Report of the APA Task Force on the Implementation of the Multicultural Guidelines

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ASSOCIATION

Report of the APA Task Force on the Implementation of the Multicultural Guidelines

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Foreword

Passing resolutions replete with grand pronouncements and lofty goals feels wonderful but masks the reality that someone will ultimately have to translate those goals into practical implementation steps. As psychologists, we recognize the ever-increasing racial, ethnic, and cultural diversity of America and the need to incorporate respectful understanding of group differences in our professional practice, research, and teaching. As an organization, APA recognizes the critical need to attend to diversity in our own house and make certain that our policies and publications appropriately reflect affirmative steps toward inclusive thought and action.

The members of the Task Force on the Implementation of the *Multicultural Guidelines* took up their charge and have delivered an excellent product. The pages that follow include suggestions for individual psychologists on acquiring and maintaining multicultural competence. Most important, this report details specific action steps—including potential costs and timelines—for APA to take. I encourage all readers to take these thoughtful recommendations to heart and work for full implementation of the *Multicultural Guidelines*.

Gerald P. Koocher, PhD, ABPP
2006 President, American Psychological Association

Charge to the Task Force on the Implementation of the *Multicultural Guidelines*

The task force will be charged with formulating recommendations for the infusion of the *Multicultural Guidelines* throughout psychology. The task force will report back to the Board of Directors on a regular basis on the progress of its work. The members of the task force will be appointed by the APA president. It is hoped that the work of the task force will be suggestive of methodologies for the infusion of other guidelines into psychology.

Introduction

Background

In August 2002, the American Psychological Association's (APA) Council of Representatives (C/R) approved the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (hereinafter referred to as the *Multicultural Guidelines*). This approval was hailed as a cardinal event, as it represented a major accomplishment in the 4-decade multiculturalism movement in psychology dating from the first mention of *cultural diversity* at the Vail Conference (Korman, 1974).

Council's approval was a beginning of what is necessary to bring a functional reality to the *Multicultural Guidelines*. The next step is implementing the policy—that is, translating the *Multicultural Guidelines* into specific actions to be taken by APA, psychologists, and the public. Since the guidelines were adopted in 2002, no associationwide plan has been put in place to implement them. In order for the *Multicultural Guidelines* to be meaningful, such a plan is necessary, and the guidelines and the plan need to be disseminated to psychologists.

In October 2004, the Board of Directors (B/D) asked the Board for the Advancement of Psychology in the Public Interest (BAPPI) to recommend a process for infusing and implementing the *Multicultural Guidelines* throughout APA. In discussing the B/D request, BAPPI noted that for the infusion/implementation of the *Multicultural Guidelines* to be effective, it would be important for the entire APA governance system to participate and provide input. To that end, BAPPI submitted a request to the B/D and the C/R for the funding and establishment of a Task Force on the Implementation of the *Multicultural Guidelines* composed of representatives from each of the association's governance groups.

At its June 2005 meeting, the B/D recommended the approval of BAPPI's request to establish the Task Force on the Implementation of the APA *Multicultural Guidelines*. The B/D noted that the task force could also serve to provide input to the CEO for the development of the Diversity Implementation Plan. At its August 2005 meeting, the C/R approved the formation and funding of the task force.

Scope

The task force has limited its direct recommendations to groups (i.e., boards, committees, and offices) that are accountable to APA. Because there are many external entities that have considerable influence over the infusion of these guidelines (e.g., state licensing boards), the task force also makes recommendations for consultation with other institutions and bodies.

Composition and Funding

Members of the task force were appointed by 2006 APA President Gerald Koocher, PhD, ABPP. Representatives were appointed from the following boards: Board for the Advancement of Psychology in the Public Interest (BAPPI), Board of Convention Affairs (BCA), Board of Educational Affairs (BEA), Board of Professional Affairs (BPA), Board of Scientific Affairs (BSA), Policy and Planning Board (P&P), and Publications and Communications Board (P&C). Representatives were appointed from the Committee on Legal Issues (COLI), the Committee for the Advancement of Professional Practice (CAPP), Division 31 (Division of State, Provincial, and Territorial Psychological Association Affairs), Division 45 (Society for the Psychological Study of Ethnic Minority Issues), and the American Psychological Association of Graduate Students (APAGS). In addition, two members of the original writing group and a member of the B/D were appointed. The task force was funded by C/R to meet twice per year in 2006 and 2007.

Historical Summary

Psychology has traditionally been defined by and based upon Anglo Western middle-class, Eurocentric perspectives and assumptions. The traditional approaches to psychological research, education, and practice have not always considered the influence and impact of culture, race, and ethnicity, and their roles in psychological theory, research, and therapy have largely gone unexplored. There has been a growing need to develop a deeper knowledge and awareness of race and ethnicity in psychology and to integrate race and ethnicity into the practice, research, education, and ethics of psychology. The *Multicultural Guidelines* was developed as a result of this need; the guidelines are based on the core assumptions of multiculturalism that call for viewing the individual holistically and within social, cultural, and historical contexts.

The origins of the *Multicultural Guidelines* are rooted in various social, historical, and political events and inspired by a number of professional developments in the field of psychology. The Supreme Court decision of 1954 (*Brown v. Board of Education*) and the Civil Rights Act of 1964 provided a platform for such developments throughout the1960s and 1970s. The Vail Conference of 1973 first addressed the lack of attention paid to diversity in psychology (Korman, 1974). The following events and publications have also had an impact on the need for these guidelines:

- Founding of the Association of Black Psychologists (1968)
- Founding of the Asian American Psychological Association (1972)
- Founding of the National Latina/Latino Psychological Association (formerly the National Hispanic Psychological Association) (1978)
- Founding of the Society of Indian Psychologists (1987)
- Publication of landmark psychological works bringing attention to psychological variables across cultures (e.g., Atkinson, Morten, & Sue, 1979; Guthrie, 2004; Samuda, 1975)
- Delineation of multicultural competencies by the Association of Multicultural Counseling and Development (Sue, Arredondo, & McDavis, 2002)

APA also reflected the social and historical events through organizational changes that paved the way for the adoption of the *Multicultural Guidelines.* Among these events were the following:

- Establishment of the Office on Ethnic Minority Affairs (OEMA; 1979)
- Establishment in 1981 of the Division 17 (Counseling Psychology) Task Force, commissioned by the division's president, Allen Ivey, to address multicultural issues (Sue et al., 1982)
- Establishment of Division 45 (Society for the Psychological Study of Ethnic Minority Issues) (1986)
- Publication of the *Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations* (APA, 1990)
- Establishment of the Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT; 1994)
- Convening of the first biannual National Multicultural Conference and Summit (1999)
- Publication of the *Guidelines for Research in Ethnic Minority Communities* (Council of National Psychological Associations for the Advancement of Ethnic Minority Issues [CNPAAEMI]; 2000)
- Revision of APA's *Ethical Principles of Psychologists and Code of Conduct* (APA, 2002)

Building on a more than 20-year history of social and historical change, the *Multicultural Guidelines* was initially drafted by a joint task force of Divisions 17 and 45, cochaired by Nadya Fouad, PhD, and Patricia Arredondo, EdD. With the help of a team of writers and editors, the *Multicultural Guidelines* was drafted and the document forwarded to APA boards and committees for review and consideration in 2000 and 2001. A working group was assembled by BAPPI and BPA to respond to the comments and contributions of APA governance groups. The working group included representatives from BAPPI, BPA, BEA, CAPP, BSA, COPPS (Committee on Professional Practice and Standards), and the B/D.

The final document was approved by the APA C/R in August 2002, and the *Guidelines for Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (*Multicultural Guidelines*) was published in the *American Psychologist* (2003). A more detailed account of the history of the *Multicultural Guidelines* can be found in Arredondo and Perez (2006).

The Multicultural Guidelines

Guideline 1: Psychologists are encouraged to recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves.

Guideline 2: Psychologists are encouraged to recognize the importance of multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals.

Guideline 3: As educators, psychologists are encouraged to employ the constructs of multiculturalism and diversity in psychological education.

Guideline 4: Culturally sensitive psychological researchers are encouraged to recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.

Guideline 5: Psychologists are encouraged to apply culturally appropriate skills in clinical and other applied psychological practices.

Guideline 6: Psychologists are encouraged to use organizational change processes to support culturally informed organizational (policy) development and practices.

Key Concepts and Assumptions

Task force members agreed to replace the term *implementation* with *infusion* to reflect more accurately the nature of these efforts. The following definitions were taken from the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (APA, 2003, pp. 377–378):

Guidelines refers to pronouncements, statements, or declarations that suggest or recommend specific professional behavior, endeavors, or conduct for psychologists. Guidelines are intended to be aspirational rather than prescriptive. Guidelines are not intended to be interpreted as standards or requirements.

The specific goals of these guidelines are to provide psychologists with:

- The rationale and needs for addressing multiculturalism and diversity in education, training, research, practice, and organizational change.
- Basic information, relevant terminology, current empirical research from psychology and related disciplines, and other data that support the proposed guidelines and underscore their importance.
- References to enhance ongoing education, training, research, practice, and organizational change methodologies.
- Paradigms that broaden the purview of psychology as a profession.

Education refers to the psychological education of students in all areas of psychology.

Training refers more specifically to the application of that education to the development of applied and research skills.

Research involves human participants rather than research using animals or mathematical simulations.

Practice refers to interventions with children, adolescents, adults, families, and organizations typically conducted by clinical, consulting, counseling, organizational, and school psychologists. We recognize that practice also refers to interventions assessments and psychotherapy with couples.

Organizational change refers to the work of psychologists as administrators, as consultants, and in other organizational management roles positioned to promote organizational change and policy development.

Preamble

The *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (*Multicultural Guidelines*) recognizes that there are multiple identity factors such as language, gender, biracial/multiracial heritage, spiritual/ religious orientations, sexual orientation, age, disability, socioeconomic situation, and historical life experience (e.g., immigration and refugee status) that have an impact on the socialization process. The *Multicultural Guidelines* was written to address the different needs for particular individuals and groups historically marginalized or disenfranchised within and by psychology based on their ethnic/racial heritage and social group identity or membership. In keeping with the specific focus of the *Multicultural Guidelines*, the *Report of the Task Force on the Implementation of the* Multicultural Guidelines limited the focus of its recommendations to ethnic/ racial minorities.

The task force recognizes that the meanings associated with the terms *multicultural* and *diversity* often overlap or are used interchangeably. In keeping with the *Multicultural Guidelines,* the task force used the terms inclusively to mean "aspects of identity stemming from gender, sexual orientation, disability, socioeconomic status, or age" (APA, 2003, p. 9).

The task force recommendations flowed directly from the *Multicultural Guidelines.* When recommendations apply to other core identities, they should be applied. There are, however, areas of identity that require distinct guidelines and implementation recommendations. The task force hopes that its report will serve as a model for the implementation of such guidelines.

There are areas of overlap between the issues addressed in the *Multicultural Guidelines* and by CEMRRAT (e.g., training psychologists to play nontraditional roles to meet the needs of diverse communities and encouraging APA to provide national leadership for diversity and multiculturalism in education, science, and human services). The task force did not write recommendations specific to strategies that increase diversity among faculty and students in psychology education programs, as that goal is directly addressed by the CEMRRAT plan to

> *improve ethnic minority faculty recruiting and hiring practices, retention, and department/program diversity capabilities promoting ethnic minority student recruitment, retention, and graduation by encouraging inter-institutional networking, mentoring, and other related activities*
> (see APA, 1997, www.apa.org/pi/oema/visions/iemf1-4.html).

Explanation of Framework for Recommendations

The *Multicultural Guidelines* is intended to advance the field of psychology in addressing multicultural issues in various areas of application. The guidelines are envisioned as integral to the psychologist's work as educator, trainer, clinician, researcher, and organizational leader.

Following a model used in educational programs and business organizations, the task force sought to articulate how the field can move to action by identifying as many of the intervening steps as possible. It identified specific action steps that APA can take to develop or augment cultural awareness, knowledge, and proficiency within its governance and sphere of influence. The task force also notes that references to "psychologists" in the recommendations are meant, when applicable, to be inclusive of "psychologists in training."

In addition to identifying action steps, the task force also identified persons or systems responsible for implementing and monitoring the progress of the action steps and developed a time frame for the completion of tasks (see Table 1). Some action steps are easily accomplished and can be achieved relatively rapidly. Others require a philosophical shift and will likely take significantly longer. Some of the recommendations cite offices and entities that do not currently exist within APA (e.g., the Office on Diversity Enhancement). It should be noted that the recommended action steps cannot be successfully implemented unless these offices are created.

The task force also emphasizes the importance of identifying specific action steps and limiting accountability for the implementation/infusion of the guidelines to APA staff, groups, committees, boards, and task forces.

Table 1. *Implementation of the* Multicultural Guidelines*: Format Used to Identify Action Steps, Implementation Timeline, and Fiscal Implications for Each Recommendation*

Recommendation:	
Rationale: Underlying issue and desired goal	
Action step(s):	Method of effecting change
Accountability/tracking and evaluation:	Identification of persons and systems who will be responsible for supporting implementation recommendations. Identification of a mechanism for quantifying or documenting the establishment and impact of implementation.
Implementation timeline:	Anticipated implementation time range: Short range: 1–2 years Mid-range: 2–5 years Long range: 5–10 years
Fiscal implications:	Minimal: $0–$50,000 Moderate: $50,000–$100,000 Major: $100,000 or more TBD: To be determined

Proposed Office on Diversity Enhancement and the Diversity Enhancement Officer

One of the major recommendations of the task force is the establishment of an *Office on Diversity Enhancement (ODE)* and the hiring of a *diversity officer*. Most major organizations and corporations have a chief diversity officer (CDO) or diversity officer. The task force believes that the hiring of a CDO and the full funding of an ODE are critical to ensuring that issues related to diversity are addressed in a centralized and systematic manner across the association. Currently, diversity issues are addressed in a very disparate and uncoordinated manner that undermines the stated goal of the association (and the CEO) to enhance diversity across APA. The task force envisions the establishment of the ODE as a long-term goal. In the interim, the task force strongly supports the following steps:

- **Short-term goal:** Assign centrally structured accountability and visibility of diversity issues to the APA CEO/Executive Office. The purpose of this recommendation is to ensure that diversity matters and issues are addressed in a more systematic and centralized manner until an ODE is established and/or the CDO position is filled.
- **Mid-term goal:** Identify and create the position of diversity officer. The CDO will report directly to the APA CEO. The task force applauds the recent announcement by APA CEO Norman Anderson, PhD, of his intent to hire a CDO. The task force hopes that this hire takes place as expeditiously as possible.
- **Long-term goal:** Establish a fully staffed Office on Diversity Enhancement headed by the APA CDO. In order for APA to address issues of diversity successfully and systematically, it is critical that the ODE be fully staffed with the appropriate funding and administrative support. The task force envisions the ODE as having at least a three-person complement of staff: a CDO, a program manager/officer, and administrative support staff.

Given the existence of an APA Office on Ethnic Minority Affairs (OEMA), the task force deems it important to clarify its conceptualization of the differences between the responsibilities of OEMA and those of the proposed ODE.

OEMA primarily addresses issues that relate to and impact ethnic minority psychologists and services to ethnic minority populations. The proposed ODE will address diversity issues across the association in a broader sense. This includes issues that affect psychologists who are members of various diversity constituencies—for example, older adults, immigrant populations, persons with disabilities, women, sexual minorities (lesbian, gay, bisexual, and transgender persons), and ethnic minorities. The ODE will also seek to address issues that relate to and impact the diverse populations that psychologists serve.

Special Handling of Guidelines 1 and 2

The charge to the task force was to formulate recommendations for the infusion of the *Multicultural Guidelines* throughout psychology. The task force focused its recommendations on areas in which APA has oversight or authority. Specific recommendations are made for education and training (Guideline 3), research (Guideline 4), practice (Guideline 5), and organizational development (Guideline 6). Guidelines 1 and 2 are focused on what individual psychologists should do rather than on what entities and organizations need to accomplish; therefore, the task force agreed that implementing and monitoring those guidelines were beyond the scope of its charge. The task force does, however, make recommendations relative to Guidelines 3–6, which address issues related to where APA should make resources available to individuals that facilitate self- and other awareness.

The *Multicultural Guidelines* is predicated on the assumption that psychologists are continually striving to increase their cultural self-awareness and knowledge of themselves and others and that this is a life-long learning process. Indeed, the *Multicultural Guidelines* presumes that psychologists have an ethical mandate to strive for equity and fairness in their work with others.

It is expected that psychologists will strive to be culturally knowledgeable and that this is the foundation from which psychologists will infuse that perspective into their work.

Guideline 1 encourages psychologists to become more aware of their thoughts, assumptions, and beliefs about other people and to strive to be aware when these are detrimental to others. General recommendations for Guideline 1 include increasing self-awareness and knowledge of one's own worldview and gaining an understanding of personal and cultural biases (including individualist or collectivist biases) that may influence behavior toward others. To this end, psychologists should:

- Become aware of personal attitudes/biases
- Seek increased contact with other groups

Guideline 2 provides guidance for psychologists on becoming knowledgeable about the history, worldviews, and values of groups other than their own and understanding how stigma may affect others' individual psychological processes. General recommendations for Guideline 2 include the acquisition of knowledge about historical forms of oppression and immigration patterns into the United States and racial identity development models. Individual psychologists are encouraged to:

- Take others' perspectives and encourage empathy for others
- Actively "decategorize" or "recategorize" individuals into new groups
- Avoid suppression of attitudes toward others; rather, bring attitudes into conscious awareness (e.g., by completing the Implicit Association Test online; see www.understandingprejudice.org/iat)
- Understand the effects of stigmatizing
- Increase learning concerning the multicultural bases of psychological and educational theories and practices, including differences between individualist and collectivist societal views
- Become knowledgeable about how history has been different for the major U.S. cultural groups
- Become knowledgeable about ethnic and racial identity development
- Become knowledgeable about acculturation and immigration issues

Specific recommendations for both guidelines include:

- Read the *Multicultural Guidelines* and additional material identified in Guidelines 1 and 2
- Participate in continuing education (CE) units that will educate about cultural competence and issues related to multiculturalism
- Review the booklets from the Council of National Psychological Associations for the Advancement of Ethnic Minority Issues (CNPAAEMI)

Together, these two guidelines encourage psychologists to sensitize themselves to the impact of their personal culturally related biases as well as the impact of cultural orientation on their clients. In sum, Guidelines 1 and 2 set a foundation for psychologists to become culturally oriented. The task force assumes this fundamental cultural orientation is the basis for psychologists' work.

Implications for the Infusion of Future APA Guidelines

This model of linking recommendations to guidelines and then providing the underlying issue and/or desired goals, accountability, tracking and evaluation, and an implementation timeline was envisioned as a model that could be applied to the implementation of other guidelines. The model allows others to understand the issues and concerns that a task force believes are central to its mission and a driving force for its recommendations. To the extent that the underlying issues shift or evolve, recommendations can be modified. By having a task force articulate specific goals and outcomes, there is less chance

that recommendations will be vague and/or simply construe statements that have minimal to no impact. This implementation model also helps prevent a diffusion of authority regarding who is responsible for making the changes and tracking the outcomes.

The submissions of draft reports to represented governance groups and other expert reviewers for preliminary review and comment resulted in critical analyses that facilitated the governance review process. The preliminary feedback received by the task force allowed important revisions to be made to the report in advance of its final submission to the consolidated meeting agenda review process.

The task force acknowledges the absence of benchmarks in its recommendations. It recommends that each group assigned an action step develop its own benchmarks and measurement processes. This recommendation is based on the assumption that each group is best able to identify the most appropriate mechanisms for implementing its particular action step(s).

Future implementation groups might conduct an impact analysis to identify/predict obstacles as well as effective strategies for implementation. The current task force referenced data from the 2006 Annual Report of the APA Policy and Planning Board (APA, 2007) in developing some of its recommendations.

Recommendations of the Task Force

General Recommendations

G.1: That the CEO, Board of Directors, and Council of Representatives, through the Executive Office, fully fund and direct the development of the Office of Diversity Enhancement.
Rationale: The multicultural practices and initiatives of the Association, to date, are diffuse, and outcomes are not well documented. An Office of Diversity Enhancement (ODE) will function as the central repository of activities and programs related to diversity and multiculturalism, will monitor the infusion of the *Multicultural Guidelines,* and will serve as a resource for skill development and enhancement.

Action steps:	The appropriate funding will be identified in the APA budget to fully fund the ODE.
Accountability/tracking and evaluation:	APA CEO, B/D, and C/R The Office of Diversity Enhancement reports directly to the APA CEO and will provide an annual report of its activities to the B/D and the C/R.
Implementation timeline:	Short range
Fiscal implications:	Major

G.2: That this report (in summary form or in its entirety) be published in the *American Psychologist, Monitor on Psychology,* and *Editors' Handbook*; and that applicable sections be included in instructions to all editorial reviewers of all APA and divisional journals. This would include the Educational Publishing Foundation (EPF), divisional journals editors, and divisional publishers outside of APA.
Rationale: For this document to have a significant impact, it must be widely distributed across areas of the Association.

Action steps:	The APA Executive Office, Office of Public and Member Communications (P&MC), and the P&C Board to develop the report based on the areas of responsibilities outlined in this recommendation.
Accountability/tracking and evaluation:	The Office of Publications and Databases and P&MC are asked to complete the tasks and report to their boards and the recommended ODE.
Implementation timeline:	Short range
Fiscal implications:	Moderate

G.3: That the *Multicultural Guidelines* be shared with other relevant professional associations and societies.

Rationale: Ideally the impact of the *Multicultural Guidelines* will not be limited to APA; it also influences other relevant professional associations and societies (e.g., American Red Cross, American Psychiatric Association, American Bar Association).

Action steps:	P&MC is asked lead this dissemination project and report outcomes to the recommended ODE. CODAPAR (Committee on Division/APA Relations) can facilitate dissemination to divisions.
Accountability/tracking and evaluation:	ODE or B/D; CODAPAR is asked to track dissemination of the *Multicultural Guidelines*.
Implementation timeline:	Short range
Fiscal implications:	Moderate

G.4: That the *Multicultural Guidelines* be translated into other languages.

Rationale: The *Multicultural Guidelines* should be made readily comprehensible to APA member groups that speak other languages (e.g., Asociación de Psicología de Puerto Rico [Puerto Rico Psychological Association]). Consideration should be given to other translations (e.g., Spanish, Arabic, or Chinese) as APA addresses demographic transitions within its membership and the larger society.

Action steps:	The ODE, in consultation with the Office on International Affairs, and Division 52 to identify persons, organizations, or businesses to conduct the translations.
Accountability/tracking and evaluation:	ODE to coordinate translation process.
Implementation timeline:	Mid-range
Fiscal implications:	Moderate

GUIDELINE 3: Psychologists Are Encouraged to Employ the Constructs of Multiculturalism and Diversity in Psychological Education

3.1: That APA explore measures to assess evidence-based cultural competence and establish benchmarks across levels of training and specialization.	
Rationale: Generally accepted methods for measuring evidence-based cultural competence are not widely available and need to be developed. The development of such measures will provide programs with a means to evaluate students' cultural competence. Using such measures will allow the establishment of benchmarks to assess acquisition of cultural competence. The American Psychological Foundation may be a source of grant funding for such initiatives.	
Action steps:	Identify or develop measures and benchmarks to assess cultural competence at different developmental levels of education (i.e., high school, community college, undergraduate school, graduate school, internship, postdoctoral, and continuing education).
Accountability/tracking and evaluation:	BEA is identified as the lead board to develop such measures and benchmarks as well as methods of tracking progress toward the goals. BAPPI and Public Interest committees may serve as a resource to BEA in this effort in light of BAPPI's long history of attention to psychological issues faced by members of marginalized groups. BEA is asked to include in annual report an assessment of the ways in which APA-accredited programs in psychology are integrating multicultural content into their curriculum.
Implementation timeline:	Mid-range
Fiscal implications:	Moderate

3.2: That APA make resources and supportive materials available to assist faculty in becoming proficient in teaching from multicultural perspectives.	
Rationale: Instructional materials that provide guidance on both the content and process issues[a] related to different learning models are not readily available. Use of such materials would allow the classroom environment to be more inclusive to facilitate all students' learning.	
Action steps:	3.2.1: Public Interest Directorate's OEMA and Education Directorate offices to develop a resource bank of multimedia materials for graduate and pregraduate levels regarding different learning models and approaches to teaching from multiple cultural perspectives. 3.2.2: OEMA and Education Directorate to develop a mentoring program for faculty to assist them in gaining awareness and skills related to multicultural competence. 3.2.3: OEMA to consider the development of awards for training programs that illustrate innovations or best practices in training students in multicultural competence.

Accountability/tracking and evaluation:	3.2.1: OEMA is asked to provide a report to the ODE regarding graduate and pregraduate multimedia materials. 3.2.2: OEMA is asked to provide a report to the ODE on the development of a mentoring program. 3.2.3: OEMA is asked to provide a report to the ODE on the development of an awards program.
Implementation timeline:	3.2.1: Mid-range 3.2.3: Mid-range 3.2.3: Short range
Fiscal implications:	3.2.1: Moderate 3.2.3: Moderate 3.2.3: Minimal

[a]An example is *Toward an Inclusive Psychology: Infusing the Introductory Psychology Textbook With Diversity Content* (APA, 2004).

3.3: That APA encourage the CoA (Committee on Accreditation) to increase the number of ethnic minority psychologists and others with multicultural expertise on site visit teams.	
Rationale: The presence of ethnic minority psychologists and other individuals with multicultural expertise as site visitors enriches and enhances the accreditation process. Diverse perspectives among site visitors are important, and it is critical for members of the site team to accurately assess the implementation of the program's multicultural curriculum, training, and evaluation of students for multicultural competency. Racial/ethnic students in training programs may be more comfortable disclosing concerns to site visitors of their own race and/or gender. It is desirable to have ethnic minority site visitors participate in the site visit process in numbers representative of their presence in the general population.	
Action steps:	BEA is asked to take steps to increase the recruitment and training of potential site visitors who are ethnic minority psychologists and psychologists with multicultural expertise.
Accountability/tracking and evaluation:	The BEA annual report should provide quantitative data on the number of ethnic minority psychologists and psychologists with multicultural expertise who serve as site visitors. Review of this data should also be an agenda item for the B/D and C/R.
Implementation timeline:	Mid-range
Fiscal implications:	Minimal

3.4: That CoA and its site visitors be encouraged to integrate the findings of this task force and the *Multicultural Guidelines* into their training and standards for accreditation.	
Rationale: Multiculturalism should be infused across the curriculum and standards of accreditation, extending beyond the presence of a single course or a certain percentage of ethnic minority students or faculty.	
Action steps:	BEA is encouraged to include the *Multicultural Guidelines* in all recommendations, guidelines, and standards formulated for educational and training programs.
Accountability/tracking and evaluation:	BEA is asked to provide information on its efforts in this area in their annual report to the B/D.
Implementation timeline:	Mid-range
Fiscal implications:	Minimal

GUIDELINE 4: Culturally Sensitive Psychological Researchers Are Encouraged to Recognize the Importance of Conducting Culture-Centered and Ethical Psychological Research Among Persons From Ethnic, Linguistic, and Racial Minority Backgrounds

4.1: That APA encourage all those involved in psychological research and publication to be grounded in the empirical and conceptual literature on the ways that culture influences the variables that they investigate, as well as culture-specific variations of research design, assessment, and analysis.	
Rationale: Cultural diversity has implications for research design, data collection, and interpretation in a wide variety of psychological specialty areas, including, but not limited to, developmental, gender, health, school, clinical, counseling, organizational, and community aspects of psychology.	
Action steps:	4.1.1: Encourage electronic dissemination of information related to multicultural issues in the design, analysis, and interpretation of research. Make information and materials available electronically via APA Web site, with regular updating of the Web pages. 4.1.2: Develop agenda items, discussions, and/or workshops that educate (and regularly update) editors about multicultural issues in the design, analysis, and interpretation of research. 4.1.3: Encourage the Continuing Education Committee (CEC) to solicit, approve, and present CE workshops on culture-centered research and assessment.
Accountability/tracking and evaluation:	4.1.1: BSA is asked to take the lead, with assistance from BAPPI, BEA, OEMA, and the P&C Board. Monitoring to be accomplished by tracking output of various central offices and directorates in their reports to their boards and the recommended ODE. 4.1.2: Activities to be reported annually in the P&C Board report to the C/R. 4.1.3: CEC, with assistance from BEA, is asked to take the lead in tracking the quality and quantity of culturally centered workshops offered by APA-approved sponsors, as reported in the information that each organization is required to submit annually.
Implementation timeline:	4.1.1: Mid-range 4.1.2: Mid-range 4.1.3: Mid-range
Fiscal implications:	4.1.1: Moderate 4.1.2: Moderate 4.1.3: Moderate

4.2: That APA evaluate the extent to which peer-reviewed psychological literature incorporates multiple models of human functioning in research.	
Rationale: People should be considered in the context of their demographic, cultural, and individual preferences profiles. When research incorporates culture as a specific contextual variable, it reduces the likelihood that behavior of diverse cultural groups will be misidentified, pathologized, or stigmatized.	

Action steps:	Conduct periodic analyses of peer-reviewed psychological literature dealing with ethnic minority populations to assess and document incorporation of the multiple models cited above. Publish findings in *American Psychologist*.
Accountability/tracking and evaluation:	APA Center for Workforce Studies is asked to take lead with assistance from the Office of Publications and Databases.
Implementation timeline:	Mid-range
Fiscal implications:	Moderate

4.3: That APA develop reporting practices for background characteristics of research samples for peer-reviewed psychological publications.

Rationale: Culture is a central explanatory concept in understanding human behavior. Adequately describing background characteristics of human participants helps to determine the extent to which samples are representative of the populations to which researchers wish to generalize their findings.

Action steps:	4.3.1: P&C Board to develop reporting procedures that address background characteristics of research samples to be forwarded to the *Publication Manual* Revision Task Force. 4.3.2: P&C Board to post desirable reporting practices on the authors' portal, the APA Web site, and other print locations where author instructions appear. 4.3.3: P&C to include desirable reporting practices in the instructions to reviewers.
Accountability/tracking and evaluation:	4.3.1: P&C Board is asked to monitor progress in the *Publication Manual* revision process. 4.3.2: Office of Publications and Databases is asked to report to the P&C Board when the task is complete. 4.3.3: P&C Board is asked to take lead. Office of Publications and Databases is asked to report to the P&C Board upon task completion.
Implementation timeline:	4.3.1: Mid-range 4.3.2: Short-range 4.3.3: Mid-range
Fiscal implications:	4.3.1: Moderate 4.3.2: Minimal 4.3.3: Moderate

4.4: That there will be increased participation of underrepresented populations and others with multicultural expertise in the publication pipeline (reviewers, consulting editors, associate editors, and editors).

Rationale: Expertise in particular cultures and general multicultural sensitivity are needed to guarantee informed assessment of the adequacy of research generation and design, use of culturally appropriate assessment techniques, and analysis and interpretation of research from all cultural perspectives.

Action steps:	4.4.1: Membership Office is encouraged to collect demographic information to assist P&C Board in the development of search tools similar to the Journals Back Office (JBO) Ethnic Minority Reviewer Database. 4.4.2: P&C Board is encouraged to increase efforts centered on mentoring graduate students in the publication process, particularly ethnic minority APAGS members and early career psychologists.
Accountability/tracking and evaluation:	4.4.1: Membership Office, Office of Public & Member Communications, and P&C Board should report annually to boards and committees included in the P&C Board's annual report to Council. 4.4.2: P&C Board is asked to take the lead in tracking implementation of mentoring programs and development of new database tools with assistance from APAGS, CECP (Committee on Early Career Psychologists), & BEA. Annual report to be submitted to governance boards and committees involved as well as included in P&C's annual report to C/R. Council of Editors is asked to schedule annual discussion of reports in its agenda.
Implementation timeline:	4.4.1: Mid-range 4.4.2: Mid-range
Fiscal implications:	4.4.1: Minimal 4.4.2: Minimal

4.5: That there will be publication of special journal issues addressing psychological science research relevant to ethnic and cultural diversity.
Rationale: Research on ethnic minorities is not routinely reported in journals that have a focus on specific content domains. Publication of special issues in domain-specific journals educates the psychological community about the ways in which culture influences the variables that they investigate, as well as culture-specific variations on psychological and social science research traditions and skills in the areas of research design, assessment, and analysis.

Action steps:	Journal editors are encouraged to include at least one special issue dedicated to research relevant to ethnic minority populations during their term of editorship.
Accountability/tracking and evaluation:	APA Office of Publications and Databases is asked to track publications and provide report to the CEO or ODE.
Implementation timeline:	Mid-range
Fiscal implications:	Minimal

GUIDELINE 5: Psychologists Strive to Apply Culturally Appropriate Skills in Clinical and Other Applied Psychological Practices

5.1: That practitioners develop multicultural competencies by having an awareness of the impact of culture on assessment and intervention and develop skills and practices that incorporate unique cultural perspectives.	
Rationale: Lack of awareness of clients' cultural context limits and compromises the effectiveness of psychological interventions.	
Action steps:	5.1.1: The Practice Directorate (PD) is encouraged to develop a Practitioner Education Campaign that will inform and educate practitioners about developing and implementing multiculturally competent practices. 5.1.2: BEA is encouraged to work with the Office on Continuing Education to identify, develop, and evaluate CE modules that can provide practitioners with resources to develop multicultural competencies across varied areas of practice. 5.1.3: The PD is encouraged to work with the Public Interest Directorate, BAPPI, and the ODE on developing a speakers' bank of psychologists with expertise in multiculturalism who can provide consultation and presentations. 5.1.4: APA Practice divisions and State, Provincial, and Territorial Psychological Associations (SPTPAs) are encouraged to disseminate the *Multicultural Guidelines* (or a summary of the guidelines) and the report of this task force to its members through multiple venues (e.g., Practice portal, newsletters, conferences). 5.1.5: State Leadership Conference as well as division, Education, and Science leadership conferences are encouraged to schedule programming on multicultural issues on a regular basis. SPTPAs and divisions should designate representatives to attend this programming and disseminate information to their respective boards.
Accountability/tracking and evaluation:	5.1.1: The PD is asked to establish monitoring mechanisms appropriate to the design and delivery of the Practitioner Education Campaign. 5.1.2: BEA is asked to work with the Office on Continuing Education to track the use of CE courses and provide annual reports to the ODE. These efforts may be coordinated with other data-gathering or reporting activities already in place. 5.1.3: The PD is asked to provide an updated list of speakers on an annual basis to the ODE. 5.1.4: Practice divisions and SPTPAs are asked to provide annual reports to the ODE on its dissemination activities. These efforts may be coordinated with other data-gathering or reporting activities already in place. 5.1.5: PD, BSA, and BEA are asked to document conference workshops in their annual reports to the ODE.

Implementation timeline:	5.1.1: Mid-range 5.1.2: Mid-range 5.1.3: Mid-range 5.1.4: Mid-range 5.1.5: Mid-range
Fiscal implications:	5.1.1: Minimal 5.1.2: Minimal 5.1.3: Minimal 5.1.4: Minimal 5.1.5: Minimal

5.2: That practitioners consider both traditional Western and non-Western psychological interventions.

Rationale: Multiculturally sensitive psychologists recognize that therapy (individual, family, couples, and group) may require indigenous or non-Western traditional interventions and strive to apply this in practice. The application of these interventions may require the development of new psychological skill sets but does not necessitate a formal course of training. It may well include consultation with culturally recognized helpers.

Action steps:	The Practice (PD) and the Public Interest (PID) directorates are encouraged to establish a joint knowledge/resource bank that documents alternative practice interventions and identifies training opportunities that are based on varying cultural traditions. These resources will be made available to practitioners through a range of venues to be determined by the PD and PID.
Accountability/tracking and evaluation:	PD and PID are asked to maintain this data bank together and provide updates to the ODE.
Implementation timeline:	Mid-range
Fiscal implications:	Moderate

GUIDELINE 6: Psychologists Are Encouraged to Use Organizational Change Processes to Support Culturally Informed Organizational (Policy) Development and Practices.

6.1: That psychologists, as part of their roles in work settings, initiate organizational change consistent with multicultural principles and guidelines.

Rationale: Psychologists function in a wide range of organizations and systems. As the range of work contexts widens, it creates more opportunities for developing culturally informed policies and practices. Psychologists may need training and assistance in becoming effective multicultural change agents within their organizations.

Action steps:	6.1.1: The APA CEO is encouraged to identify APA organizational personnel who will establish a knowledge/resource bank that documents and illustrates means and methods for psychologists to initiate multicultural organizational change. Identified personnel, in conjunction with Division 14 and other divisions (e.g., 13 and 45), should identify resources (e.g., Arredondo & Perez's "Checklist for Planning Your Diversity Initiative" and "Multicultural Self-Assessment," 2006) or develop programs (e.g., workshop series) for skill development in initiating organizational change. 6.1.2: APA Office of Staff Initiatives is encouraged to develop an incentive system for rewarding internal APA directorates and/or offices that demonstrate significant strides in the area of multiculturalism. 6.1.3: APA Psychologically Healthy Workplace Award (PHWA) is encouraged to include as one of its criteria the active promotion and initiation of policies, practices, and processes that enhance the multicultural and diversity capabilities of the organization to achieve its mission. 6.1.4: APA is encouraged to develop a mechanism for recognizing or rewarding organizations that demonstrate significant strides in the area of multiculturalism.
Accountability/tracking and evaluation	6.1.1: APA personnel, as identified by the APA CEO, are asked to submit a report to C/R regarding the status of the development of the resource bank. 6.1.2: ODE and Office of Staff Initiatives are asked to submit a report to the APA CEO on progress and outcomes of the incentive program. 6.1.3: PD is asked to provide data on the inclusion of multicultural criteria in the PHWA to the ODE. 6.1.4: ODE is asked to submit a report to the CEO on the progress and outcomes of this action step.
Implementation timeline:	6.1.1: Mid-range 6.1.2: Mid-range 6.1.3: Short range 6.1.4: Long range
Fiscal implications:	6.1.1: Moderate 6.1.2: Moderate 6.1.3: Moderate 6.1.4: Major

Conclusion

Psychology has established multiculturalism as an integral and driving force in the field through adoption of the *Multicultural Guidelines*. The *Multicultural Guidelines* represents decades of work and is built upon the efforts of other publications and other professional organizations. By adopting the *Multicultural Guidelines* as APA policy, the field of psychology has validated and emphasized the critical role that culture plays in education, training, research, practice, and organizational change.

The recommendations of the task force emphasize the urgency of the *Multicultural Guidelines* and attempt to take the next step in integrating and infusing them within psychology. Our recommendations are vital in advancing cultural competence. A number of the recommendations may be implemented without hesitation or question, while other recommendations included in this report may be a challenge to implement. Nevertheless, psychology's directive to develop cultural competency is clear. By infusing cultural competency throughout psychology, the field is better positioned to meet the needs of a growing and diverse U.S. society and is better able to respond to the needs of a global community.

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APPENDIX

Biosketches of the Task Force Members

Rochelle Balter, PhD, JD

Rochelle Balter is both a psychologist and an attorney licensed to practice in New York. She works as a part-time psychologist and teaches combined law/psychology courses at the John Jay College of Criminal Justice. She is a member of APA's Policy and Planning Board and is president of Division 46 (Media Psychology). She is also currently the parliamentarian for the New York State Psychological Association. She has served on and was chair of the Committee on Disability Issues in Psychology. She has been involved in disability advocacy for over 20 years and has an interest in the intersection of disability and diversity.

Cheryl A. Boyce, PhD

Cheryl A. Boyce is currently the associate director of Pediatric Research Training and Career Development and chief of the Child Abuse and Neglect Program in the Division of Pediatric Translational Research and Treatment Development at the National Institute of Mental Health, National Institutes of Health (NIH). She serves as the project officer for numerous research projects and collaborates and consults with federal agencies, research investigators, clinicians, and the public regarding issues of research training, career development, child abuse and neglect, early childhood, health disparities, social and cultural issues, and developmental psychopathology. She is a member of the technical working group for the National Survey of Child and Adolescent Well-Being and a scientific collaborator for the Family Research Consortium IV on Transitions, Family Processes, and Mental Health. Dr. Boyce also cochairs the NIH Child Abuse and Neglect Working Group and Federal Child Neglect Research Consortium.

Bonita G. Cade, PhD, JD

Bonita G. Cade is a psychologist and an attorney in Massachusetts. She is licensed to practice law in the states of New York, Missouri, and Massachusetts and is on the faculty at Roger Williams University. She has served as an expert witness in criminal and civil court cases in New York, Missouri, and Massachusetts. As a forensic psychologist, she focuses on child custody and related assessments. She has received training at the National Multicultural Institute to develop introductory diversity workshops to facilitate individuals and institutions in developing cultural sensitivity toward an optimum and productive work environment. She is the chair of APA's Committee on Legal Issues.

Eugene K. Emory, PhD

Eugene K. Emory recieved his PhD from the University of Florida and is a professor of psychology at Emory University. His areas of expertise include clinical psychology, neuropsychology, behavioral perinatology, and fetal development. His primary research interests are in areas such as the prenatal brain, behavior and cognition, perinatal stress and HPA activation, maternal psychopathology (schizophrenia and depression) and fetal development, fetal brain imaging, and neurocognitive development. His secondary research interests include maternal psychopathology in expectant women, depression in welfare mothers, and effects of out-of-home and foster care on child psychological development. Dr. Emory has previously served as a member of the National Research Council Board on Behavioral, Cognitive, and Sensory Sciences.

Nadya A. Fouad, PhD

Nadya A. Fouad is a professor at the University of Wisconsin—Milwaukee and the training director of the Counseling Psychology Program. She is the chair of the APA Board of Educational Affairs. She is editor-elect of *The Counseling Psychologist* and was president of Division 17 (Counseling Psychology) from 2000 to 2001. She serves on the editorial boards of the *Journal of Counseling Psychology;* the *Journal of Vocational Behavior; Career Development Quarterly;* and the *Journal of Career Assessment*. She served as cochair (with Patricia Arredondo) of the writing team for the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*.

Douglas Haldeman, PhD

Douglas Haldeman is a counseling psychologist in independent practice in Seattle. He is a member of APA's Board of Directors and a clinical professor of psychology at the University of Washington. His primary research interests are in the ethical and competent treatment of lesbian, gay, bisexual, and transgender (LGBT) clients in psychotherapy. He is the coauthor of APA's practice guidelines for LGB clients and the policy on sexual orientation conversion therapy. Dr. Haldeman is the author of numerous articles and chapters on LGBT issues and has lectured internationally on these and related subjects.

Nadia T. Hasan, MA

Nadia T. Hasan is a fourth-year doctoral student in the Collaborative Program in Counseling Psychology at the University of Akron. She is serving as chair-elect for APAGS (2006–2009) and as the student representative to the Historian Committee within Division 45. She is the 2005 corecipient of the Outstanding Contribution to Scholarship on Race and Ethnicity Award given by the Section on Ethnic and Racial Diversity of Division 17. Her research interests include multicultural issues, education and training, international students, and gender role strain.

Allen E. Ivey, EdD, ABPP

Allen E. Ivey is Distinguished University Professor (Emeritus), University of Massachusetts, Amherst; President of Microtraining Associates; and Courtesy Professor, University of South Florida, Tampa. He is a past president and fellow of the Society of Counseling Psychology and a fellow of both the Society for the Psychological Study of Ethnic Minority Issues and the Asian American Psychological Association. The originator of the influential microcounseling framework, he has received many national and international awards. He is the author or coauthor of over 40 books and 200 articles, and his works have been translated into 19 languages.

Josephine Davis Johnson, PhD

Josephine Davis Johnson received her PhD in clinical psychology from the University of Detroit. She is currently a member of the APA Committee for the Advancement of Professional Practice and APA Division 42 (Psychologists in Independent Practice); she is also Michigan's federal advocacy coordinator. She is past chair of APA's Committee of State Leaders and past president of the Michigan Psychological Association and has served on the Evidence-Based Practice in Psychology Task Force. Her independent practice in Livonia, MI, provides services to children, adults, and families and clinical supervision to doctoral/master's-level psychologists. She is a parenting time coordinator and a consultant to community mental health agencies, residential facilities, businesses, and schools.

Jennifer F. Kelly, PhD

Jennifer F. Kelly is a licensed clinical psychologist in independent practice in Atlanta, GA, with a focus on health psychology. She is a past president of the Georgia Psychological Association, current Georgia APA Council representative, and federal advocacy/grassroots coordinator. She is the current chair of the APA Board of Professional Affairs and a member of the Board of the Association for the Advancement of Psychology (AAP). She serves as Diversity Task Force chair for Division 31 and as member-at-large of Division 29. She received the Karl F. Heiser Advocacy Award, the Legislative Award by the Georgia Psychological Association, and the Federal Advocacy Award by the APA Practice Directorate. She is actively involved with the International Association for the Study of Pain and the American Pain Society. She is on the Advisory Board of the Southern Christian Leadership Conference—W.O.M.E.N and on the Board/Executive Committee of Project Interconnections, an organization in the metro Atlanta area devoted to providing housing and support services for the homeless mentally ill. Dr. Kelly is an associate editor for *Professional Psychology: Research and Practice*.

Stephen J. Lally, PhD, ABPP

Stephen J. Lally received his PhD in clinical psychology, with a minor in anthropology, from the University of North Carolina at Chapel Hill and completed his internship at St. Elizabeth's Hospital. He received his diplomate in forensic psychology. He is a professor at the American School of Professional Psychology, Argosy University, and has an independent practice in both

psychotherapy and forensic psychology. He is the past president of the District of Columbia Psychological Association and is the current APA Council representative for the District. He is also a member of the Committee of Professional Practice and Standards. Dr. Lally has presented and published in the areas of assessment and forensic psychology. He is a fellow of the Society of Personality Assessment.

Leah L. Light, PhD

Leah L. Light received her PhD from Stanford University and is a professor of psychology at Pitzer College in Claremont, CA. Her research focuses on differentiating aspects of memory that are relatively preserved in old age from those that are more affected. Her research has been supported by grants from the National Institute on Aging, including a MERIT award. She is a fellow of the APA, the American Psychological Society, and the Gerontological Society of America. She has served as editor of *Psychology and Aging* and as president of APA Division 20 (Adulthood and Aging) and is currently a member of the APA Publications and Communications Board.

Ruperto M. Perez, PhD

Ruperto M. (Toti) Perez is a licensed psychologist and director of the Counseling Center at the Georgia Institute of Technology. He served on the original writing team for the *Multicultural Guidelines.* He has authored various publications, presented a number of programs, and provided consultation in the areas of multiculturalism and counseling issues with LGBT clients. He is a fellow of APA (Division 17) and a member of the American College Personnel Association, Commission for Counseling and Psychological Services. Dr. Perez is coeditor of the *Handbook of Counseling and Psychotherapy With Lesbian, Gay, Bisexual, and Transgender Clients* (APA, 2006, 2nd ed.).

Lisa Porché-Burke, PhD , ABPP

Lisa Porché-Burke is president of Phillips Graduate Institute/California Family Counseling Center in Encino, CA. She is the first African American woman to earn a PhD in counseling psychology from the University of Notre Dame. She embraced the concept of diversity and is committed to developing educational programs and services for diverse and multicultural populations. She is known internationally as a leader, educator, and expert on program development, multiculturalism, and recruitment and retention of students and faculty of color. She helped organize the 1999 and 2002 National Multicultural Summit Conference. In 2006 she received the APA Division 45 award for Distinguished Contributions to Service.

Sandra L. Shullman, PhD

Sandra L. Shullman is managing partner of the Columbus office of the Executive Development Group, an international leadership development and consulting firm. She most recently served as a member of the APA Board of Directors and has served in the past as chair of the Board of Professional Affairs and president of the Ohio Psychological Association. She chaired the Task Force on the World Congress Against Racism report and cochaired the APA Council Workgroup on the *Multicultural Guidelines*. Dr. Shullman serves as a member of the graduate faculty for the Diversity Management Program at Cleveland State University and is a member of the Duke Global Learning Resources Network. She is currently a member of the Board for the Advancement of Psychology in the Public Interest and a board member of the American Psychological Foundation.

Melba Vazquez, PhD, ABPP

Melba Vasquez is a psychologist in independent practice in Austin, TX. She publishes in the areas of ethnic minority psychology, psychology of women, and ethics. She is coauthor (with Ken Pope) of *Ethics in Psychotherapy & Counseling* (2007, 3rd ed.) and of *How to Survive and Thrive as a Therapist* (2005). She has served as president of the Texas Psychological Association and of APA Divisions 35 (Society of Psychology of Women) and 17 (Society of Counseling Psychology) and as a member-at-large of APA's Board of Directors (2007–2009). She is a fellow of APA and holds the diplomate of the American Board of Professional Psychology.

Ena Vazquez-Nuttall, EdD

Ena Vazquez-Nuttall is assistant dean of multicultural education and professor at Bouvé College of Health Sciences at Northeastern University in Boston. She was part of the Committee of the National Academy of Sciences that authored *In the Nation's Compelling Interest—Ensuring Diversity in the Health Care Workforce* (2004). She has served on many state and national committees, including the APA Committee on Accreditation, the Massachusetts Board of Registration, and the Commission on Ethnic Minority Recruitment and Retention (CEMRRAT). She has coauthored two books: *Assessing and Screening Preschoolers* (with Romero & Kalesnik, 1999) and *Multicultural Counseling Competencies: Individual and Organizational Development* (Sue et al., 1998). She is a member of Divisions 16, 17, and 35.

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