD Appointed to the American Medical Association (AMA) Health Care Professionals Advisory Committee (HCPAC) CPT Editorial Panel

Congratulations to Antonio Puente, PhD, University of North Carolina, Wilmington, for his recent appointment to the American Medical Association Health Care Professionals Advisory Committee (HCPAC) CPT Editorial Panel.

The AMA's CPT is the national system for describing "procedures and services performed by physicians and other health care providers" as a means "for reliable nationwide communication among physicians, patients and third parties" (from CPT). The system determines what health care procedures can be done in the U.S. and, in turn, how much each procedure is valued. The Editorial Panel votes on all proposals from all health care professions.
Dr. Puente is the first psychologist on the panel since its onset by the AMA in 1966. His four year term will begin in October, 2008. KUDOS!

Research & Training Issues

Scholarships, Fellowships, Grants, and Institutes

APA Approved Postdoctoral Fellowship in Clinical Psychology University of Oklahoma Health Sciences Center

Applications are being accepted for a full-time postdoctoral fellowship with an emphasis in chemical dependency. The fellowship provides clinical and didactic experiences that emphasize: 1) assessment and treatment of addictive disorders; 2) pharmacology of drugs of abuse; 3) research and teaching; 4) and consultation. Stipend offered. Requirement: doctorate in Clinical or Counseling Psychology from an APA-accredited program with an APA-accredited internship completed by the start date. ABD applicants will not be considered. Applications will be accepted until the position is filled. The start date is September 1, 2008. Contact Debbie Scott for application materials and additional program information at (405) 271-5251 x47680 or email: debbie-scott@ouhsc.edu. An Equal Opportunity Employer.

California Health Professions Foundation Loan Repayment Program

The Licensed Mental Health Service Provider Education Program is providing loan repayment awards, of up to $15,000, in exchange for a commitment to provide two years of service within a designated Mental Health Professional Shortage Area. For a partial list of Medical Underserved Counties and their locations visit: http://oshpd.ca.gov/HPEF/MUAs.html.

Persons providing direct client services in underserved areas are afforded highest priority. If you or you know of a colleague who might be interested, visit: http://oshpd.ca.gov/HPEF/Applications.htm for the Licensed Mental Health Service Provider Education Program Application. These awards are available to licensees as well as interns.

Fellowship in Rural Health Research Texas A&M University College

The Department of Educational Psychology at Texas A&M University announces a two-year post-doctoral fellowship in rural health research in counseling psychology starting Fall of 2008. Applicants interested in rural mental health and have experience with racially and economically diverse populations are strongly encouraged to apply. The position is for a person to enhance
our effort in addressing health disparities among rural populations. We are seeking a colleague whose research passions and clinical expertise will advance the knowledge base in reducing/eliminating health care and educational attainment disparities in children, youth, and families in school and community settings.

Fellows will be expected to teach 2-3 courses per year. In addition to salary and benefits, additional funds are available for travel. Opportunities to pursue licensure hours can be arranged. Qualifications: PhD in counseling or clinical psychology with a demonstrated interest in multicultural health research in psychology. Applications will be accepted until position is filled. Applicants should submit cover letter with statement of research interest, vita, and three letters of references to Dr. Linda Castillo at CPSY@tamu.edu (Subject Head: Multicultural Health Research Application).

Join Salud America!

Salud America!, The National Latino Childhood Obesity Prevention Research Network, a program dedicated to reversing the Latino childhood obesity epidemic and supported by the Robert Wood Johnson Foundation, is geared to fight the epidemic, and seeks to unite Latino childhood obesity stakeholders to stimulate research, training and education and develop environmental, behavioral and policy solutions. Salud America! is looking to engage researchers, health professionals, policymakers, community groups, and advocates from the general public.

To Join Salud America!, visit our website at www.salud-america.org.

Post-Doctoral Fellowships in Alcohol and Addiction Research Department of Psychological Sciences —University of Missouri – Columbia and the Midwest Alcoholism Research Center

The Department of Psychological Sciences at the University of Missouri (MU) has an opening for a Postdoctoral Research Fellow in Alcohol and Addictions. Postdoctoral research fellows will undertake advanced training in addictions and pursue their own research interests under the supervision of faculty sponsors. MU’s addiction training is closely affiliated with the Midwest Alcoholism Research Center (MARC) based at Washington University in St. Louis (PI: Andrew Heath). Postdoctoral fellows will have the opportunity to become involved with MARC research activities in addition to those activities based on the MU campus. The position is on an NIAAA Research Training Grant (T32), and the applicant must be a United States permanent resident or citizen. Candidates must hold a PhD or other doctoral degree relevant to the study of the psychology of addiction. The position is for up to two years and start date is negotiable but, for
the NIAAA slot, the start date must begin on or after July 1, 2008.

Send vita, up to 5 representative reprints, a cover letter describing your research interests and training goals, and 3 letters of reference to: Addiction Research Training, c/o Isabel Rife, Dept. of Psychological Sciences, 200 S. 7th Street, University of Missouri, Columbia, MO 65211. Inquiries can be made to Ken Sher, 573-882-4279, Email: SherK@missouri.edu.

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Post-Doctoral Fellowship in Pediatric Psychology at the University of Miami School of Medicine

An NIH-funded research training program focusing on health behavior research in minority pediatric populations has a post-doctoral position available. This position for a qualified individual with an earned doctorate and APA-approved internship in child clinical or pediatric health psychology will be available beginning summer or fall 2008. The postdoctoral fellowship program includes didactic seminars focusing on clinical aspects of chronic health conditions, research methodology, grant writing, cultural issues, professional issues and ethics.

Clinical hours towards licensure are available. The annual salary for a first-year fellow is $36,996. Send statement of interest, C.V., and three letters of recommendation to: Alan Delamater, PhD, Pediatric Psychology Fellowship Program, Mailman Center for Child Development (D-820), PO Box 016820, University of Miami School of Medicine, Miami, FL 33101. E-mail inquiries and application may be directed to adelamater@med.miami.edu. The University of Miami is an affirmative action/equal opportunity employer.

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Postdoctoral Fellowships in Women’s Health Research

The University of Texas Medical Branch is accepting applications for postdoctoral fellows interested in pursuing an academic career in women’s health research. This 2-year NIH T32 fellowship provides training in theory and methods as well as practical experience as they pertain to conducting clinical research. Faculty in the program are able to offer ample opportunities for data analysis, manuscript preparation, and grant writing in a collaborative working environment. For clinical applicants, the curriculum provides supervised training hours in the clinical assessment and care of inpatient and outpatient populations, and fulfills the requirement for licensure in the state of Texas after one year.

The fellows will work with and receive supervision from a multidisciplinary team of clinicians, psychologists, epidemiologists, and statisticians. Applicants must have their doctoral degree prior to the start of the fellowship. Individuals with a PhD in public health,
psychology, epidemiology, statistics, or a related field are eligible. Postdoctoral fellows will be provided with a generous stipend and research account, including funds to attend national meetings. Health insurance, retirement, vacation and sick leave will also be provided.

The deadline for applications is open and application materials will be considered as they are received. The start date is flexible. To apply, submit a letter of interest, curriculum vitae, and three letters of reference to:

Carmen Radecki Breitkopf, PhD
Department of Obstetrics and Gynecology
301 University Blvd.
3.108 John Sealy Annex, Route 0587
Galveston, Texas 77555-0587
cmradeck@utmb.edu

Research Assistant for Asian American Center on Disparities Research

The Asian American Center on Disparities Research (funded by the National Institute of Mental Health) is seeking a graduate research assistant for its Clinical Effectiveness Research program under the direction of Drs. Gordon Nagayama Hall and Nolan Zane. This is the first randomized effectiveness trial of cognitive-behavioral therapy with Chinese American clients with major depression. The graduate research assistant would be responsible for conducting assessments of patients involved in the project at two participating clinics in the San Francisco Bay Area. Applicants should be in graduate programs in clinical, counseling, or school psychology. Skills in administering the Structured Clinical Interview for DSM (SCID) and Cantonese language proficiency are desirable. Applications should be submitted to Oanh Meyer, University of California, Davis, Department of Psychology, One Shields Avenue, Davis, CA 95616. Applications will be accepted until position is filled. Please contact Ms. Meyer [olmeyer@ucdavis.edu] concerning any questions about the position.

San Diego State University
Postdoctoral on Intervention and Social Determinants Research Addressing Latino Health

A postdoctoral position is available to work on intervention and social determinants research addressing Latino health. The research environment at the Center for Behavioral and Community Health (BACH) offers outstanding potential for interdisciplinary collaboration and training with other Schools and departments at San Diego State University, the School of Medicine at the University of California, San Diego (UCSD), and San Ysidro Health Center. At the time of appointment, the candidate must have a PhD, or equivalent degree, with a background in Public health, Psychology, or related area of science.
FOR YOUR INFORMATION...

The successful candidate will be responsible for expanding and building a strong program of behavioral cancer and obesity research. In addition, he/she will provide leadership and mentoring to master and doctoral level students. The training environment provides a unique opportunity to initiate and execute fully-developed research proposals; and prepare presentations and manuscripts for publication. Salary and start date are negotiable. Please contact Katie Bothwell at kbothwell@projects.sdsu.edu. For more information, please visit our websites: www.sdsubach.org or www.sdprc.org.

The University of Michigan National Center for Institutional Diversity (NCID)
Postdoctoral Fellowship Program — 2009-2010 Academic Year

The National Center for Institutional Diversity (NCID) at the University of Michigan is accepting applications for its Institutional Diversity Postdoctoral Fellowship Program for the 2009-2010 academic year. This university-wide, interdisciplinary initiative seeks to advance the Center’s national commitment to institutional diversity as well as its strategic agenda to bridge exemplary scholarship with multilevel engagement and innovation. This fellowship program is also designed to help recruit outstanding faculty with strong commitments to diversity within a range of U-M academic units. A successful candidate will be attractive as both an NCID fellow and a tenure-track or research faculty member. For example, successful candidates could have the opportunity for a full-time fellowship at NCID before starting a tenure-track position within a UM academic unit. Applications will be evaluated by representatives from both NCID and a relevant U-M academic unit, including a potential faculty mentor. The fellowship recruitment begins in July 2008 with an application deadline of November 15, 2008, for a possible Fall 2009 start date. For more information log on to: http://www.ncid.umich.edu/fellows/postdoc.shtml.

Call for Papers and Proposals

Call for Applications The 2008-2009 Robert Wood Johnson Foundation Health & Society Scholars Program

The Robert Wood Johnson Foundation Health & Society Scholars program is designed to build the nation's capacity for research, leadership and policy change to address the multiple determinants of population health. The program is based on the principle that progress in the field of population health depends upon multidisciplinary collaboration and exchange. Its goal is to improve health by training scholars to:

• investigate rigorously the connections among biological, genetic, behavioral,


environmental, economic and social determinants of health; and
• develop, evaluate and disseminate knowledge and interventions that integrate and act on these determinants to improve health.

The program is intended to produce leaders who will change the questions asked, the methods employed to analyze problems, and the range of solutions to reduce population health disparities and improve the health of all Americans. For information log on to: http://www.rwjf.org/files/applications/cfp/HSS0809_cfp.pdf.

A Call for Manuscripts for a Special Issue of The Journal for Social Action in Counseling and Psychology: "Addressing the Impact of Violent Conflict: Roles for Counselors and Psychologists"

In hopes of opening up pathways for psychology professionals to be more effective in settings where people are affected by violence, the Journal for Social Action in Counseling and Psychology invites manuscripts that reflect on the roles of counselors and psychologists in preventing or intervening in violent conflict and in fostering healing among individuals, families and communities. Violent conflict may include war, state-sponsored violence, community violence, and related sources of suffering. All manuscripts should include reflection on community change and system transformation in which counselors and psychologists play a role. Appropriate manuscripts may include social action research, theory, as well as examples of transformative practice. Manuscripts may be submitted in English or Spanish. Manuscripts will be reviewed through a masked, peer review process. Inquires about appropriateness of a manuscript for this special issue may be directed to jsacp@lclark.edu. The submission deadline is November 8, 2008.

The Journal for Social Action in Counseling and Psychology (JSACP) is an electronic journal that upholds highest academic and professional standards and is published twice a year electronically. JSACP is the official journal of Counselors for Social Justice of the American Counseling Association and Psychologists for Social Responsibility. Previous issues and editorial policy of JSACP may be found at: http://www.psyr.org/jsacp/.

Call For Papers: Special Issue on Silence and Memory

Memory researchers often focus on what is spoken, but silences are also important elements in memory. Recent work suggests that what is not told, not rehearsed, and not spoken has implications for later memory, self, and identity. Moreover, that work further suggests that those implications are evident for both individuals and groups. We are seeking contributions to a special issue of Memory considering the
implications of silence for memory. We are interested in a wide range of contributions, ranging from laboratory and experimental work to theoretical considerations, and on phenomena ranging from retrieval-induced forgetting to cultural and social factors that influence the nature of silences.

Interested individuals should submit their manuscripts through the manuscript central website: http://mc.manuscriptcentral.com/pmem, and note that the submission is intended for the special issue on Silence and Memory. For full consideration, manuscripts are due December 31, 2008. Questions should be directed to the guest editors: Monisha Pasupathi (monisha.pasupathi@psych.utah.edu) and Kate McLean (Kate.McLean@wwu.edu). All manuscripts will be subject to editorial and peer-review before acceptance for the special issue.

Call for Paper Proposals on Lesbian Youth

The Journal of Lesbian Studies announces a special issue focusing on Lesbian Youth. The journal presents an interdisciplinary body of work, addressing history, politics, science, race, literature, and life cycle issues of women who love women. In that spirit, this issue will focus on the unique experiences, challenges, and lives of adolescent lesbians from a variety of perspectives including but not limited to those mentioned above. Submissions will be considered from a wide variety of perspectives, academic and non-academic, professional and interpersonal.

Potential contributors are asked to submit a one page proposal for a 10-15 page manuscript. While proposals are not required to follow a particular style, they should be double-spaced. Inquiries should be directed to Diane Pendragon, PsyD at dpendragon@pacbell.net. Proposals should be submitted in Word format as an e-mail attachment to both Diane Pendragon, PsyD at: dpendragon@pacbell.net and Oliva Espin, PhD at: oespin@mail.sdsu.edu by June 19, 2008.

Call for Nominations and Awards

CNPAAEMI Henry Tomes Awards for Distinguished Contributions to the Advancement of Ethnic Minority Psychology Call for Nominations

The Henry Tomes Awards for the Advancement of Ethnic Minority Psychology, named in honor of one of the leaders and pioneers of ethnic minority psychology, are awarded biennially at the National Multicultural Conference and Summit. Funded by the member associations of the Council of National Psychological Associations for the Advancement of Ethnic
Minority Interests (CNPAAEMI), the Tomes Awards honor psychologists from each ethnic minority community—African American, Alaska Native/American Indian, Asian American/Pacific Islander, Latina/o American—on a rotating basis. The 2009 Tomes Awards will recognize one American Indian/Alaska Native psychologist in each of the two categories:

A. **Senior Alaska Native/American Indian Psychologist** who has been in the field for 20 or more years and whose work demonstrates distinguished contributions for the empowerment of ethnic minority individuals and communities in the following arenas: (a) the development and promotion of ethnic minority psychology in the areas of research, training, practice, and policy; (b) advocacy in the interests and psychological well-being of individuals across multiple ethnic minority communities: African American, American Indian/Alaska Native, Asian American/Pacific Islander and Latino/a Americans; and (c) leadership in institutions and organizations to advance ethnic minority interests in the practice, science, and/or education of psychology.

B. **Emerging American Indian/Alaska Native Psychologist** who has graduated no earlier than 1998 (i.e., 10 years post-doctorate), and whose work has already influenced and demonstrates promise for distinguished contributions towards the empowerment of ethnic minority individuals and communities in the following arenas: (a) development and promotion of ethnic minority psychology in two of the four following areas: research, training, practice, policy with emerging efforts in the remaining two; (b) advocacy in the interests and psychological well-being of individuals in one of the following ethnic minority communities: African American, Alaska Native/American Indian, Asian American/Pacific Islander and Latino/a Americans with emerging contributions to at least one other ethnic minority community; and (c) leadership in institutions and organizations to advance ethnic minority interests in the practice, science, and/or education of psychology.

Nomination packets must include the following: (1) a nomination letter; (2) three letters of endorsement; and (3) the candidate's current curriculum vita. Materials should be addressed to CNPAAEMI and sent to the Office of Ethnic Minority Affairs, American Psychological Association, 750 First Street, NE Washington, DC 20002-4242. The deadline for receipt of nomination materials is October 1, 2008. The winners of the 2009 CNPAAEMI Henry Tomes Awards will receive an award plaque and a
cash honorarium that will be presented during the National Multicultural Conference and Summit in New Orleans, January 15 to January 16, 2009.

Call for Nominations APA Committee on Ethnic Minority Affairs

The American Psychological Association’s Committee on Ethnic Minority Affairs (CEMA) is seeking nominations for two new members to begin three-year terms of service on January 1, 2009. The committee functions as a catalyst for action on ethnic minority issues and concerns by interacting with and making recommendations to the various components of the APA’s governing structure, APA membership, and other groups.

Committee members plan, develop, and coordinate various activities related to advocacy and promoting an understanding of the cultures and psychological well-being of ethnic minority populations, monitoring and assessing institutional barriers to equal access to psychological services, and ensuring equitable ethnic/racial representation in the profession of psychology.

To fulfill its mandate for ethnic representation and its commitment to gender equity, the two vacant slates are for the following: Self-identified African American/Black male and Latino/Hispanic male psychologists. CEMA welcomes the nomination of candidates who possess knowledge and expertise of other diverse populations (e.g., disability, early career, national origin, sexual orientation, etc.).

Selected candidates will be required to participate in no less than two committee meetings a year. No more than two meetings will be convened at APA headquarters in Washington, DC. Members also work on CEMA priorities when necessary between meetings. If possible, CEMA members attend the APA annual convention at their own expense to participate in convention programming sponsored by CEMA.

Nomination materials should include the nominee’s qualifications (including a statement of relevant experience), a current curriculum vita and a letter of interest to serve a three term on the CEMA if appointed. Self-nominations are encouraged. Nominations and supporting materials should be sent no later than September 5, 2008, to the APA Office of Ethnic Minority Affairs at the APA address.

APA Committee on Children, Youth, and Families Call for Nominations for Terms Beginning in 2009

The Committee on Children, Youth, and Families (CYF) is anticipating two vacancies in 2009. CYF welcomes nominations from individuals interested in linking research and policy for children and families within APA and the
profession. The Committee is particularly interested in candidates with substantial expertise and demonstrated experience in applying psychological knowledge to the well being and optimal development of children, youth, and families; and in issues advancing psychology as a science and profession in the area of promoting health and human welfare. Candidates are sought who have particular expertise in addressing research and policy relevant to contemporary issues facing children, youth, and families in the context of their socioemotional and cognitive development and mental health. Candidates who have particular interest in culturally and linguistically diverse, understudied, underserved and diverse populations (e.g., ethnic minorities, sexual minorities, and those with disabilities) and who have expertise in topics relevant to these populations are particularly encouraged to apply.

Members are expected to collaborate on a targeted project directly related to CYF's work and mission and to APA's mission as a whole. Such targeted projects may include development of public policy statements, convention program submissions, public education materials, or participation in federal advocacy efforts. The Committee is actively engaged in carrying out the Committee’s mission statement in the following areas:

- identify and disseminate information concerning the psychological status of children, youth, and families for psychologists, other professionals, policy makers, and the public;
- offer consultation to relevant APA boards and committees that are responsible for the educational standards for psychologists who conduct research and provide services for children, youth, and families;
- encourage psychological research on the factors that promote or inhibit the development of individual and family competence;
- contribute to the formulation and support of policies that facilitate the optimal development of children and youth within families;
- designate priorities for APA involvement in the issues affecting children, youth, and families, including issues related to gender, ethnicity, sexual orientation, and disability.

Potential candidates are encouraged to visit the CYF website: (www.apa.org/pi/cyf/ccyf) to learn more about CYF's mission and prior initiatives.

The Committee places a priority on maintaining representation within the Committee’s membership that reflects the diversity of psychology and society (e.g., ethnicity, culture, gender, age, disability, sexual orientation, geographic location, socioeconomic status, and those who are employed less than full
time). The candidates selected to serve on the Committee will serve for three years and will be required to attend two Committee meetings a year in Washington, DC, with expenses reimbursed by APA, and to participate in conference calls. The successful candidate is expected to attend, if possible, the informal CYF meeting held during the APA convention at the member's own expense. In addition, members are expected to work on projects and Committee business between meetings.

Each candidate is asked to submit:

(1) a letter indicating his/her willingness to serve;
(2) a brief statement describing the applicants expertise and interest in one or two contemporary issues facing children, adolescents and families that they would bring to the Committee; and
(3) a current curriculum vita.
(4) at least one but not more than three letters of support for their nomination

Nomination material including a letter from the candidate indicating a willingness to serve, issues statement, a current CV, and letter(s) of support must be received by Monday, August 25, 2008. Nomination material received after August 25 will be held for consideration the following year. Material may be sent to CYF Nominations, c/o Efua Andoh, Public Interest Directorate, American Psychological Association, 750 First Street, NE, Washington, DC, 20002-4242, by email: eandoh@apa.org or fax (202) 336-6040.

Call for Nominations to the APA Committee on Disability Issues in Psychology

APA’s Committee on Disability Issues in Psychology (CDIP) is seeking nominations for two new members to begin three-year terms on January 1, 2009.

The Committee’s mission is to promote the:

• psychological well-being of people with disabilities;
• inclusion of knowledge about disabilities and disability issues in education, training programs, policies, and professional development of psychologists;
• development and implementation of psychological service delivery modes responsive to the needs of people with disabilities; and,
• awareness of disability in psychological research as well as specific research activity in disability areas.

Current CDIP activities include developing best practices in research, training, and service delivery concerning persons with disabilities; increasing the visibility of disability within APA; and addressing
barriers to training encountered by students with disabilities.

CDIP seeks psychologists with disability-related academic, clinical, or research experience. The Committee strongly encourages applications from those who have a disability (visible, invisible, or due to a chronic health condition or injury) and/or those with personal experience with disability. The Committee also welcomes psychologists who are members of under-represented groups. Nominations are open to APA members who are retired or employed less than full time.

CDIP members are required to participate in annual committee meetings held in Washington, DC, with expenses reimbursed by APA. Members are also expected to work on projects between meetings and encouraged to attend APA's Annual Convention to which attendance is not subsidized.

Nomination materials should include a current curriculum vitae and a statement of interest and qualifications. Please send materials, by the August 29, 2008 deadline, to Anju Khubchandani, Office on Disability Issues in Psychology, at the APA address or via email at: aakhubchandani@apa.org.

Call for Nominations APA Committee on Early Career Psychologists

The Committee on Early Career Psychologists (CECP) is seeking nominations for two slates (Division Representative and Science Representative) to serve a three-year term (2009-2011):

The Committee on Early Career Psychologists seeks to
• research, organize and institute initiatives to increase the number of student affiliates who transition to full member status; as well as the number of early career psychologists joining the association for the first time;
• collaborate in the development and implementation of the recruitment and retention initiatives of the Membership Committee;
• support the development of new mechanisms and the enhancement of existing mechanism to increase participation in APA Divisions and State, Provincial and Territorial Psychological Associations among early career psychologists;
• promote greater awareness of the benefits of APA membership for early career psychologist and work to expand those benefits; and
• represent the interests and concerns of early career psychologists throughout APA governance and the central office.

Nominees must be within seven years of the receipt of their doctorate on September 1, 2008. In addition, nominees must be able to attend—in their entirety—
For Your Information...

Mandatory committee meetings in March and October. Meeting expenses are reimbursed by APA. For the complete announcement, go to: http://www.apa.org/earlycareer/pdf/CECP%20Call%20for%20Nominations%20-%202008.pdf.

To encourage the representation of ethnic diversity issues on the Committee, the Committee on Early Career Psychologists requests that nominators consider the ethnic background of the nominee(s). The committee suggests that nominators also consider equitable age and gender representation, and diverse representation of expertise. The Committee work extensively through email and phone conferences. Applicants should expect to spend a minimum of 5 hours per week engaged in committee activities. All nominations should include a Statement of Interest from the nominee, current Curriculum Vitae, and one Letter of Recommendation. Nomination materials must be received by October 15, 2008. Send Nominations via Email, Mail, or Fax to: Alex Sittig: APA, 750 First Street, NE, Washington, DC 20002, Fax: (202) 216-7628, Email: asittig@apa.org.

APA Committee on Lesbian, Gay, Bisexual & Transgender Concerns (CLGBTC) seeks nominations for two positions beginning January 1, 2009. Nominees are sought who have experience or expertise relevant to one or more of the following areas: (a) racial & ethnic minority issues; (b) youth; (c) transgender issues; and (d) aging.

The Committee particularly welcomes nominations of ethnic minority psychologists, bisexual psychologists, psychologists with disabilities, and transgender psychologists, and other psychologists who are members of underrepresented groups. In considering nominees, the Committee will also consider the range of major fields and specializations in psychology and the geographic diversity represented in its membership.

The Committee’s mission is to:

- study and evaluate on an ongoing basis how the issues and concerns of lesbian, gay male, bisexual, and transgender psychologists can best be dealt with;
- encourage objective and unbiased research in areas relevant to lesbian, gay male, bisexual, and transgender adults and youths and the social impact of such research;
- examine the consequences of inaccurate information and stereotypes about lesbian, gay male, bisexual, and transgender adults and youth in clinical practice;

The Committee on Lesbian, Gay, Bisexual, and Transgender Concerns (CLGBTC) seeks nominations for two positions beginning January 1, 2009. Nominees are sought who have experience or expertise relevant to one or more of the following areas: (a) racial & ethnic minority issues; (b) youth; (c) transgender issues; and (d) aging.

The Committee particularly welcomes nominations of ethnic minority psychologists, bisexual psychologists, psychologists with disabilities, and transgender psychologists, and other psychologists who are members of underrepresented groups. In considering nominees, the Committee will also consider the range of major fields and specializations in psychology and the geographic diversity represented in its membership.

The Committee’s mission is to:

- study and evaluate on an ongoing basis how the issues and concerns of lesbian, gay male, bisexual, and transgender psychologists can best be dealt with;
- encourage objective and unbiased research in areas relevant to lesbian, gay male, bisexual, and transgender adults and youths and the social impact of such research;
- examine the consequences of inaccurate information and stereotypes about lesbian, gay male, bisexual, and transgender adults and youth in clinical practice;
• develop educational materials for distribution to psychologists and others; and
• make recommendations regarding the integration of these issues into the APA’s activities to further the cause of civil and legal rights of lesbian, gay male, bisexual, and transgender psychologists within the profession.

The Committee shall consist of six members, three of whom self-identify as women and three of whom self-identify as men, to be appointed for staggered terms of three years. Transgender members who do not self-identify as either women or men may fill either a female or a male seat, in alternation (for example, if there were two transgender members who did not identify as either women or men, one would fill a male seat and one would fill a female seat). It shall report to Council through the Board for the Advancement of Psychology in the Public Interest.

The nominee and/or nominator should provide a statement of interest, highlighting the nominee’s qualifications for the Committee and expertise or interest in the targeted areas above; the nominee’s curriculum vita should accompany this statement. Self nominations are accepted.

Nomination materials are to be received by August 31, 2008, mail to CLGBTC Nominations, Public Interest Directorate, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242 or email to lgbc@apa.org.

Call for Nominations to the Committee on Women in Psychology 2009

The American Psychological Association’s Committee on Women in Psychology (CWP) is seeking nominations for two new members to begin terms in January 2009. The committee functions as a catalyst by interacting with and making recommendations to the various parts of the APA governing structure and the APA membership, as well as other relevant groups. The committee also collects and disseminates information concerning the status of women and develops the means by which the participation of women in roles and functions of the profession could be increased.

The committee is interested in persons with demonstrated interest and experience in women’s issues to serve a 3-year term from January 2009 through December 2011. For this term, CWP seeks (1) a psychologist actively involved in research whose research focus is on women’s issues and (2) a psychologist with clinical expertise in women’s health and mental health with direct clinical service to women in diverse private and public health settings. CWP also encourages applications from individuals either with a disability or with expertise with issues confronting women with disabilities. Letters of nomination should clearly describe the
candidate’s specific qualifications relative to these criteria. Nominees to CWP must be full members of APA.

CWP members are required to attend two committee meetings each year in Washington, DC (Thursday night to Sunday afternoon) with expenses reimbursed by the APA. Candidates should ensure they can attend all committee meetings. Meetings in 2009 will be March 20-22 and September 11-13; meetings in 2010 will be March 19-21 and September 24-26; meetings in 2011 are TBD. Committee members also work on CWP priorities between meetings and will be expected to participate in regular committee conference calls. Because CWP sponsors a number of important events at the APA convention (e.g., the annual CWP Network meeting, presentation of the CWP Leadership Awards), CWP members are strongly encouraged to attend committee-sponsored APA convention events if possible, though expenses cannot be reimbursed. For the complete announcement go to: http://www.apa.org/pi/wpo/cwpcall2008.html.

Nomination materials should include a letter from the nominee indicating willingness to serve on CWP, a brief statement of the nominee’s qualifications, and a current curriculum vita. Self-nominations are encouraged. APA nominations are open to members who are retired, are employed less than full time, or work full time. Nominations and supporting materials should be sent by September 1, 2008, to Josephine Gyamerah, APA Women's Programs Office, 750 First Street, NE, Washington, DC, 20002-4242 or via e-mail at jgyamerah@apa.org.

Call for Nominations American Psychological Foundation Charles L. Brewer Distinguished Teaching of Psychology Award

The American Psychological Foundation (APF) invites nominations for the APF 2009 Charles L. Brewer Distinguished Teaching of Psychology Award, which recognizes an outstanding career contribution to the teaching of psychology.

The awardee receives a plaque, $2,000, and a two-night, three-day, all-expense-paid trip to the 2009 American Psychological Association (APA) Convention in Toronto, where the award will be presented, and they will be invited to give a special address.

Nominees must demonstrate and will be rated on the following dimensions

- Demonstrated influence as a teacher whose students became outstanding psychologists: names and careers of nominee’s students and evidence of influence as a teacher of them.
- Development of effective teaching methods and/or teaching materials.
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- Engagement in significant research or other creative activity on teaching.
- Development of innovative curricula and courses: description and sample of innovation and evidence of its successful utilization.
- Outstanding performance as a teacher in and outside the classroom: student ratings, enrollment figures, evaluative observation by colleagues, teaching awards, other forms of prior recognition.
- An especially effective trainer of teachers of psychology: description of the contributions and evidence of effectiveness.
- Outstanding teaching of advanced research methods and practice in psychology (advanced undergraduate, graduate, or other): description of classroom and mentoring roles.
- Responsible for administrative facilitation of outstanding teaching: description of administrative actions and results on teaching programs; evaluation by others of actions and results.

Nominations should include:
- A nomination statement that describes activities showing the candidate's commitment to teaching.
- A current vita and bibliography
- up to ten (10) letters of support from colleagues, administrators and former students

Deadline: December 1, 2008.

Questions? E-mail iramos@apa.org or call (202) 336-5814.

Call for Nominations American Psychological Foundation Gold Medal Awards

The American Psychological Foundation (APF) invites nominations for the APF 2009 Gold Medal Awards. The awards include a mounted medallion, $2,000 (to be donated by APF to the charitable institution of the winner's choice), and an all-expense-paid trip for the award winner and one guest to attend the 2009 American Psychological Association (APA) Convention in Toronto, Canada, for two nights and three days (Coach round-trip airfare, reasonable expenses for accommodations, and meals for two individuals will be reimbursed).

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of
psychological techniques to important practical problems.

• Gold Medal Award for Life Achievement by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.

• Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Nominations should indicate the specific award for which the individual is being nominated and should include a nomination statement that traces the nominee’s cumulative record of enduring contribution to the purpose of the award. There is no formal nomination form. The nominee’s current vita and bibliography should be attached. Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines. All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

The deadline for receipt of nomination materials is December 1, 2008. Please e-mail materials to Foundation@apa.org or mail to: American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242. Questions? E-mail iramos@apa.org or call (202) 336-5814.

Upcoming Conferences and Conventions

August

Changes to the Institute for the Study and Promotion of Race and Culture (ISPRC) Summer Program at Boston College

The 2008 Summer Program will consist of a one-day training workshop focusing on Race and Culture and its Integration into Teaching and Workplace Environments. Workshop Instructors: Dr. Janet Helms and Dr. Guerda Nicolas

Tuesday, August 12, 2008
8:00-9:00 - Registration
9:00-5:00 - Workshop sessions
6:00-8:00 - National Discussion of Race, Peace and Justice

The cost for the workshop is $175. Housing is $100 per night.

For further information please contact:

The Institute for the Study and Promotion of Race and Culture
Boston College
318 Campion Hall
140 Commonwealth Avenue
Asian American Psychological Association 2008 Annual Convention
August 13, 2008
Boston, Massachusetts

The convention theme this year is Interdisciplinary Approaches to Resisting Ethnocentrism, Racism and Intersecting Oppressions. For more information visit: http://www.apaonline.org/conventions/call.shtml.

American Psychological Association 116th Annual Convention
August 14 – 17, 2008
Boston, Massachusetts

For more information visit: http://www.apa.org/convention08/.

The 20th Annual Native Health Research Conference
Exploring the Interface between Science and Tradition in Native Health Research
Red Lion Hotel n the River–Jatzen Beach, Portland, Oregon

For information visit: http://www.ihs.gov/MedicalPrograms/Research/conferences.cfm.

4th International Conference on Traffic and Transport Psychology (ICTTP)
August 31 — September 4, 2008
Washington, DC

This conference, organized by Traffic & Transport Division 13 of the International Association of Applied Psychology with planning assistance from Elsevier, is the major gathering for psychologists and other social scientists to present and discuss the latest research in traffic psychology. ICTTP meets every four years and 2008 marks the first time delegates will gather in the United States. For more information visit: http://www.icttp.com.

September

3rd Annual International Conference on "Engaging The Other": The Power of Compassion
Sponsored by Common Bond Institute Co-Sponsored by International Humanistic Psychology Association, Institute of Imaginal Studies and Institute of Noetic Sciences
September 4 – 7, 2008
San Francisco (San Mateo), California

An international, multi-cultural, multi-disciplinary conference examining concepts of "The OTHER" from a universal, cross-cultural perspective to promote wider public dialogue about concepts of "Us and Them". Registration is Open To Professionals and the General Public; Continuing Education Units are available. Conference Details at:
FOR YOUR INFORMATION...

http://www.cbiworld.org/Pages/Conferences_ETO.htm.

2nd Annual Professional Development Conference for Undergraduate Seniors Interested in Graduate Training in Family and Child Sciences
September 26 – 28, 2008
Arizona State University, Tempe, Arizona

The School of Social and Family Dynamics at Arizona State University will host the second annual Professional Development Conference for Undergraduate Seniors Interested in Graduate Training in Family and Child Sciences. This conference is designed to bring together eager and bright students to learn about the exciting changes and facets of research-oriented graduate training in family and child sciences. For more information visit: http://www.asu.edu/clas/ssfd/conf/.

October

Challenges and Tensions In International Research Collaborations
October 2 – 3, 2008
University of Minnesota, Minneapolis, Minnesota

International research collaborations are expanding rapidly, but they involve certain challenges. How are cross-national collaborations affected by fundamental differences in the way science is organized and funded? In cultural expectations? In laws and regulations? In national systems of graduate education and postdoctoral training? The conference will address these questions in the life sciences, health sciences, physical sciences, engineering, social sciences, and bioethics.

Target audience: Scientists who collaborate or intend to collaborate internationally, other scientific research personnel, postdoctoral fellows and graduate students, and others interested in international collaboration. Conference Website: www.international.umn.edu/oriconf.

The 8th Annual Diversity Challenge: Race, Culture, and Trauma
Sponsored by the Institute for the Study and Promotion of Race and Culture
October 3 – 4, 2008
Boston College

The Institute for the Study and Promotion of Race and Culture at Boston College invites you to join us for the Institute’s eighth annual national conference in Boston, a city known for its struggles and efforts to address issues of racial and ethnic cultural diversity in U.S. society. The Institute was founded in 2000 at Boston College, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race and culture in theory and research, mental health practice, education, business, and society at large. The Institute solicits, designs, and
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distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference. The theme of Diversity Challenge 2008 is the examination of the intersections among race, culture, and trauma across the lifespan. For up-to-date information about the Challenge, visit our website: http://www.bc.edu/isprc.

10th International Meeting On Human Genome Variation and Complex Genome Analysis
October 15 – 17, 2008
The Old Mill, Toronto, Canada

Topics covered include methods for utilization of SNPs and CNVs, functional genomics, population genetics, bioinformatics, databases, algorithm development, personal genome sequencing, and the study of human disease - plus a special session entitled "Personalized Medicine: are we there yet?". For more information log on to: http://www.tcag.ca/hgv2008/

Hilton Portland and Executive Tower, Portland, Oregon
October 16 – 17, 2008

Register online by September 15 for a discount on the conference fee. For more information on the agenda, pre- and post-conference seminars, hotel, travel, and exhibiting, go to http://www.jrsa.org/events/conference/index.html.

To download a copy of the conference brochure, go to: http://www.jrsa.org/events/conference/jrsa-conference-invitation.pdf.

Neocolonial Inscription and Performance: American Indian Identity in American Higher Education
October 16 – 17, 2008
Kellogg Center at Michigan State University

This conference will attempt to address and review issues of American Indian identity in higher education and hopes to create and expand inter-institutional and public dialogue on American Indians in higher education. The two day conference will examine key issues such as tribal sovereignty, faculty hiring, current university practices allowing self-identification, and explore who should represent American Indians in American Indian higher education programs and departments. Conference proceedings will be published in 2009. All are welcomed to join this important discourse.

For additional details concerning panelists and registration, please visit the conference web site http://naiconf.msu.edu or contact:
FOR YOUR INFORMATION...

Gordon Henry, Department of English and MSU Press  
henryg@msu.edu; 517-432-1990  
Matthew Fletcher, Indigenous Law and Policy Center  
fletcher@law.msu.edu  
517-432-6909  
Mary Calcatera, Native American Institute  
catera@msu.edu; 517-353-9757

American Association of Colleges and Universities Conference on Diversity, Learning, and Inclusive Excellence: Accelerating and Assessing Progress  
October 16 – 18, 2008  
Long Beach, California

For more information visit:  
http://www.aacu.org/meetings/diversityandlearning/index.cfm

World Federation for Mental Health (WFMH) Conference  
Transcultural Mental Health in a Changing World: Building a Global Response  
October 29 – 31, 2007  
Minneapolis Marriott Hotel City Center, Minneapolis, Minnesota

Organized by the WFMH and a collaborative of Minnesota-based mental health, health, social, and human service organizations. This conference is intended for anyone who is involved in mental health services, policy, advocacy, and education with an interest in gaining wider understanding of the influence and impact of culture on their personal attitudes and professional experience. The program is designed to provide a truly global perspective on transcultural mental health, while offering unparalleled opportunities to gain new information and skills in service delivery, public policy, consumer and care giver advocacy, and public awareness and education. For more information log onto:  
http://www.wfmh.com/

Recognized experts on the emphasized topics will chair the paper sessions and provide an overview presentation for each topic. Additional plenary presentations will include invited speakers on topics of particular significance to practice and science. For complete information see:  
http://www.continuinged.ku.edu/programs/ccap/.

Kansas Conference in Clinical Child and Adolescent Psychology: Translating Research into Practice  
October 16 –18, 2008  
Lawrence, Kansas

The conference will include keynote addresses, topical reviews, and paper presentations on topics in child and family mental health. We have identified certain topics for emphasis during the plenary sessions, but for poster presentations we will consider any topic within the realm of clinical child, pediatric, school, and family psychology; mental health services; and research on children, adolescents, and families.
5th Annual Historically Black Colleges and Universities Counseling Center Conference: Mental Health Among Black College Students
October 30 – November 1, 2008
North Carolina Agricultural and Technical State University
O’Henry Hotel, Greensboro, North Carolina
For more information, contact Counseling Services at (336) 334-7727

November

The International Society For Traumatic Stress Studies (ISTSS) 24th Annual Meeting: Terror And Its Aftermath
November 13 – 15, 2008
The Palmer House Hilton – Chicago, Illinois
Pre-meeting Institutes will be held on November 12, 2008. Visit http://www.istss.org/ for the latest conference information.

National Latina/o Psychological Association Conference 2008
La Cultura Cura: Healing Traditions and Models of Care with Latina/o Families Communities
November 14, 2008
Westin South Coast Plaza
Costa Mesa, California
For more information or to register online visit: www.nlpa.ws.

49th Psychonomic Society Annual Meeting
November 20 – 24, 2008
Chicago, Illinois
Log on to: http://www.psychonomic.org/meet.htm for more information.

January

National Multicultural Conference and Summit (NMCS)
January 15 – 16, 2009
Sheraton New Orleans Hotel from January 15-16, 2009

The mission of the National Multicultural Conference and Summit (NMCS) is to convene students, practitioners, and scholars in psychology and related fields to inform and inspire multicultural theory, research, and practice. We envision multiculturalism as inclusive of experiences related to ethnicity/race, sexual orientation, gender, physical ability, social class, age, and other social identities. The objective of the 2009 NMCS is to promote social justice and psychological wellbeing for historically marginalized communities, as well as to explore links and tensions between social justice and multicultural psychology. To this end, participants will exchange knowledge, engage in dialogue, develop skills, and honor the wisdom within our fields and cultures. The theme for the 2009 NMCS is Advancing Our Communities: The Role of Social Justice in Multicultural Psychology. For more information log onto:
For your information...

http://www.multiculturalsummit.org/.

February

Southeastern Psychological Association (SEPA)
New Orleans, LA
February 18 – 21, 2009
http://www.sepaonline.com/

March

Eastern Psychological Association (EPA)
Pittsburgh, PA
March 5 – 8, 2009
http://www.easternpsychological.org/

The First International Conference on Culture, Ethnicity, and Brain Injury Rehabilitation
Marriott Crystal City, Crystal City Virginia
March 12 – 13, 2009

Rehabilitation providers often struggle in their efforts to effectively serve survivors and family members who come from very different cultures and speak different languages. This conference will bring together brain injury rehabilitation experts from different countries and cultures to discuss and share ideas regarding effective assessment, intervention, and research practices. A full spectrum of topics relating to neurobehavioral, cognitive, functional, vocational, psychosocial, family, and medical aspects of rehabilitation will be addressed via lectures, workshops, panel presentations, and posters. Presentations will also focus on health disparities and successfully conducting research with multi-ethnic populations.

The conference planning committee is inviting abstracts of 250 words or less for poster presentations with an October 1, 2008 deadline for submissions. Research presentations, descriptions of innovative clinical programs, and conceptual presentations are invited. For information about the conference and poster submissions contact Juan Carlos Arango, PhD, USA; jcarangolasp@vcu.edu, 804 828-8797.

April

Society for Research in Child Development 2009 Biennial Meeting
April 2 – 4, 2009
Colorado Convention Center and the Hyatt Regency Denver at the Colorado Convention Center, Denver, Colorado

Submission Deadlines:
(1) Posters - Friday, August 22, 2008
(2) All other formats - Friday, August 29, 2008

Visit the Submission Website: View/print the Call for Submissions now!
www.srcd.org/submissions2009/.
Submit for the 2009 Program beginning July 1, 2008. Visit the Society website (www.srcd.org) for up-to-date Biennial Meeting information.
Southwestern Psychological Association (SWPA)
San Antonio, TX
April 2 – 4, 2009
https://www.swpsych.org/

Rocky Mountain Psychological Association (RMPA)
Albuquerque, NM
April 16 – 18, 2009
http://www.rockymountainpsych.org/

Western Psychological Association (WPA)
April 23 – 26, 2009
Portland, OR
http://www.westernpsych.org/

Important Resources

Books

Commemorating Brown: The Social Psychology of Racism and Discrimination
Edited by Glenn Adams, Monica Biernat, Nyla R. Branscombe, Christian S. Crandall, and Lawrence S. Wrightsman

Brown v. Board of Education was the landmark 1954 U.S. Supreme Court decision that declared racial segregation in public schools illegal in the United States. *Commemorating Brown* offers a critical retrospective on the role of psychological research in the fight against racism and discrimination and an up-to-date review of the psychology of racism and its implications for schools, the workplace, and public policy. The chapters provide a historical perspective on the Brown decision. Equally important, chapter authors identify emerging directions for action in the continuing struggle against racism and oppression. These include multicultural and international analyses of racism that highlight the role of identity processes and collectively constructed realities. Finally, the editors describe an incisive sociocultural approach to the psychology of racism and oppression that integrates diverse programs of theory and research in social psychology. Hardcover. 269 pages. 2008. APA Members/Affiliates:

Healing from Violence: Latino Men’s Journey to a New Masculinity
Christauria Welland, PsyD; Neil Ribner, PhD

According to the 2000 Census, Latinos accounted for 12.5% of the US population, or 35.3 million residents—the fastest growing population in the United States. The influence of this large and growing demographic can be seen throughout every academic discipline in the numerous books, journals, and societies on multicultural assessment, counseling, and research that have begun to appear. However, one area of inquiry remains largely unexplored; domestic violence within Latino families. Although it appears that such violence occurs as frequently in Latino families as in Caucasian families, little research has been done on this topic and very few counseling programs explicitly developed for Latino families currently exist.

Healing from Violence fills this void. Drawing on a research study of 150 Latino men who completed a year of court-ordered treatment in Southern California, and a four-year pilot study, the authors mix quantitative and qualitative methodology in order to provide counselors with an opportunity to hear first-hand how Latino men think about manhood (machismo), interpersonal relationships, (respeto, personalismo, and simpata), and family life (familismo). The authors then use these in-depth portraits to guide counselors in tailoring treatment plans to the specific needs of Latino men. 320 pp Hardback; ISBN10: 0826124771; ISBN13: 9780826124777; List: $45.00. For more information and to order got to: http://www.springerpub.com/prod.aspx?prod_id=24771.

Recent Books on Psychology and Racism

According to a search on Amazon.com, there were 26 books published during the 18-month period of January 1, 2007 through May 30, 2008 that focus on issues of psychology and racism. Those books are listed below:

Racism in the 21st Century: An Empirical Analysis of Skin Color
Ronald Hall (Editor); Publisher: Springer; 1 edition September 5, 2008

Racism & Posttraumatic Stress Disorder
Hugh F. Butts, MD; Publisher: Psychosocial Press; July 30, 2008

The Psychology of Genocide: Perpetrators, Bystanders, & Rescuers
Steven K. Baum; Publisher: Cambridge University Press; 1 edition July 07, 2008
The Handbook of Prejudice, Stereotyping and Discrimination
*Todd D. Nelson*; Publisher: Psychology Press; 1 edition July 01, 2008

Immigrants & Modern Racism: Reproducing Inequality
*Beth Frankel Maerena*; Publisher: Lynne Rienner Publishers; June 2008

Can We Talk About Race? And Other Conversations in an Era of School Resegregation (Race, Education & Democracy Series Book)
*Beverly Daniel Tatum*; Publisher: Beacon Press; 1 edition April 15, 2008

The Native Mind and the Cultural Construction of Nature (Life & Mind: Philosophical Issues in Biology & Psychology)
*Scott Atran & Douglas Medin*; Publisher: The MIT Press; March 31, 2008

The Social Psychology of Inter-Group Reconciliation: From Violent Conflict to Peaceful Co-Existence
*Arie Nadler, Thomas Malloy, Jeffrey D. Fisher*; Publisher: Oxford University Press, USA; 1 edition March 10, 2008

Multidisciplinary Handbook of Social Exclusion Research
*Dominic Abrams, Julie Christian, David Gordon*; Publisher: Wiley; February 25, 2008

The Psychology of Conflict and Conflict Management in Organizations
*Carsten K. W. De Dreu, Michele J. Gelfand*; Publisher: Erlbaum Psych Press; 1 edition December 20, 2007

Commemorating Brown: The Social Psychology of Racism & Discrimination (Decade of Behavior)
*Glenn Adams, Monica Biernat, Nyla R. Branscombe, Christian S. Crandall, Lawrence S. Wrightsman*; Publisher: American Psychological Association (APA); December 15, 2007

The Handbook of Multicultural Assessment: Clinical, Psychological, & Educational Applications

Suicide Among Racial & Ethnic Groups: Theory, Research, & Practice (Death, Dying & Bereavement)
*Frederick T. L. Leong*; Publisher: Routledge; 1 edition December 13, 2007

The Handbook of Race, Racism, & the Developing Child
*Stephen M. Quintana, Clark McKown*; Publisher: Wiley; December 04, 2007

Race & Arab Americans Before & After 09/11: From Invisible Citizens to Visible Subjects (Arab American Writing)
*Amaney Jamal, Nadine Naber*; Publisher: Syracuse University Press; November 30, 2007
Textbook of Cultural Psychiatry
*Dinesh Bhugra, Kamaldeep Bhui*; Publisher: Cambridge University Press; 1 edition November 19, 2007

*Diversity Resistance in Organizations (Applied Psychology)*
*Kecia M. Thomas*; Publisher: Lawrence Erlbaum; 1 edition November 15, 2007

Motivational Aspects of Prejudice & Racism: (Kindle Edition)
*Cynthia Willis-Esqueda*; Publisher: Springer; 1 edition November 13, 2007

Ethnocultural Perspectives on Disaster and Trauma: Foundations, Issues, & Applications (International & Cultural Psychology)
*Anthony J. Marsella, Jeanette L. Johnson, Patricia Watson, Jan Gryczynski*; Publisher: Springer; 1 edition November 07, 2007

Social Development, Social Inequalities, & Social Justice (Jean Piaget Symposium Series)
*Cecilia Wainryb, Judith G. Smetana, Elliot Turiel, Judith Smetana*; Publisher: Lawrence Erlbaum; October 01, 2007

Understanding & Dismantling Racism: The Twenty-fist Century Challenge to White America (Facets)
*Joseph Barndt*; Publisher: Fortress Press; October 01, 2007

Racism & Racial Identity Development- The Aspects of Counseling

Donna C. Kornegay; Publisher: VDM Verlag Dr. Mueller E. K.; September 13, 2007

American Karma: Race, Culture, & Identity in the Indian Diaspora (Qualitative Studies in Psychology)
*Sunil Bhatia*; Publisher: NYU Press; August 01, 2007

Culturally Alert Counseling: A Comprehensive Introduction
Garret McAuliffe & Associates; Publisher: Sage Publications, Inc.; 1 edition July 03, 2007

Psychology & Race
*Peter Watson*; Publisher: Aldine Transaction; 1 edition July 03, 2007

Visibly Different: Face, Place & Race in Australia (Studies in Asia-Pacific "Mixed Race")
*Maureen Perkins*; Publisher: Peter Lang Publishing; June 30, 2007

**On The Web**

Breaking Barriers: Plotting the Path to Academic Success for School-age African-American Males

From the landmark *Brown v. Board of Education of Topeka* decision that outlawed racial segregation in schools to the most recent *No Child Left Behind Act of 2001*, the federal government has striven to enhance the equity and quality of education for students from all backgrounds. Despite these efforts, recent trends demonstrate a drop in “positive school engagement,” most notably
within African-American males. Using data from four national surveys, the author Dr. Ivory A. Toldson and contributors researched ways to improve black males’ academic success. Indicators for positive educational outcomes were measured through personal and emotional, family, social and environmental, and school factors. The report includes policy solutions that aim to resolve, rather than mask, problems of African-American male academic engagement.

The final Breaking Barriers report is available at www.cbcfinc.org through the Congressional Black Caucus Foundation Center for Policy Analysis and Research.

Challenges and Successes in Reducing Health Disparities. Workshop Summary

In early 2007, the Institute of Medicine convened the Roundtable on Health Disparities to increase the visibility of racial and ethnic health disparities as a national problem, to further the development of programs and strategies to reduce disparities, to foster the emergence of leadership on this issue, and to track promising activities and developments in health care that could lead to dramatically reducing or eliminating disparities. The Roundtable’s first workshop, Challenges and Successes in Reducing Health Disparities, was held in St. Louis, Missouri, on July 31, 2007, and examined the importance of differences in life expectancy within the United States, the reasons for those differences, and the implications of this information for programs and policy makers. Read more about this workshop summary at: http://www.iom.edu/CMS/3793/44963/55317.aspx?utm_medium=email&utm_source=Institute%20of%20Medicine&utm_campaign=IMNews+6.24.2008&utm_content=IMNews+Group+2&utm_term=

To purchase this report, or download it as a free PDF go to: http://books.nap.edu/catalog.php?record_id=12154.

Children’s Budget 2008

First Focus is pleased to announce the release of Children’s Budget 2008, a comprehensive guide to all federal spending on children and an invaluable resource for all those seeking to improve the lives of America’s youth. This new publication finds that over the past five years, only one penny of every new, real non-defense dollar spent by the federal government has gone to children’s programs. http://www.firstfocus.net/pages/3391/.

Resources Related to Culturally Competent Health Care

1. Guide to culturally competent services
2. Tip sheets for clinicians to raise awareness of diverse cultures
3. Cross cultural medicine
4. Establishing and sustaining a cultural broker program
5. Questions that reveal families’ cultural conflicts
6. Addressing language and culture
7. Inadequate cross-cultural communication
8. Cultural competence series on caring for diverse groups

Available at: http://www.athealth.com/Practitioner/Newsletter/FPN_12_4.html

Interview with Kenneth V. Hardy, PhD on Diversity, Social Justice and Psychotherapy

Kenneth V. Hardy candidly discusses the role of psychotherapists in cross-cultural work, bringing a fresh approach to diversity and social justice concerns. He offers poignant ways to bring healing into the therapy sessions with tough issues like rage, the isms, and defensiveness. By Randall C. Wyatt, PhD. http://www.psychotherapy.net/issue/Kenneth_Hardy.

Latino National Survey, 2006

MDRC is pleased to announce the release of data of the long-awaited Latino National Survey (LNS), 2006. The LNS (ICPSR 20862) is a major "national" telephone survey of Latino residents of the United States, seeking a broad understanding of the qualitative nature of Latino political and social life in America. All Latinos, not just citizens or voters, were sampled to be interviewed for approximately 40 minutes on a wide range of political questions, conducted in English and Spanish.

The Latino National Survey (LNS) contains 8,634 completed interviews (unweighted) of self-identified Latino/Hispanic residents of the United States. Interviewing began on November 17, 2005, and continued through August 4, 2006. The survey instrument contained approximately 165 distinct items ranging from demographic descriptions to political attitudes and policy preferences, as well as a variety of social indicators and experiences. All interviewers were bilingual, English and Spanish. Respondents were greeted in both languages and were immediately offered the opportunity to interview in either language. Interviewers also provided a consent script that allowed respondents to opt out of the survey. For more information go to: http://www.icpsr.umich.edu/cocoon/MDRC-STUDY/20862.xml. If you have any questions or for more information, please contact David Thomas at: davethom@isr.umich.edu or (734)936.5784.

The American Psychological Association's Office on Socio-economic Status is excited to announce the availability of a new teaching tool designed to encourage the incorporation of social class diversity into psychology education. Resources for the Inclusion of Social Class in Psychology Curricula is jointly sponsored by divisions 9-Society for the Psychological Study of Social Issues and 35-Society for the Psychology of Women of the American Psychological Association. It is appropriate for use at all levels of psychology education. This resource was created in response to the needs and opportunities for psychological contributions in raising social class consciousness. Resources include course syllabi, classroom exercises, scholarly books and articles, as well as examples using fiction and popular media. It is sure to prove useful for all psychology educators, including those teaching at the high school, college, and graduate school levels. You are invited to print your own copies and share them with your colleagues and students. Additionally, these materials will be updated periodically. Your suggestions and contributions for future editions are welcomed and appreciated. Access this teaching tool at http://www.apa.org/pi/ses/.

Professional Psychology: Research and Practice Special Issue on Hurricane Katrina

This issue, entitled: “Psychologists Responding to Hurricane Katrina,” provides a comprehensive look at one of the most horrific disasters that we have faced in our lifetime, and how psychologists responded to the challenges associated with it. In addition to addressing the disaster, the issue focused on the solidarity of psychologists in working with the most vulnerable individuals in our society—those who have lost everything, except their spirit and resilience For more information go to: www.apa.org/journals/pro.
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ANNOUNCING THE COMMUNIQUÉ READER SATISFACTION SURVEY!

In our continuing efforts to provide you with the information and the ethnic minority perspective you need on current events and issues in psychology, APA’s Office of Ethnic Minority Affairs wants to hear what you think about how we are doing, so far.

Please take a few minutes to complete this brief survey. Tell us what you think of what you have seen in previous issues of the Communiqué and what you would like to see in future issues. Your answers to these questions will help us serve you better. When you’re finished, tear out this page and mail your survey to: Dennis Bourne, APA-OEMA, 750 First Street NE, Washington, DC 20002.


COMMUNIQUÉ READER SATISFACTION SURVEY

About Us

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What is your race/ethnicity? [Mark all that apply]

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- Black/African-American
- Asian/Pacific Islander
- American Indian/Alaska Native
- White/Caucasian
- Other

What is your primary professional status? [Mark all that apply]

- Student
- Educator
- Therapist/Counselor
- Researcher
- Administrator/Manager
- Other (within psychology)
- Other (non-psychology)

Thank you for completing the Communiqué Reader Satisfaction Survey.
We greatly appreciate your time and consideration.

If you have any questions or comments regarding the survey, please contact Dennis Bourne at dbourne@apa.org.