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SPECIAL SECTION CENTERFOLD: LISTING OF ETHNIC MINORITY FOCUSED PROGRAMMING DURING THE 110TH ANNUAL APA CONVENTION
OEMA UPDATE

by Bertha G. Holliday, PhD

The More Things Change…

Issues of concern to the nation’s ethnic minority psychologists are being affected by winds of change coming from several directions. For example, the APA’s 2002 Chicago Convention marks the initial testing of a new convention format. The new format involves a shorter and more geographically centralized convention with fewer concurrent sessions, fewer paper sessions, more continuing education sessions, and more poster sessions. Convention programming will involve three major levels: Major plenary sessions, topical tracks collaboratively developed by “clusters” of APA Divisions, and traditional division-organized sessions. These changes and enhancements have been accompanied by elimination of all topically-focused miniconventions and reductions in convention programming hours given to governance groups, and individual divisions. Consequently, as reflected in this Communiqué’s traditional centerfold of convention programs by and about people of color, there has been a reduction in such programming.

Also, as described in greater detail in this Communiqué’s “Association News” opening story, APA is currently confronting a shortfall in revenues. Actions being taken to ensure a balanced APA budget by 2004 include across-the-board (i.e., Association-wide) cuts in activities and personnel costs that are resulting in reductions in the initiatives and member services of the Office of Ethnic Minority Affairs and other APA offices. Furthermore, APA is in the midst of a search for a new Chief Executive Officer (CEO) who is expected to be on board by January 1, 2003. The current CEO, Raymond Fowler, PhD, has demonstrated how critical a role the CEO can have in both setting the tone of the Association and ensuring an organization culture of fairness and equity.

Other, more subtle changes associated with the political conservatism of the current Bush administration, which has been reinforced by the events of September 11, are leading the Association to be more conservative in its assumptions of stances in its federal public policy advocacy efforts (see the Communiqué’s section on “Public Policy and Advocacy”).

Collectively, these kinds of change are resulting in both some diminution of the visibility and voice of psychologists of color and some muting of enthusiasm for the issues of special interest and relevance to psychologists of color and the communities they serve.

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Nevertheless, I take this opportunity to assure you that APA’s core commitment to ethnic minority psychologists remains intact. For example, in this issue of the Communiqué we report the increased numbers of newly elected persons of colors to APA leadership positions as division presidents and representatives to the APA Council of Representatives. We also report the continuing funding and success of the CEMRRAT grant fund in encouraging innovative activities throughout the nation in support of ethnic minority recruitment, retention and training in psychology. We also provide you an update on our federally funded APA/NIGMS project on “Developing minority biomedical research talent” and current efforts to organize a landmark conference that will bring together faculty and students from the project’s 15 participating institutions, as well as representatives from the nation’s federal research and training funding agencies, associations of minority-serving institutions, and major behavioral and biomedical associations and societies. In this Communiqué, we also announce a new grant program (ProDIGS) that is funded by the APA Science Directorate, administered by OEMA, and targeted to early career faculty of minority-serving institutions interested in pursuing major funding for research or curriculum development in the area of health disparities research (see “Psychology and Ethnic Minority-Serving Institutions”). And this Communiqué provides updates of other APA initiatives of special interests to psychologists of color.

In the face of such change and continuity, the staff of the Office of Ethnic Minority Affairs looks forward to seeing you at the upcoming 110th Annual meeting of APA on August 22-25 in Chicago. We encourage you to come by the Public Interest booth and pick up some of OEMA’s brochures. We urge you to share your concerns with us at the Annual Social Hour of the APA Committee on Ethnic Minority Affairs (CEMA) on 8/22 at 5:00 p.m. And try not to miss some of the other events that are highlighted in this Communiqué’s “Convention Programming Centerfold” – especially the Symposium and Town Hall Meeting on the World Conference Against Racism on 8/23, at 12:00 noon until 3:00 pm, the Public Interest Directorate/CNPAA EMI Symposium on Trauma Grief and Loss– The Impact of Race and Ethnicity on 8/24 at 1100 am, and the Division 45/35 Annual Scholarship Dance on August 24 at 9:00 pm.
Things are changing at APA and in U.S. psychology. Sometimes change brings setbacks; sometimes it brings new opportunities. In either case, change brings challenge. Be part of the circle of challenge – engage the change – and help ensure the continued growing presence of persons of color in U.S. psychology. Just do what my grandmother counseled: “Use your motherwit and your grit”.

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

**ASSOCIATION REPORTS**

**APA Confronts Revenue Shortfall**

In a June 10, 2002 memorandum to all APA staff, APA CEO Raymond D. Fowler, PhD, explained that the Association’s expenses in 2001 greatly exceeded income. Consequently, the final budget deficit in 2001 approached $6 million. This means that the net worth of the Association has been decreased by that amount. More importantly, without major corrections, similar deficits could be expected this year ($4.2 million) and in 2003 ($5.7 million).

Executive staff, in collaboration with senior governance leadership have been taking steps to reduce 2002 and 2003 spending. Every APA office has implemented budget cuts. But additional cuts are required.

To that end, according to Dr. Fowler, the APA Executive Management Group created a list of potential further cuts, which have been reviewed by the APA Board of Directors (B/Ds) and the APA Finance Committee. Those cuts approved by both the B/Ds and the Finance Committee will begin to be instituted this summer. According to Dr. Fowler, “These cuts are varied and were selected to save money while minimizing the damage to the Association’s ongoing operations”.

A generous package of voluntary staffing reduction options is being offered including staff buy-outs (based on salary and years of service), early retirement, reduction in time worked, and leave without pay. In addition certain involuntary staffing budget adjustments are anticipated for the remainder of 2002 and 2003 including:

(a) reorganization of APA’s Central Office staff to streamline operations with specific focus on board and committee operations; (b) freeze on 2003 salary increases; (c) suspension of staff option to cash out unused leave; (d) reduction in APA’s match to employee’s contribution to retirement accounts from 5 to 4%; (e) require that new staff work at least 30 hours a week to be eligibility for health insurance; and (f) possible across-the-board salary cuts of 2.5% to 5% (accompanied by increase in paid leave).

“This is not a budget crisis; what we are trying to do is to avoid one”.

– Charles McKay, APA Chief Financial Officer
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In addition, 2002 and 2003 budget adjustments will be made in APA’s operations and governance activities, including: (a) Revising the consolidated governance meeting format and cancelling one round of board and committee meetings; (b) cancelling the 2002 Education Leadership Conference and the 2003 Division Leadership Conference; (c) reducing the Office of Communications research and development fund by 50%; (d) increasing convention registration fee by $20; (e) reducing use of staff non-complimentary hotel rooms at convention; (f) reducing brochure/newsletter printing and mailing; and (g) increasing dues by $10.

What this may mean for the APA Office of Ethnic Affairs is not yet clear. However, this may indeed be the last issue of the Communique for some time. In the meantime, every effort will be made to produce the newsletter in electronic form. So, please keep checking the OEMA web site periodically for updates and news.

Reporting on Accreditation Guidelines
by Bridget Larimer, APA Office of Program Consultation and Accreditation

The APA Committee on Accreditation (CoA), which is responsible for the accreditation of professional psychology programs, works to promote consistent quality and excellence in education and training. As such, the scope of accrediting activities of the CoA includes doctoral programs in clinical, counseling, school, and combined professional-scientific psychology; internship programs in professional psychology; and postdoctoral residency programs in professional psychology. As required for continued recognition by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA), the CoA undertakes self-study analyses of its own objectives, criteria, policies, procedures, and practices. The CoA evaluates its efforts in relation to diversity defined in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P) as including, but not limited to age, color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, and social economic status.

The G&P adheres to an outcome-oriented evaluation focus. This approach is intended to allow a program broad latitude in defining its philosophy or model of training and to determine its training principles, goals, objectives, desired outcomes, and methods. In other words, the G&P identifies general domains that are considered essential to successful training and education in psychology. The outcome-oriented focus allows programs to best decide how to present its goals, objectives, and the means by which these are achieved.

Domain D (Cultural and Individual Differences and Diversity) of the G&P specifically addresses diversity. It requires that the program recognize the importance of cultural and individual differences and diversity in the training of professional psychologists. It requires that the program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. It also requires that the program act to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals.

Domain D also requires that the program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology. Consistent with an outcome-oriented evaluation focus, the avenues by which these goals are achieved are to be developed by each individual program.

The G&P addresses diversity within several other domains. Domain A, Section 5 (Eligibility) requires the program to engage in actions that indicate respect for and understanding of cultural and individual diversity. Further, Domain A requires that programs have an explicit respect for and understanding of cultural and individual diversity as reflected in its policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements. Section 5 of Domain A requires that the program has nondiscriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

In addition, Domain B, Section 3 (d) of the G&P (Program Philosophy, Objectives, and Curriculum Plan) requires the program to demonstrate respect for diversity. Similarly, Domain E, Section 3 (Student-Faculty Relations) provides the CoA with another mechanism to monitor program success with regard to diversity. It requires that the program demonstrate respect for cultural and individual diversity among its students.
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In its continual efforts of improvement through self-study, the CoA reviewed three years of the decision letters it sent to programs in terms of both the quality and type of feedback given. In this effort, the Office conducted a content analysis of the eight domains described in the G&P in order to better understand the areas on which the Committee most focuses. These analyses included a review of the types of comments made by the CoA regarding doctoral programs’ policies, plans, and operations and their consistency with each of the domains of the G&P. Specifically, the number of positive and negative comments were recorded for each domain.

To this end, data reflect that the CoA provided positive comments most frequently in relation to Domain C (Program Resources), Domain D (Cultural and Individual Differences and Diversity), and Domain B (Program Philosophy, Objectives and Curriculum), respectively. Similarly, data reflect that the CoA provided negative comments most frequently in relation to Domain B (Program Philosophy, Objectives and Curriculum, Domain C Program Resources), and Domain D (Cultural and Individual Differences and Diversity), respectively. Analyses illustrate the Committee’s careful attention to issues of diversity.

Through these efforts and others, the CoA continues to work to improve diversity in the education and training for professional psychology. Please contact the Office of Program Consultation and Accreditation with any questions or concerns regarding the accreditation process, or the Committee’s efforts in promoting diversity (Email accred@apa.org, or telephone 202-336-5979). In addition, the G&P document is available online at http://www.apa.org/ed/G&P2.pdf.

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

The Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) will convene its annual summer meeting in Chicago, Illinois. The Council traditionally meets during APA’s annual meeting. This year’s host of the breakfast meeting will be the Association of Black Psychologists (ABPs). The President of the Society of Indian Psychologists (SIP) will chair the meeting. Items on the agenda may include the following: (a) development of a position paper addressing the use of American Indian images as “mascots”; (b) receipt of a status report on the production of the CNPAAEMI Development Guidelines brochure.

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Guidelines for the Psychological Treatment of Ethnic Minority Populations; (c) preliminary discussion about the development of education and training guidelines; (d) preparations for possible legislative advocacy training and Congressional visits at a future Council Winter meeting; (e) representation and participation at the Third National Multicultural Conference and Summit in Hollywood, California; and (f) update on the UN World Conference Against Racism; (g) presentation of a symposium, sponsored by Division 45 and its Divisional Cluster, entitled, Understanding and Intervening Around Trauma, Grief and Loss: The Impact of Race and Ethnicity. (This thematic Divisional Cluster session is scheduled for Saturday, August 24 at 12:00-12:50 pm, McCormick Place, Lakeside Center-Level 3, Meeting Room E3.50.)

In addition, the Council convened its Winter 2002 meeting on February 1-3, 2002, in Washington, DC. The meeting was chaired by Diane J. Willis, PhD, representing the President of the Society of Indian Psychologists (SIP) and hosted by APA. A dditional meeting attendees included: J. C. Gisela Lin, PhD, President, Asian American Psychological Association (AAPA); Mary E. Hargrow, PhD, President, Association of Black Psychologists (ABPs); Patricia Arredondo, EdD, President, Association of Black Psychologists (ABPs); and Henry Tomes, PhD, Executive Director of the Public Interest Directorate, representing the APA President.

The Council’s Winter meeting is longer than it’s Summer Breakfast meeting, and, thus, affords the Council an opportunity to review and discuss its activities and initiatives in greater detail. Among the items discussed during the meeting were the following: (a) development of a production timeline and dissemination strategies for its recently completed Treatment Guidelines brochure; (b) approval of the development of the third and fourth brochures in its series that will address psychological education and training issues and tests and assessments, respectively; (c) endorsement of and approved participation in the Third National Multicultural Conference and Summit (NMCS) to be convened in Hollywood, California in 2003, including convening the CNPAAEMI its Winter 2003 meeting one day before the conference; (d) participation in the APA Education Leadership Conference; (e) Web page development; (f) accreditation site visitor planning and selection; (g) legislative advocacy cooperation; and (h) the selection of chairpersons and hosts of its future meetings, 2003-2005.
CNPAAEMI has been meeting twice a year since 1991. Prior to this period, the Council, which was not officially known by CNPAAEMI until 1992, convened only once a year during an informal breakfast meeting hosted by the APA president at the APA annual convention. Over the years, CNPAAEMI efforts have focused on relevant public policy advocacy. For example, in 1995, the Council took part in a congressional briefing that addressed psychology and racism. The briefing resulted in the development of a brochure entitled, Can-Or Should-America Be Color-Blind? More recently, the Council has successfully completed the development of two resource booklets, Guidelines for Research in Ethnic Minority Communities and Guidelines for the Psychological Treatment of Ethnic Minority Populations (in press). These CNPAAEMI publications are available through OEMA.

Current CNPAAEMI members include: J. C. Gisela Lin, PhD, President, AAPA; Mary E. Hargrow, PhD, President, ABPs; Andrés Barona. PhD, President, NLPA; John M. Chaney, PhD, President, SIP; Philip G. Zimbardo, PhD, President, APA, and A. J. Franklin, PhD, President, APA Division 45.

APA Committee on Ethnic Minority Affairs

The APA Committee on Ethnic Minority Affairs (CEMA) continues to promote the presence and visibility of ethnic minority contributions to psychology in general, and APA in particular. CEMA met in March during the APA’s Spring consolidated governance groups’ meetings.

Among the items on CEMA's agenda was the approved changes to this year’s annual convention, which will be shorter in duration, have fewer concurrent sessions, offer more continuing education programs, present more poster sessions, and includes an opening and a closing session. In addition, scheduled programming will include sessions that are organized and/or sponsored by APA Divisional clusters.

As a result, CEMA lost the one hour of convention time traditionally allocated to it by its parent board, the Board for the Advancement of Psychology in the Public Interest (BAPPI). It should be noted that other BAPPC committees also lost program hours. As a result, CEMA had a very difficult time soliciting the donation of convention program hours for its proposed session. In the end, CEMA was unable to secure the necessary convention hours. Nevertheless, CEMA will be co-

In addition, CEMA will host the following activities: (a) The CEMA Social Hour/Award Reception, which includes the presentation of the Jeffrey S. Tanaka Memorial Dissertation Award in Psychology and the Richard M. Suinn Minority Achievement Awards, on Thursday, August 22, at 5:00 pm in the Hyatt Regency McCormick Place Hotel, Conference Center-First Floor, Room CC10A; and (b) The 11th Annual CEMA Invitational Breakfast for Presidents and Chairpersons of the CEMAs of State Psychological Associations and Divisions, and ethnic minorities in APA governance. The thematic focus of this breakfast will be Psychology and Social Justice: “Psychology’s Role and Contribution to the Outcomes of the WCAR”. Invited Congressional speakers are Representative Luis Gutierrez (D-IL) and Representative Bobby Rush (D-IL). Information and materials regarding the Committee’s work, future activities/initiatives, and membership can be obtained at the APA convention at the Public Interest Directorate information booth located at the McCormick Center.

Listed on a program sponsored by APA Division 45 and the APA Committee on International Relations in Psychology (CIRP) addressing APA’s participation at the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance (WCAR) in Durban, South Africa.

Other items on CEMA’s March meeting agenda included the following: (a) welcomed two new members, Elizabeth M. Vera, PhD and Tawa M. Witko, PsyD; (b) elected its chairperson-elect, Karen H. C. Huang, PhD; Dr. Huang will be CEMA chairperson in 2003; (c) developed nomination slates for the various APA boards and committees seeking new members in 2003; (d) attended a meeting with the APA Committee on International Relations in Psychology (CIRP) to discuss and review shared experiences and effective strategies related to the representation and participation of CIRP & CEMA members among the APA delegation attending the UN World Conference Against Racism (WCAR); (e) hosted its traditional Open Meeting for members of color in APA governance – which afforded the APA delegation to the WCAR an opportunity to report on its efforts at the
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conference; (f) discussed possible implementation strategies regarding ethnic minority representation and participation in APA governance in general and the APA Council of Representatives in particular; (g) received a report from A. J. Franklin, PhD, President, Division 45, about the Division’s activities as well as information regarding the Third National Multicultural Conference and Summit to be held in Hollywood, California in 2003; (h) received a status report on the activities of the CEMRRAT2 Task Force; (i) reviewed and commented on one new business item of the APA Council of Representatives regarding the adoption of a report on Culture and Gender Awareness in International Psychology; (j) received a report and discussed with Jessica Henderson Daniel, PhD, the CEMA/CAPP collaboration agenda - it was agreed that the CEMA Observer to CAPP would attend CAPP meeting of the APA Committee for the Advancement of Professional Practice (CAPP) in April, 2002, to present CEMA’s ideas for implementing activities that possibly could be supported by both groups; (k) received an introduction briefing by members and staff of the APA Board of Professional Affairs’ Advisory Committee on Colleague Assistance; (l) received a briefing by the CEMA chairperson about the meeting with the APA Committee on Legal Issues (COLII) regarding APA’s continued interest in developing a collaborative relationship with the American Bar Association; and (m) hosted a meeting with the APA Committee on Psychological Tests and Assessments (CPTA), regarding on-going collaboration activities between the two groups.

Due to APA budget constraints, CEMA will not meet in September 2002 and will hold only one meeting in 2003. Current CEMA members include: Freddy A. Paniagua, PhD (chairperson) University of Texas Medical Branch, Galveston, TX; John M. Chaney, PhD, Oklahoma State University, Stillwater, OK; Karen H. C. Huang, PhD (chairperson-elect) Lehigh University, Bethlehem, PA; William D. Parham, PhD (vice-chairperson) University of California, Los Angeles; Elizabeth M. Vera, PhD, Loyola University, Wilmette, IL; and Tawa M. Witko, PsyD, United American Indian Involvement, Inc., Los Angeles, CA. CEMA’s current liaisons, whose attendance is paid for by their sponsoring organizations are: Margaret R. Rogers, PhD, Division 16; Javier Evans, PhD, Division 40; Colonel Carl E. Settles, PhD, ABPP, Division 42; Derald Wing Sue, PhD, Division 45; Ana Gardano, PhD, Division 46.

OEMA COMMUNIQUÉ

State and Division Leaders of Committees on Ethnic Minority Affairs

The Office of Ethnic Minority Affairs maintains a roster of state and division committees on ethnic minority affairs, multicultural, and/or diversity issues. Below is our most current roster. If you are the chairperson of a State or Division committee, taskforce, or work group on ethnic minority affairs, multicultural issues, and/or diversity issues and your name is not listed, please contact OEMA so that we can add you to our roster and mailing list, please contact Sherry T. Wynn, 202/336-6029, swynn@apa.org; oema@apa.org

STATE CEMA REPRESENTATIVES

ARIZONA
Y. Evie Garcia, PhD
CONNECTICUT
Robert Horwitz, PhD
Jan Owens Lane, PhD
DELAWARE
Alvin Turner, PhD
GEORGIA
Judith Lee Nelson, PhD
HAWAII
June J. Ching, PhD
IDAHO
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ILLINOIS
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Kirkland Vaughans, PhD
NORTH CAROLINA
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Wei-Na Lee, PhD
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Roderick J. Watts, PhD
Division 28
Tony L. Strickland, PhD
Division 29
Dan Williams, PhD
Division 30
Lynn R. Edwards
Division 31
Jennifer F. Kelly, PhD
Division 32
Adelbert Jenkins, Ph.D.
Division 35
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Elizabeth Davis-Russell, PhD
[CONCERNS OF HISPANIC WOMEN]
Lorraine Martinez, PhD
[NATIVE AMERICAN WOMEN]
Pamela J. Thurman, PhD

[TASK FORCE: WOMEN OF COLOR]
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Elizabeth M. Vera, PhD
Division 39
Dolores Orinska Morris, PhD
Division 40
Javier D. Evans, PhD
Division 42
G. Rita Dudley Grant, PhD
Division 43
Carl E. Settles, Ph.D., ABPP
Terence Patterson, EdD, ABPP
Division 44
Marie Miville, PhD
Division 45
Anderson J. Franklin, PhD
Division 46
Anna C. Gardano, PhD
Division 48
Deborah Fish Ragin, PhD
Division 51
Sam V. Cochran, PhD
Division 54
Celia Lescano, PhD

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Congratulations

Psychologists of Color Elected to APA Governance Leadership

Division 9 (Society for the Psychological Study of Social Issues)
Council Representative: Irma Serrano-Garcia, PhD

Division 17 (Counseling Psychology)
President-Elect: Derald Wing Sue, PhD
Council Representative: Janet E. Helms, PhD

Division 24 (Theoretical and Philosophical Psychology)
President-Elect: Adelbert H. Jenkins, PhD

Division 29 (Psychotherapy)
Council Representative: Alice F. Chang, PhD

Division 35 (Society for the Psychology of Women)
Council Representative: Martha E. Banks, PhD

Division 37 (Child, Youth, and Family Services)
President-Elect: Luis A. Vargas, PhD

Division 39 (Psychoanalysis)
President-Elect: David Ramirez, PhD

Division 42 (Psychologists in Independent Practice)
Council Representative: G. Rita Dudley-Grant, PhD

Division 45 (Society for the Psychological Study of Ethnic Minority Issues)
President-Elect: Steven E. James, PhD
Council Representative: Lisa M. Porche-Burke, PhD

Division 48 (Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division)
Council Representative: Corann Okorodudu, EdD

Guam Psychological Association
Council Representative: Juan M. Rapadas, PhD

Asociacion de Psicología de Puerto Rico
(Puerto Rico Psychological Association)
Council Representative: Irma Roca De Torres, PhD
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

CEMRRAT2 Task Force Update

March 17th 2002 Meeting Brief But Productive

The Commission on Ethnic Minority Recruitment, Retention and Training in Psychology (CEMRRAT2) Task Force convened a brief meeting on Sunday, March 17, 2002, immediately following the Spring Consolidated meetings. The main purpose of their meeting was to review funding allocations of its CEMRRAT Implementation Grant Funds and ensure that sufficient funds exist in each of the six priority areas.

The Task Force made only minor redistributions of funds. In addition, after receiving a report on the outcomes of the APA Education Leadership Conference (ELC), it was agreed that if a second ELC is convened, it would be important for the Task Force to participate. To that end, the chairperson was authorized to attend. Additional items on the agenda for discussion focused on: (a) the ongoing development of the Task Force’s progress report; (b) the production of its approved bookmark; and (c) the continuing interest in commissioning a curriculum study. These items received only limited attention and are expected to be included on the agenda for the next meeting of the Task Force. Due to the changes in the structure and format of this year’s APA annual convention, the Task Force was unable to secure convention program hours for a session highlighting successful projects and activities funded by CEMRRAT Implementation Grant Funds.

Due to APA budget constraints, the CEMRRAT2’s scheduled July 2002 meeting was cancelled and replaced with a teleconference. Members of the Task Force include: James Freeman, PhD (chairperson); A. Toy Caldwell-Colbert, PhD; Victor de la Cancela, PhD; and Frederick Leong, PhD.

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CEMRRAT Implementation Awards 2002

In 2002, APA’s Public Interest Directorate was allocated $100,000 to support ongoing implementation of APA’s Five Year Plan for Ethnic Minority Recruitment, Retention and Training in Psychology. The Plan was grounded in the nation’s changing demographics and the current significant underrepresentation of ethnic minorities in psychology. It sets forth specific objectives and actions for encouraging all psychologists to attain some minimal level of multicultural competence in their training, research and practice activities, and for dramatically increasing the number of people of color who are psychology students, faculty, and professionals.

In response to the FY2002 funding priorities, a total of 26 proposals were received, of which 14 were provided CEMRRAT funding totaling approximately $60,000. Grants served to support a broad range of projects. The following is a summary of grants funded to date in 2002.

Training/State Associations ($7,000)

Josephine Johnson, PhD Chair
Committee of State Leaders (CSL)
Committee for the Advancement of Professional Practice (CAPP)
Funding strategy for increasing ethnic minority participation and the development of ethnic diversity in SPA membership and leadership.
Requested Funds: $7,000
Award Amount: $7,000

Student Undergraduate/Graduate: Grants to Departments for Innovative Programs ($12,000)

Anne Chan
Stanford University
The goal of the mentoring program is to match undergraduate and Master’s level students who are looking to apply to doctoral programs in psychology with individual doctoral-level mentors (students as well as faculty) who will provide guidance, mentoring, and support through the application process. (Although the main goal of this program is to provide mentoring during the application phase, it is anticipated that the mentoring relationships created through this program will persist beyond this initial phase.) The following activities will be specified as part of the mentoring relationship:
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- Assistance with the various parts of the graduate school application, namely the application and financial aid forms, the personal statement, and the letters of recommendation.
- Assistance with choosing appropriate schools for graduate study.
- Assistance with site visits, mentors will help students locate contact students and faculty in schools.
- Assistance, support and guidance as needed for choosing the final school of choice, fielding different offers.
- Advice and psychological support for the transition to graduate school.

**Funds Requested:** $6,000  
**Award Amount:** $4,500

*Adeleri Onisegun, PhD*
*Morris College*

**Division of Social Sciences**
The Student Psychology Conference to Launch The New Psychology Minor

The conference will be designed to expose the students of Morris College (an HBCU) to the vast range of possibilities and opportunities available to ethnic minority students in psychology, while serving as the launching effort for a new minor in psychology at Morris College.

**Funds Requested:** $3,500  
**Award Amount:** $2,700

*Dana Cunningham*
*Aisha King*

**Black Student Caucus (BSC) Department of Psychology**

*Southern Illinois University, Faculty Sponsor: Kevin Cokley, PhD*

1. To develop color posters (with attached postage paid postcards) that will be sent to numerous institutions to increase the visibility of the Department and give prospective students a simple means of contacting the Psychology Department to request information.
2. To establish and maintain ongoing contact with psychology departments by attending graduate school fairs and actively recruiting students on campus at Historically Black Colleges and Universities (HBCU’s) and other schools which have a large number of ethnic minority students.
3. To provide workshops on getting into graduate school, and specifically about applying to the Department of Psychology at Southern Illinois University.
4. To develop a website for the Black Student Caucus.

**Funds Requested:** $4,900  
**Award Amount:** $3,500

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*Glena L. Andrews, PhD*
*Department of Psychology and Sociology*
*Northwest Nazarene University*

Implementation of a new recruitment and retention program focused on minority junior and senior high school students, specifically Hispanic, in the Northwest. The program will be based on three pillars: 1) Informational i.e. community meetings; free NNU event tickets, and community events. 2) Financial i.e. fundraising dinners; advertising; other fundraising events; and 3) Career guidance i.e. career fairs.

**Funds Requested:** $5,000  
**Award Amount:** $1,300

*Gustavo Carlo, PhD*
*David Hansen, PhD*
*University of Nebraska – Lincoln*

**Department of Psychology**
The Latino Research Initiative: A Community-Intern Model for Enhancing Collaborative Research, Training, and Community Programming

The goal of this proposal is to implement a Community Intern model for enhancing collaborative research, training, and community programming that is culturally sensitive and informed.

The Community Intern will expand the education and training efforts of LRI through the following activities: (a) working with LRI faculty and HCC staff on expanding and continuing procedures for involving graduate and undergraduate students in the community –based research and service efforts of LRI; (b) working with LRI and other university faculty on efforts to promote diversity in graduate program recruitment efforts. In addition, the Community Intern will receive education and training on Diversity issues, including direct experience with the Latino community.

**Funds Requested:** $6,000  
**Award Amount:** $5,000

*Melissa Rivera Marano, PsyD*
*Youth Development Clinic (YDC)*

Youth Development Clinic (YDC) is a 501(c)(3) private not for profit organization. YDC is committed to enhancing ethnic minority training by providing direct service experience with its diverse community, outcome research opportunities and supervision by ethnic minority psychologists.

YDC is committed to addressing the following goals: (a) Recruit ethnic minority graduate students
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(b) Provide practicum students with a practicum setting serving a diverse ethnic and linguistic community
(c) Provide practicum students with an opportunity to conduct outcome research on a variety of programs and interventions with the diverse Newark community.
(d) Students will be supervised by ethnic minority psychologists who will not only provide them with supervision related to serving the diverse community but will also serve as mentors and professional role models.

Funds Requested: $5,000  Award Amount: $5,000

Training /Science – Math & Science Research & Training ($14,000)

Vicki Mack, PhD
Assistant Professor
Department Psychology
Clark Atlanta University
The Undergraduate Psychology Training in Science Program
The plans for the department would allow the faculty and students to work towards three objectives:
1. Provide training to students on how to conduct research, as well as how to present and publish research;
2. Maintain an environment which promotes scholarly activities, and;
3. Increase the number of ethnic minority, undergraduate and graduate students who pursue careers in the area of mental health as academicians, researchers, or practitioners.

The Department of Psychology at Clark Atlanta University plans to take a more active role in having a positive impact on the number of ethnic minorities who are able to conduct research in order to be prepared for graduate level research in mental health. Through the establishment of the Undergraduate Psychology Training in Science Program at CAU, we hope to significantly impact the skills of the students in the department and increase the representation of the ethnic-minority students in graduate schools and mental health research.

Requested Amount: $5,200  Award Amount: $5,000

Brittne Nelson
Anna Lee
Jules Harrell, PhD
Department of Psychology
Howard University

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Preparing Graduate Psychology Students for Teaching Scientific Psychology
A set of workshops to prepare Psychology Graduate students for teaching careers in scientific psychology will be conducted in the Psychology Department once a month beginning August 2002 - May 2003. The innovative eight workshops will focus on Psychology teaching preparation and enhancement for graduate students. It is expected that information and ideas garnered from these workshops will enhance the Teaching Assistant role for graduate students in scientific psychology and better prepare them for the classroom, which will enhance the training of doctoral students. Participants will be better prepared for their post-graduate teaching career. All graduate students in all areas of Psychology and other social sciences will be welcome to attend the workshops. Each student will be expected to gain knowledge about the teaching profession through relevant examples and basic information about teaching various courses in the field of Psychology.

Goal #1: To Acquaint Graduate Students in Scientific Psychology with the Responsibilities of a Teaching Career

Goal #2: To Provide Instructional Information for Teaching Within Scientific Psychology

Goal #3: To Facilitate Personal Pedagogical Growth in a Nurturing Environment

Funds Requested: $2,200  Award Amount: $2,200

Faculty/Professional Development ($10,000)

Helen A. Neville, PhD
University of Illinois at Urbana-Champaign
Department of Educational Psychology
Methodological Advancements in Counseling Psychology Research with Racial and Ethnic Minority Populations Professional Development Series
The proposed Professional Development Series is designed to build on the interests of our faculty and to provide advanced training that would further enhance our research and teaching efforts with respect to racial and ethnic minority issues. We’ve tried to design an innovative project that would benefit our faculty and students, and that would hopefully result in a publication in a counseling psychology journal summarizing interdisciplinary methodological advancements with racial and ethnic minority populations. Specifically, the proposed project consists of the following four interrelated purposes:

a. To increase counseling psychology faculty and students’ knowledge about methodological advancements in psychology-related research with racial
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and ethnic minority populations (i.e., African Americans, Asian Americans, Latinos, and Native Americans).

b. To increase faculty and students’ efficacy in designing culturally relevant and sensitive research projects with racial and ethnic minority populations.

c. To increase the inclusion of racial and ethnic minority research and constructs into our Division’s curriculum. Specifically, we are interested in further “multiculturalizing” our two core counseling psychology courses, practicum, and research methods courses.

d. To provide mentorship opportunities to faculty and graduate students.

**Funds Requested:** $6,000  
**Award Amount:** $6,000

**Kecia M. Thomas, PhD**  
**Associate Professor**  
**Psychology and African American Studies**  
**University of Georgia**

Creating a Supportive Climate for Diversity and Ethnic Minority Psychology

The project will be a cross-departmental and cross college initiative that supports the career and professional development efforts of psychologists who teach multicultural psychology courses, who conduct research on diversity issues, and who serve the needs of ethnic minorities. Specifically, the goals are to:

1. Identify psychologists and graduate students interested in cultural diversity and ethnic minority psychology.
2. Provide opportunities to share information about teaching and researching issues related to cultural diversity and ethnic minority psychology.
3. Encourage collaboration among psychologists who work in the area of cultural diversity.
4. Develop support systems for junior faculty and graduate students interested in ethnic minority and cultural diversity research issues.

**Funds Requested:** $5,000  
**Award Amount:** $4,000

**Darlene Shelton, PhD**  
**Director of Diversity Programs**  
**School of Professional Psychology**

Symposium with Nancy Boyd Franklin: Black families in Therapy—working with African American Clients. Nancy Boyd Franklin, one of America’s leading cross-cultural scientists/practitioners will give a presentation on working with African American Clients through the utilization of multi-systemic interventions. In Kentucky, the largest minority group seen in the mental health setting are African Americans.

**Award Amount:** $2000

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**Ethnic Minority Leadership Development ($10,000)**

**Roy Moodley, PhD**  
**Assistant Professor**  
**Dept. of Adult Education, Community Development & Counseling Psychology**  
**Ontario Institute for Studies in Education / University of Toronto**

Organize a two-day seminar/conference at OISE/UT for up to 20 invited scholars from the psychology departments and counseling psychology departments of the Canadian higher education institutions who are actively researching, teaching and/or practicing in multicultural counseling and psychotherapy. Participants would be invited to present their work in the form of papers or workshops in relation to the theory, practice, teaching and research in this area. Emphasis will be placed on developing theory and research in relation to the intersections of the social constructions of ‘race’, culture and ethnicity with gender, sexual orientation, disability and class. The process begins at noon on day one and finish in the early afternoon on day two. This would give participants enough time to arrive in Toronto (e.g. from BC) and back. All the presentations will be published as a conference report and be offered to participating institutions, and other relevant bodies.

**Funds Requested:** $5,000  
**Award Amount:** $5,000

**Jan Owens-Lane, PhD**  
**Ethnic Diversity Task Force of Connecticut Psychologists**  
**Phase I—Assessment of who is out there and where are the ethnic minority psychologists with concerted effort to locate and communicate with them. Find out the interest of ethnic minority psychologists. Increase their visibility in the public sector and in the state and national associations. Develop a network of ethnic minority psychologists. Connect with local colleges and universities to assist in locating minority psychologists and minority students in psychology. The primary goal is to develop a tracking system to identify all ethnic minority students in psychology undergraduate and graduate programs.**

**Funds Requested:** $5,500  
**Award Amount:** $5,000

**CEMRRAT Task Force Contingency Fund ($5,000)**

**Linda Mezydlo Subich, PhD**  
**Professor and Chair**  
**Department of Psychology**  
**University of Akron**

Fund the travel of a faculty member from the Counseling Psychology program to accompany Dr. Joe White on a visitation to a number of California campuses that
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enroll substantial numbers of ethnic minority students, including students with an interest in graduate work in Counseling Psychology. Initial connections via e-mail have been established and brochures distributed to the faculty involved with advising ethnic minority students at the UC-San Diego, Riverside, and Irvine campuses, the CSU-San Marcos, Fullerton, Dominguez Hills, and Northridge campuses, San Francisco State University, San Diego State University, Long Beach State University, Los Angeles State University, and Humboldt State University.

Funds Requested: $2,300
Award Amount: $2,000

2002 APA Suinn Minority Achievement Awards

The selection process for the 2002 APA Suinn Minority Achievement awards is currently underway and the awards will be presented to the winners during the 110th APA annual convention in Chicago, IL. This year there are approximately 15 nominees which is consistent with the number of nominees in past years. Past recipients include (a) the 1999 winners: City University of New York (Clinical psychology program), The Ohio State University (counseling psychology program), and the University of California at Santa Barbara (the combined professional psychology program); (b) year 2000 winners: University of Missouri-Columbia (counseling program), Texas A&M (school psychology program), and The Pennsylvania State University (counseling program), and (c) 2001 winners: UCLA (Clinical), University of Oregon (Counseling), and UMass-Boston (Clinical).

The selection criteria of the Suinn Awards are based on three areas consistent with those noted in CEMRRAT’s Five Year plan:

1. program descriptions that reflected an overall commitment to cultural diversity in all phases of departmental activity, i.e., funding, integration of ethnic minority issues in the curriculum, student and faculty collaboration related to ethnic minority research recruitment and retention programs and strategies, and mentoring and modeling;

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| 12 | the number and percentage of ethnic minority students currently enrolled; and, |

| 13 | the number and percentage of ethnic minority students who had earned doctorates in the past five years. |

APA/NIGMS Grant Project Update
by Sonja Preston, APA NIGMS Project Administrator

Recent Project Developments

Tony Strickland, PhD, of the Charles R. Drew University of Medicine and Science has invited 15 APA/NIGMS senior undergraduate students to attend and to present their research at the 9th Annual Conference on Behavior, Clinical Neuroscience, Substance Abuse and Culture, October 24-25, 2002 in Los Angeles, California. The conference, sponsored by Neuropsychological Consultants, Inc., is designed to impart current research to clinicians, researchers, and policy advocates related to mental and substance abuse disorders that occur throughout the lifespan. Students selected receive full scholarships from the Center for Substance Abuse Treatment (CSAT) and will have the opportunity to attend and meet top researchers in the field. This year, selected students will have the opportunity to present their research as part of their participation. Additionally, the conference will have a pre-conference workshop designed for both undergraduate and graduate students focusing on the pursuit of graduate studies in psychology.

The American Psychological Association’s “Developing Minority Biomedical Research Talent” involves 15 departments/programs of psychology, organized into five regional centers throughout the nation, that are demonstrating a model for collaborative planning and activities between major research institutions and predominantly minority 2-year and 4-year colleges that serves to enhance ethnic minority student retention and training at all participating institutions. Each participating department/program receives an annual grant of $20,000 to develop programs or activities focused on increasing the participation of underrepresented ethnic minorities in the biomedical areas of psychology. The project is currently funded for over $1.4 million for three years.
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Significant staff effort is being devoted to the planning of the Third APA NIGMS National Project Conference. This four-day conference in Washington, DC is tentatively scheduled for November 20-23, 2002. The Conference, funded by the National Institute for General Medical Sciences (NIGMS) and other federal agencies will focus in part on the development of continuing partnerships among major federal biomedical research and training agencies, biomedical scientific and professional associations, and national associations of ethnic minority-serving postsecondary institutions. The goal of the development of such partnerships, for which the APA/NIGMS Project is an exemplar, is to promote strategies for greater coordination and linkages of efforts related to advancing ethnic minority recruitment, retention, and training in the behavioral and biomedical sciences, and the broader dissemination of information relevant to ethnic minority education in these disciplines. Invitations to participate in the event have been sent to over 60 scientific and professional associations and federal agencies. The conference will also include a focus on APA/NIGMS project program planning, student tracking, and outcome documentation methods.

Activities Across the Regional Centers

Annual Strategic Planning Meetings

Each year all of the 15 participating institutions hold annual regional Strategic Planning meetings designed to bring together all Core Team Members and selected students from each institutional project team to review, revise and modify regional and institutional Strategic Plans and to develop future plans and activities. This year, meetings were held in April and May across the five regional centers. The Eastern Regional Center met April 20-21, in Washington, DC. The Western Regional Center held their one-day meeting in Torrance, California, April 26, 2002. The Southeastern Regional Center held their one-day meeting in Miami Florida on May 3, while the Rocky Mountain Regional Center met in Rapid City, South Dakota, on May 3-4, 2002. The Midwestern Regional Center held their regional meeting on May 31, 2002 in Chicago.

Meeting agendas focused on: (a) institutional and regional plans for Summer 2002 and the 2002-03 academic year; (b) identification of project priorities, strengths and weaknesses; (c) review/revision and refinement of the Strategic Plan; (d) procedures for tracking and identification of primary and secondary participating students; (e) institutionalization of project activities; (f) enhanced communication between institutional teams; (g) evaluation of the APA/NIGMS Grant Project; (h) suggestions and recommendations for the re-application process; and (i) sharing of resources. Each meeting was attended by assigned regional diversity and scientific project consultants who facilitate the meeting process. Participating consultants were: * Asuncion Austria, PhD and Hector Machabanski, PhD - Eastern Regional Center; *Hector Machabanski, PhD - Midwestern Regional Center; *Dorothy Tucker, PhD - Rocky Mountain Regional Center; *Allen Carter, PhD and Ruben Echemendia, PhD - Southeastern Region Center; *Nolan Penn, PhD and Dorothy Tucker, PhD - Western Regional Center. *Indicates Lead consultant for the region.

Southeastern Regional Center Activities

The Southeastern Regional Center, which includes the University of Miami (UM), Florida International University (FIU), and Miami-Dade Community College (MDCC), reports that the Psychology Research Initiatives Mentorship Experience or PRIME, continues to have successful programmatic outcomes. PRIME is a regional project that includes a 10-week mentored summer research internship for regional students that ends with students presenting their research during a scientific poster session. Recent activities of regional students include the following:

University of Miami
• **Marilyn Sampil**o, a University of Miami PRIME student will present her research at the APA annual convention in Chicago, August 22-25, 2002. The title of her presentation is "Children's Perceptions for Safety and their Neighborhoods"
• **Manuela Villa,** a University of Miami undergraduate will present her paper "Association between Parental Monitoring and Children's Exposure to Violence and Sexual Content on TV" with **Professor Annette La Greca** at the APA Convention in Chicago, Illinois. Ms. Villa was also accepted to NOVA University
• **Iruma Bello,** a University of Miami student received the EBER Award which is given to outstanding students who are committed to a career in mental health.
• **Shelton McKenzie,** a former University of Miami PRIME student will attend Loma Linda Medical School to pursue an MD degree.

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Florida International University (FIU)
- **Andres De Los Reyes**, a former FIU PRIME student was awarded Best Student Anxiety Poster at the General AABT Conference for his poster entitled, “Anxiety, depression, and fear and its influence on parent over-reporting of child anxiety and fear.” Mr. De Los Reyes will enter Yale University’s PhD program in clinical psychology in the fall.
- **Robert Castillo**, a former FIU PRIME student is attending Barry University’s sports psychology program.
- **Rona Carter**, a former FIU PRIME student received the Psi Chi /APA Research Award for the APA submission entitled Pubertal-Timing and Anxiety/Behavior Problems in African-American Girls” Ms. Carter will present her research at the APA Awards Ceremony scheduled during the annual APA Convention in Chicago, Friday, August 23, 2002. Ms Carter will attend FIU’s PhD program in developmental psychology in the Fall.

Miami Dade Community College (MDCC)
- MDCC continues to host the Psychology Lecture Series at Kendall Campus offered by UM and FIU Faculty. The Kendall Campus has supplemented the PRIME lecture series by inviting psychologists in private practice to speak to our students. A total of 518 students attended the lectures during 2000-2001.

Midwestern Regional Center Activities

This regional Center includes Chicago State University and Truman Community College. Recent activities include:
- Two Truman Community College students will be selected to participate in the Chicago State University’s Chicago Linkage for Minorities in Biomedical Sciences (CLIMB) undergraduate research program. **Dr. Michael Mimnaugh**, Chairperson of the Chemistry and Physics Departments directs CLIMB, a National Science Foundation (NSF) funded project.
- An honors program is under development at Chicago State University in conjunction with a university-wide effort to restore honors programs. The psychology department will use APA/NIGMS project funds to initiate these important activities.

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Rocky Mountain Regional Center Activities

This region consists of the University of South Dakota, Sinte Gleska University, Ft. Belknap College (FBC), and the Morning Star Memorial Foundation. Recent activities include:
- The project added Ft. Belknap College (FBC), to the Rocky Mountain Regional Center. Ft Belknap is in Harlem, Montana and is the third Tribal College in the Project’s Rocky Mountain Regional Center.
- FBC students developed psychology and allied health/mental health recruitment and career information for middle and high-school aged children in their community’s three local public schools. Recruitment activities have occurred throughout the academic year.
- FBC students, through the support of the APA/NIGMS project, plan to participate in the St. Paul’s Mission Elementary Summer School program this summer and provide American Indian cultural awareness and career awareness activities to elementary aged children.
- As part of student retention at FBC, the APA/NIGMS project collaborated with FBC’s Student Services to sponsor various social and American Indian culturally-related retention activities for all FBC students, including family-night activities and scholarship application assistance project.
- Eight FBC students in the Human Services, Psychology, and Allied Health programs will participate in various biomedical research experiences this summer on the Montana University campuses.

Western Regional Center Activities

This Center includes Santa Monica College, California State University, and the University of California, Los Angeles. Recent activities include:

Santa Monica College
- **Bernadette O’Leary**, former student at Santa Monica College who participated in the project’s New Scholars in Psychology Program (NSPP) graduated from Pepperdine University in April 2002. Ms O’Leary remains an active member of the NSPP group.
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University of California, Los Angeles Students

- UCLA student Veronica Garcia was accepted to a one-year Master’s program in Education, at Harvard University, Boston, MA.
- The UCLA project, through the assistance of supplemental funding by the APA/NIGMS Project continues to develop a database used for tracking former and current APA/NIGMS grant students.
- Dianna Gonzalez presented her research at the Stanford Undergraduate Research Conference and UCLA Undergraduate Research Conference in Spring 2002. The title of her research is “Minority Academic Achievement: Reaching the Gold Standard”
- Karen Torres presented her research at the UCLA Psychology Undergraduate Research Conference in Spring 2002. The title of her presentation was “Prevalence of Anxiety Disorders Among African American and Hispanic Populations”
- Cynthia Martinez was accepted for an internship for the Community Outreach for Prevention and Education.
- Mayra Moreno - was accepted for an internship for the Outreach Program in Education for 2001 – 2002. Ms. Moreno is a founding member of Latinas Building Bridges in Psychology, a mentorship program.
- Rosie Scales was awarded the Undergraduate Research Development stipend and was accepted to the UCLA Departmental Honors program for the 2001-2002 academic year. Ms Scales also presented her research “Gender Differences in Adolescent Communication and Coping on Same-Sex Multi-ethnic Athletic Teams” at the UCLA Psychology Undergraduate Research Conference, Spring 2002.

California State University, Dominguez Hills (CSUDH)

- Former APA/NIGMS Scholar Juan Madera will attend Rice University’s Industrial/Organizational PhD Program.
- Alejandro Morales, a two-year participant in CSUDH’s APA/NIGMS Scholars Program will attend the University of Nebraska, Lincoln’s Counseling Psychology Program.
- Monica Rosales was accepted and will attend Colorado State University’s graduate program in Child Psychology.

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• Kimberly Usher, a former APA/NIGMS Scholar at CSUDH will attend Purdue University’s graduate Clinical Child Psychology Program.

APA/NIGMS Student Scholars Attend Eighth Annual Conference on Behavior, Clinical Neuroscience, Substance Abuse, and Culture

The Annual Behavior, Clinical Neuroscience, Substance Abuse and Culture conference, organized by Tony L. Strickland, PhD attracts approximately 600 attendees, annually, with broad interests in psychopathology, substance abuse, and special topic areas such as: advancements in the treatment of Dementia and related disorders; forensic mental health issues; and assessment and intervention in traumatic brain injury.

Nine APA/NIGMS and other student scholars were granted travel awards to the 8th annual conference, which was held in October 2001. Student award recipients were asked to maintain diaries of their experiences at the conference. Such anecdotes evidence the necessity of such events for recruiting and retaining ethnic minority students in psychology, and serve as inspirations. For example, Gabriel Salazar (University of North Carolina-Wilmington) asserted:

Dr. Strickland and his colleagues were very open and genuine...they treated us as if we were already one of them, although some of us were very far from that. The personal attention was crucial because these are people I have just read about and they can be quite intimidating from afar. It is refreshing to know that these men and women had a true interest in the students and were openly offering their resources to assist us in any way possible.

Also, in a similar vein, Arlen Garcia (Florida International University) noted that,

...the conference was very informative and well-organized...it provided practical information to clinicians, practitioners, researchers, and graduate students. I enjoyed the symposia and the opportunity to meet so many professors and learn about the research and work being done in the fields of behavior, clinical neuroscience, substance abuse and culture.
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Jennifer Doucet added,

“I was surrounded by professionals from all over the country that I actually spoke with and exchanged information. More importantly, the conference served as an inspiration because I was able to see faces that looked like mine in the field of psychology. Hence, reaffirming my goal to work with minorities in mental health.”

Mentoring

DP2KB Summer Institute

Diversity Project 2000 and Beyond: Moving Forward in the Millennium by Robin J. Hailstorks, PhD, Prince George’s County Community College, Largo, MD. Executive Co-Director Diversity Project 2000 and Beyond

When I first became involved with Diversity Project 2000 (now called Diversity Project 2000 and Beyond) I was the Eastern Regional Vice President of Psi Beta. The year was 1994 and the Psi Beta National Council was holding its annual meeting during the American Psychological Association’s convention. The place was Los Angeles, California, and the National Council was discussing Diversity Project 2000. It was at this National Council meeting that I met two dynamic women: Sandy Ladd and JoAnn Brannock. Their vision and enthusiasm for this program were infectious. Little did Sandy and JoAnn know that they had empowered the National Council to see the potential of this new program. The maiden program was a four-day Summer Institute held in conjunction with the Annual Meeting of the American Psychological Association. Nolan Penn, PhD, of University of California, San Diego, was the keynote speaker. Renowned psychologists of color served as guest speakers and local graduate students were invited to serve as mentors for the program participants. Five Psi Beta students representing five regions of the nation were selected to participate in the program. Psi Beta students from the greater Los Angeles area were recruited to participate in the program as well.

Funding for this maiden program was provided by the Office of Ethnic Minority Affairs (OEMA), American Psychological Association (APA), the Center for Substance Abuse Prevention (CSAP), and the Center for Mental Health Services.

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ICMHSI. Carol Tracy, Executive Director of Psi Beta, provided numerous hours of kind service to get this program off to a great start. Without the financial support of the American Psychological Association, Carol's assistance, and Sandy and JoAnn's dedication, the maiden program would not have been successfully launched. However, none of this would have been possible without the support of Psi Beta's National Council under the leadership of Ann Garrett Robinson, PhD, and the commitment of Henry Tomes, PhD Executive Director, Public Interest Directorate, APA. Sandy Ladd, with assistance from JoAnn Brannock and Don Irwin, wrote the proposal to seek funding from the APA. The Psi Beta National Council proposed the creation of a Diversity Project 2000 Committee. At that time, I was Eastern Regional Vice President of Psi Beta. Because I am a former APA Minority Fellow and live in Washington, DC, I was asked to chair the committee and to present the proposal to Dr. Tomes at the APA. After that initial presentation to APA, Dr. Tomes encouraged the Office of Ethnic Minority Affairs to assist in the future development of the program.

The conversations concerning the concept for this program predated the maiden program by three years. In fact, Philip Guzman, PhD, Nolan Penn, PhD, and Dr. Tomes gave the initial encouragement to pursue the development of this program after meeting with Psi Beta's National Council. It was at this time that Sandy Ladd, JoAnn Brannock, and Don Irwin began writing the concept paper to develop Diversity Project 2000. In the meantime, Alberto Figueroa-Garcia, MBA, Program Officer, Office of Ethnic Minority Affairs (OEMA), APA, had the clear vision of how such a program could be navigated within APA. It was Alberto's indefatigable support that positioned this project to be launched successfully from within the American Psychological Association. Alberto was among the APA officials to see the Diversity Project 2000 proposal.

Sandy Ladd, in collaboration with JoAnn, created a national model for training future psychologists of color to address the needs of the global community. After Sandy and JoAnn co-directed the first Diversity Project 2000 Summer Institute, Sandy single-handedly nurtured the program which has evolved and will be implemented for the eighth year at the APA convention in Chicago, 2002. Today this model includes ten cooperative learning leadership exercises, a formula for developing a diversity program, and multiple strategies for developing mentoring networks. In 1996, I became involved with Diversity Project 2000. In 1999, Sandy and I were asked to coauthor a handbook on this model. I am pleased to report
that the handbook will be submitted for publication this year. Funding for this handbook has been provided by Bertha Holliday, PhD Director, Office of Ethnic Minority Affairs, APA.

Two individuals who have given countless hours of unselfish time and commitment to this program, are Dr. Bertha Holliday and Lula Beatty, PhD of the National Institute on Drug Abuse (NIDA). Dr. Holliday continues to seek funding for this program on a yearly basis and writes the evaluation report for each Summer Institute. She has also supported me in my endeavors to implement a modification of this program at the regional level. Despite her hectic schedule during the APA convention, Dr. Holliday makes a presentation at each Summer Institute and makes herself available to the DP student participants throughout the Summer Institute. Dr. Beatty has supported this program both financially and structurally. An integral part of this program is to present the research findings of ethnic minority psychologists. Dr. Beatty has provided the funding for these researchers to make presentations during the Summer Institute.

Diversity Project 2000 and Beyond has been a huge success. The model program has evolved to the point that the former program participants are now implementing the summer institute for this national program. Tawa Witko, PsyD, a DP Alumna from the maiden program, has served as the West Coast Co-Director since 2000, and Wanda Proctor, DP Alumna from the 1995 program, became the East Coast Co-Director this year. Sandy and I will be selecting former Diversity Project 2000 Alumni to direct future Summer Institutes. These students, who will have an opportunity to co-direct the summer institute, will be selected for a four-year cycle. Tawa and Wanda have been selected to serve as the first set of co-directors for this program. Psi Beta has formalized the Diversity Project 2000 Committee, now chaired by Jaye Van Kirk, and the National Council each year continues to encourage qualified students from the five regions of the United States to submit applications for the program.

The Diversity Project 2000 and Beyond Executive Committee is appreciated of the support and assistance the program has received over the past eight years. For questions regarding this program, please contact Robin Hailstorks or Sandy Ladd, through APA’s Office of Ethnic Minority Affairs.

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News From St. Phillip’s College — Another DP Success Story

The Diversity Project 2000 and Beyond (DP2KB) Summer Institute continues to have an impact on community college students of color. A student participant at the 2001 SI, Shawn S. Jones, recently received the 2001-2002 William N. Wasson Student Leadership and Academic Award offered by the National Intramural Recreational Sports Association (NIRSA). The award recognizes outstanding students who are active participants, employees, and/or volunteers in collegiate recreational sports departments. Named after Dr. William N. Wasson, the founder of the NIRSA, the award is intended to identify undergraduate and graduate students who represent only the highest standards and deserve to be recognized for their accomplishments. Award selection criteria include self-improvement through activities, academic success, volunteerism, leadership, and promoting inclusion. This year’s Selection Committee had a record number of nominees, 102, making the competition and ultimate selection difficult.
Recently, APA leaders in the professional areas of psychology began enjoying the sweet smell of success when New Mexico passed legislation that authorized various procedures and training experiences that are designed to result in New Mexico psychologists gaining access to prescription privileges. One of the justifications for the need for New Mexico psychologists to obtain prescription privileges was the significant absence of psychiatrists to provide services to New Mexico’s rural population – which includes large numbers of Hispanics and American Indians. Consequently, OEMA was very pleased to learn that New Mexico also recently began requiring a cultural diversity continuing professional education requirement for all of the state’s licensed psychologists.

These two developments struck us at OEMA as an outstanding model of social responsibility that other states might seek to emulate while promoting the expanded practice of professional psychology. We salute the multicultural leadership of New Mexico psychology for these efforts!!

We thought readers of the Communique might want to know a bit more about the nature and implications of these recent developments in New Mexico. So OEMA asked Luis A. Vargas, PhD, Chair of the New Mexico Board of Psychologists Examiners and Melinda Garcia, PhD, a New Mexico clinical psychologist and former chair of the APA Committee on Ethnic Minority Affairs, to provide you more information on the changes in licensure regulation and law in New Mexico. We also solicited comments from Jessica Henderson Daniel, PhD who headed efforts to incorporate the first multicultural training requirements into a state psychology licensing law (Massachusetts) and who now serves as a member of APA’s Committee for the Advancement of Professional Practice (CAPP), which provides governance oversight to the APA Practice Organization and selected activities of the APA Practice Directorate. This special section begins with a description of the New Mexico prescription privileges law.

Prescription Privileges for Psychologists in New Mexico

New Mexico’s Governor Gary Johnson (R) signed into law prescription privileges for properly trained psychologists. His action on March 5th makes New Mexico the first state in the nation to craft such legislation and institute a law that would enable psychologists to prescribe psychotropic medications to patients.

The legislation, New Mexico House Bill 170, was introduced by Rep. Edward Sandoval (D), and recommended a prescription training program based on a proven model used by the U.S. Department of Defense to train military psychologists to prescribe psychotropic medications for their patients. However, obtaining a prescribing license in New Mexico will require significant additional training. Psychologists will be required to complete at least 450 hours of relevant course work; a 400 hour/100 patient practicum under physician supervision; and pass a national certification examination. The academic training component includes psychopharmacology, neuroanatomy, neurophysiology, clinical pharmacology, pharmacology, pathophysiology, pharmacotherapeutics, pharmacoepidemiology, as well as physical and lab assessments. Afterwards, psychologists licensed to practice in New Mexico, will be eligible for a two year license allowing them to prescribe under physician supervision.

At the end of the two year license period, with the supervisor’s approval, the psychologist’s prescribing records must pass an independent peer review in order to allow the psychologist to apply to prescribe independently. As an independent prescriber, the psychologist maintains a collaborative relationship with the patient’s health care practitioner.

The National Conference of State Legislatures reports that four additional states (Georgia, Hawaii, Illinois, and Tennessee) have pending legislation on prescription privileges for psychologists. In the last 10 years, 13 states have introduced such legislation, and 31 state psychological associations have task forces committed to lobbying for prescription privileges. It should be noted that in Guam, psychologists gained prescription privileges in 1999.

(Note: This article was based on an original version first printed in the May/June 2002 issue of the APA/Division Dialogue.)
Big Gains for Multiculturalism and Psychology in New Mexico by Luis Vargas, PhD and Melinda A. Garcia, PhD

In the last two years, we have witnessed significant changes in regulations and the law regarding the practice of psychology in New Mexico. The first such major changes occurred in 2000 and included the addition of a cultural diversity continuing professional education (CPE) requirement. Attention to cultural diversity in the delivery of psychological services has been a significant revision. New Mexico’s population is comprised of approximately 47% non-Hispanic whites, 40% Hispanic, 9% American Indian, 3% African American, and 1% Asians and Pacific Islanders (U.S. Bureau of the Census, 1997). At the time of this major revision, several Latino psychologists were on the New Mexico Board of Psychologist Examiners (BPE): Richard Rodriguez, PhD, Vice Chair, and Miquela Rivera, PhD, Member and Chair of the Complaint Committee, and Luis A. Vargas, PhD as Chair. All of our Board members and our Board Administrator, Gloria Carrillo, worked over the course of about two years to complete the process of this revision. Our Board (both public and professional members) and the New Mexico Psychological Association (NMPA) were very supportive of our efforts to better address issues of cultural diversity in our rules and regulations.

Psychologists are now required to obtain six CPE hours that include attention to cultural diversity, as specifically noted in the title, description of the objectives, or curriculum of the presentation, symposium, workshop, seminar, or course. The topic of the presentation, symposium, workshop, seminar, or course need not be exclusively on cultural diversity; however, one of the objectives or the description of topics covered must clearly indicate attention to cultural diversity. The intent of this rule change was to ensure that we, as psychologists, provide culturally responsive services to the populations we serve in New Mexico. In addition, the intent was to encourage the development of CPE that integrates cultural diversity into any topic (e.g., a six-hour workshop on pediatric neuropsychology that includes one hour addressing neuropsychological assessment of culturally diverse children and adolescents). Among other noteworthy changes were those in our code of conduct. For example, regarding assessment, there is now a requirement that psychologists be cognizant of assessment techniques and test norms that may not be applicable or may require adjustment in administration or interpretation because of factors such as an individual’s gender, age, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status. These rule and regulation changes followed changes to our oral examination that also gave greater attention to the assessment, treatment, and ethical considerations of treating culturally diverse populations.

The second significant change was in our licensing law earlier this year. House Bill 170, which grants prescriptive authority to certain psychologists who have completed additional training, was passed by the New Mexico House and Senate and signed by the governor earlier this year. The act becomes effective on July 1, 2002. Two members of the NMPA were particularly active in advocating for the passage of this bill: Elaine LeVine, PhD and Mario Marquez, PhD. The New Mexico Board of Psychologist Examiners remained neutral on the issue of prescriptive authority for psychologists throughout the legislative process. According to a compromise that was developed between NMPA and the New Mexico Medical Society and which was incorporated into HB 170, both the BPE and the Board of Medical Examiners (NME) must approve the pharmacological training program for a psychologist seeking prescriptive authority, the supervised clinical experience subsequent to this training, and the psychopharmacological examination. To this end, the BPE and BME agreed to form a joint committee to work together from the outset to implement those aspects of the act that require approval by both boards. The joint committee has been formed and had its first meeting on June 19, 2002.

Additional Comments on Training and Services to Ethnic Minorities by Jessica Henderson Daniel, PhD

New Mexico and Massachusetts are two very different states in terms of location and racial ethnic composition. Nevertheless, attention to cultural diversity is common ground.

In 1993, the Commonwealth of Massachusetts Board of Registration of Psychologists passed a new regulation that required for licensure both instruction and training about persons of color—i.e., a graduate course and at least four hours of instruction during the training year. In order to be fair to those already in graduate school and in internship programs, requirements for training became effective in 1996 and those for the graduate course in 1999. While the percentage of persons of color in the state was small at that time, Massachusetts
had 24 psychology internship programs and over 8 doctoral programs in clinical and counseling psychology. Many of the graduates leave the state to practice in places where that will work with racial/ethnic minorities. Such training was deemed essential in order to provide basic information about service delivery to a diverse group of individuals. I was chair of the Board when the regulation was proposed and chaired the hearing. Testimony was provided by: then Boston University graduate students (now Drs. Yvonne Gastelum and Lena Addo); then Children’s Hospital pre-doc intern (now Dr. Patricia Hayden Beckford) and licensed psychologists Drs. Patricia Arredondo and Olivia Moorehead-Slaughter. Members of the board included: Drs. Jean Lau Chin, Ena Vasquez-Nuttall and Herbert Joseph.

Regarding cultural diversity, Massachusetts has requirements for licensure while New Mexico has requirements for continuing professional education and the code of conduct.

In terms of demographics, New Mexico is a considerably more diverse state with some 51% of the population being a racial/ethnic minority. The new prescriptive authority change in the licensing law is related to the state’s population. Ethnic minorities are more likely to have low incomes and consequently be unable to secure the services of psychiatrists. With this change, more qualified persons will be able to offer psychopharmacological services to those who may have had limited access in the past.

Update on the 2002 Diversity Initiative of the Committee of State Leaders

by Kathleen S. Brown, PhD

The Diversity Initiative of the Committee of State Leaders (CSL) is in its fourth year since its inception thanks to the generous support of the Office of Ethnic Minority Affairs (OEMA; Public Interest Directorate) through its CEMRRAT Grant Awards and the Committee for the Advancement of Professional Practice (CAPP; Practice Directorate). The primary goals of the initiative are to involve more ethnic minority psychologists in leadership positions in the psychological associations of states and provinces as well as within the national association.

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In the first year of the initiative, CSL invited 13 delegates to attend the State Leadership Conference (SLC); 16 the second year and 18 the third year. Along with the continued financial support provided by OEMA and CAPP, a cost sharing plan dependent on the size of the state was instituted last year to support the continuance of the initiative given inflationary costs. This year we were pleased to invite 14 delegates. Two states ultimately turned down the invitation as their SPPA board felt the cost share was a disincentive to participation. Of the states who applied for the initiative, 12 returning states responded to the call for nominations although only 4 recommended the return of the same delegate as had attended the 2001 SLC. APAGS also submitted their nomination of a student representative from their Diversity Task Force.

We are very pleased to announce the selection of the following delegates. The returning delegates were:

Jan Owens-Lane, PhD
BraVada Garrett-Akinsanya, PhD
Phillip S. Wong, PhD
Beverly Colwell Adams, PhD

Delegates attending for the first time included:

Marianne Miles, PhD
Yolanda E. García, PhD
Terrie A. Furukawa, PhD
Gretchen Vaughn, PhD
Judie Lee Nelson, MA
June W. J. Ching, PhD, ABPP
Cathy McDaniels-Wilson, PhD
Salvador Macias, III, PhD
Jose Luis Torres, PhD
Alina Oh

APAGS

Over the past year, communication with the delegates was encouraged through the use of a listserv managed by the Practice Directorate. In anticipation of planning the diversity programming for SLC, a telephone survey was conducted to ascertain the delegates’ needs as well as to track progress and challenges that delegates were encountering in their respective work. Particular challenges identified by delegates included difficulties in communication between the
delegates and their respective SPPA boards with occasional examples of the two working at cross-purposes; difficulties in soliciting members for their taskforces; role ambiguity when the reporting lines had not been formalized by the SPPA board; and feelings of isolation related to this role ambiguity.

The culmination of the Initiative was the invitation of the delegates to participate in the APA Practice Organization’s State Leadership Conference held in Washington DC in March, 2002. A member of each respective SPPA board was encouraged to attend the diversity specific workshops with the delegate in order to begin to open dialogue about how best to begin the process of change. Participation by the delegates in the advocacy training provided to all state leaders to help develop leadership and advocacy skills remains the primary focus of SLC. Two diversity specific workshops focused on the success of implementation by a few states and problem-solving the challenges experienced by others. The enthusiasm and commitment of the delegates was noted in the presentation at the CSL business meeting of a draft resolution delineating the delegates’ anticipated goals and expectations of the Initiative. It was moved that, following editing, the resolution would be forwarded to CAPP for ratification.

We are pleased to present these state leader diversity delegates to you. We encourage each of you to become more involved in the state association in your state. For additional information about the Initiative or SLC, please contact Michael Sullivan, PhD or Judy DeVito in the State Advocacy Office of the APA Practice Directorate.

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Empowering Psychologists of Color in State Psychological Associations

On July 15, 2002, Josephine Johnson, PhD, Chair of CSL, reported that the Diversity Initiative Resolution had been approved by CAPP. Its major provisions include the following:

- Allocate diversity delegate programming hours during the State Leadership Conference, e.g., a functional block of four continuous program hours. Training of Diversity delegates would focus on developmental leadership opportunities within State and APA governance structures, mentoring on legislative advocacy, and strategic planning within SPPA’s.

- If time and budgetary constraints permit, within the SLC, re-institute the Diversity Delegate reception (two hours) scheduled at a time that facilitates attendance/participation by APA/CAPP/Practice Directorate leaders.

- Continue to support and facilitate efforts to establish technological visibility for the Diversity Initiative, such as, through listserv participation.

- Work in collaboration with Division 31 for the provision of funds (independent of the diversity grant) for a newly appointed representative of the Diversity Initiative to return to the State Leadership Conference in order to maintain continuity.
An Update on APA’s Healthy LGB Students Project
by Dusty Porter, PhD, Project Deputy Director

Last year, you may have read information in this newsletter about APA’s Healthy Lesbian, Gay and Bisexual Students Project, funded through a five year collaboration between the Centers for Disease Control and Prevention and APA’s Center for Psychology in Schools and Education and Office on Lesbian, Gay and Bisexual Concerns. The Healthy Lesbian, Gay and Bisexual Students Project (HLGBSP) seeks to reduce the risks of HIV infection, unintended pregnancy, sexually transmitted diseases, and other salient health issues of LGB youth. Currently, the HLGBSP is providing workshops at selected national and state conferences to school-based nurses, counselors, social workers, and psychologists to help them serve LGB adolescents on topics of health. A complete list of upcoming workshops can be obtained by visiting the Project website: www.apa.org/ed/hlgb.html. Note that this list is constantly updated as workshops are scheduled.

The Healthy LGB Students Project has recently conducted a review of the social science literature regarding articles about LGBQ youth and health. One particularly finding from the literature review was the lack of published data about LGBQ racial and ethnic minority youth. However, all of the identified articles, including the few that did focus on youth of color, have been placed in a database. The database includes complete citations of each article, and available article abstracts. If you are interested in the topics of LGBQ youth, this database may be helpful to you in your research or program development. To utilize the database, visit: http://www.apa.org/ed/hlgb.html.

Finally, the APA 2001 Convention included a symposium on LGB Youth of Color. Based on that symposium, the APA Monitor provided a follow-up story about the work of the panelists that describes a helpful overview to the particular developmental tasks of this population. To read the story, visit the APA website at: http://www.apa.org/monitor/feb02/gaycolor.html.

For more information about the Healthy LGB Students Project, contact Dr. Porter at jporter@apa.org or call 202-312-6473.

Task Force Recommendation on Screening for Depression

The U.S. Preventive Services Task Force (USPSTF) recently reviewed the scientific evidence regarding depression screening for adults in the primary care setting. The USPSTF finds sufficient evidence to encourage primary care clinicians to screen their adult patients for depression. The USPSTF noted that clinicians should have systems in place to assure accurate diagnosis, effective treatment, and follow-up of patients. In addition, the USPSTF concluded that the evidence is insufficient to recommend for or against routine screening of children or adolescents for depression.

To view the complete announcement of the recommendation released today, visit the AHRQ Web site at: http://www.ahrq.gov/clinic/3rduspsft/depression/
The conference included over 2500 governmental representatives from 170 nations, nearly 4000 non-governmental organization (NGO) representatives, and over 1300 media representatives. It was preceded by a Youth Forum and a non-governmental organization (NGO) Forum. APA sent a 6-member delegation to the WCAR that presented a symposium and intervention (statement) on psychological dimensions of racism and related implications. The APA delegation also was successful in getting language into the approved WCAR Programme of Action related to the need for:

(a) nations to engage in data collection, research, and study on the mental health status of victims of racism, racial discrimination, xenophobia and related intolerance in order to elaborate appropriate social and economic development policies;

(b) enhancement of efforts to eliminate disparities in physical and mental health resulting from racism, racial discrimination, xenophobia and related intolerance; and

(c) the World Health Organization and other international organizations to promote activities focusing on the recognition of the impact of racism, racial discrimination, xenophobia and related intolerance on physical and mental health status, and to prepare special projects to ensure equitable health systems for the victims.

For more information on APA’s participation in the WCAR, see the March 2002 issue of the Communiqué at: www.apa.org/pi/oema/march2002communique.pdf.

WCAR Followup Activities Begin

The Report of the World Conference Against Racism (WCAR) was approved by the United Nations General Assembly in January, 2002. This report included a final version of the conference’s primary product – the WCAR Declaration and Programme of Action. On February 26, 2002, the UN General Assembly approved specific followup activities and initiatives to the WCAR. Approval of these activities and initiatives was by a vote of 137 nations in favor, 2 against (Israel and the United States) and 2 abstentions (Australia and Canada). In reporting the rationale for the two negative votes, a UN press release (“Third Committee”, 2/26/02) noted:

The representative of the United States, in explanation of position, said...the United States had withdrawn from the World Conference against racism and had not been part of the agreement to adopt the Durban Declaration and Programme of Action, because the Conference had placed inappropriate and unacceptable focus on a single country-specific situation irrelevant to the Conference’s subject matter.

This same press release also noted:

Speaking in explanation of vote before the vote, the representative of Israel said...the events at the World Conference in Durban were an affront not only to Israel, but to any individual valuing the true objectives of international efforts to combat racism and racial discrimination. The hijacking of the Durban Conference to isolate and attack Israel had done a disservice to those who would have benefited from genuine action against racism. Instead of contributing to the fight, certain delegations had acted to increase hatred by singling out one country for defamation. His delegation therefore, had withdrawn from the Conference...[and] his country could not support the outcome of Durban.

The major WCAR follow-up actions and initiatives adopted and/or approved by the UN General Assembly included:

1. Affirmed the outcome of the WCAR as a solid foundation for further action and initiatives.
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2. Establishment of an Anti-Discrimination Unit within the office of the UN High Commissioner for Human Rights that would focus on combating racism and promoting equality and non-discrimination through data collection and analysis, information dissemination, liaison with UN agencies, development of educational training materials targeted to specific professional groups, implementation of the Programme of Action for the Third Decade to Combat Racism and Racial Discrimination, and support of regional awareness-building projects.

3. Appointment by the UN Secretary-General of five (regional) independent eminent experts to follow the implementation of the provisions of the WCAR Declaration and Programme of Action.

4. Preparation of an annual report on WCAR followup activities to the UN General Assembly and Human Rights Commission by the UN High Commissioner for Human Rights.

5. Require all relevant organs, organizations and bodies of the United Nations system to become involved in the followup to the WCAR and invite specialized agencies and related organizations of the UN system to strengthen and adjust their activities, programmes and medium-term strategies to take into account the followup to the WCAR.

6. Invite all human rights treaty monitoring bodies and all mechanisms and subsidiary bodies of the UN Commission on Human Rights to consider the provisions of the WCAR Declaration and Programme of Action in the discharge of their respective mandates.

7. Urge all States to establish and implement without delay national policies and action plans to combat racism, racial discrimination, xenophobia, and related intolerance, including their gender-based manifestations.

8. Recommendation of the UN Secretary-General to provide approximately $1.2 million from the UN’s contingency fund for the biennium 2002-2003 for establishment of the anti-discrimination unit, support of the work of the five experts, and other WCAR followup activities.

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Consistent with point 7 above, in November 2001, the Office of the High Commissioner on Human Rights requested States to provide information on possible WCAR followup activities. Examples of reported activities include the following: (a) the Government of Argentina held a meeting in December 2001 to discuss plans for implementation of WCAR outcomes with emphasis on the creation of a national institution to coordinate all implementation activities and consultations with grassroots, legislative and academic sectors; (b) The Government of Columbia has ratified a law that designates seats in its Chamber of Representatives for identified minority groups including Blacks and indigenous representatives, prepared a policy paper on the Afro-Columbian population, and began articulating a process for developing a national action plan on racism and racial discrimination; (c) the Government of the Czech Republic established a Standing Inter-Ministerial Commission to Combat Extremism, Racism and Xenophobia in November 2001 and plans to develop a related national plan of action; (d) The Government of Germany reports it is drafting an anti-discrimination act under both civil and labour law; and (e) the Government of Romania intends to ratify both the European Charter for Regional or Minority Languages, as well the establishment of a national council against discrimination.

In addition, regional organizations have initiated WCAR followup activities. For example, the League of Arab States organized a high-level meeting on the Dialogue among Civilizations in November 2001. And the Organizations of American States (OAS) is conducting a study on “The human rights situation of Afro-descendants in the Americas” and will examine the need for an inter-American convention against racism and all forms of discrimination and intolerance.

In the United States, the coordinating committee of U.S. Non-Governmental Organizations (NGOs) is organizing a “post-Durban” conference for early 2003. Possible focal issues include psychological perspectives on racism, anti-racist journalism, intersectionally (e.g., joint effects of racism, sexism, classism, etc.), interdisciplinary analyses of Durban, and followup reports from individual NGOs. Also the U.S. Indigenous Peoples NGO Caucus engaged in preparatory activities for its participation in the May 2002 first meeting of the UN Permanent Forum on Indigenous Issues.
The APA delegation continues to seek comment regarding possible activities and initiatives that APA might undertake in followup to the WCAR. Hear more about WCAR and give your input at the Seminar and Town Hall Meeting on the WCAR that will be held at the APA Chicago Convention.

The Arts: A Healing Tool at the World Conference Against Racism
by Thema Bryant, PhD

As an emerging scholar and artist, I was honored to attend the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance. I graduated with my doctorate in clinical psychology from Duke University in 2000 and the American Psychological Foundation’s interest in the development of future scholars prompted their decision to fund my attendance at the World Conference. The American Psychological Association delegation to the World Conference included Bertha G. Holiday, PhD, Corann Okorodudu, EdD, James Jackson, PhD, William D. Parham, PhD, Anderson J. Franklin, PhD, and myself, Thema Bryant, PhD. I am the youngest of the American Psychological Association representatives to the United Nations and have a special interest in trauma recovery and prevention, including the trauma and prevention of racism.

While many of the unifying moments of the Conference did not receive media attention, there has been much discussion about the debated Outcome Documents of the World Conference, particularly the statements related to slavery and colonialism as “crimes against humanity” and “the inalienable right of Palestinian people for self-determination”. However, one of the powerful unifying tools that was used by African descendants, Palestinians, Jews, and Muslims, as well as other groups attending the conference, was the arts. As one who studies the Arts, psychology, and the empowerment of oppressed peoples, I was pleased to both witness the artistic expressions of so many and to perform my own poetry and song.

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The American Psychological Association and its Division for Psychology and the Arts, have long recognized the therapeutic use of the arts to educate, build esteem, and express unspeakable experiences. All three of these components were seen in the artistic sharing at the World Conference. At the Non-Governmental Organizations (NGOs) pre-conference, there were different tents arranged for various focus groups, including Religious Intolerance, Trafficking of Women, Health, African Descendants, Indigenous Peoples, Migrants, and Youth. In front of the Youth tent in the early morning, I was able to see children and youth from all over the globe as they danced to the music emanating from the tent. Youth from Nigeria, China, France, Brazil, Canada, the United States, and Barbados were all dancing together, expressing their hope and motivation for change. The Youth were organized around such issues as racially discriminatory education systems, sexual violence against girls, the development of policies that will protect children from racism and youth-organized anti-racism dialogue and activism.

At other tents, there were other types of public demonstrations involving people singing, carrying signs, and posed in silent demonstration, speaking and standing to resist discrimination and demand justice. There were protests and artistic expressions organized around many issues including: post-Apartheid social and economic racial inequalities; discrimination against the Dalit/Untouchables in India; the denial of resource access to Roma/gypsies; the lack of protection for the personhood, land, and culture of Indigenous Peoples; and discrimination against migrants, particularly female migrants, who are regularly denied their human rights for social and economic development.

During the main WCAR conference, each day we were honored with an afternoon program called VOICES, hosted by Danny Glover. This program featured the art of storytelling as day after day different survivors of racism and discrimination told their stories and the stories of their people. These testimonies included survivors of war and environmental racism – survivors whose very existence is often denied within their nations’ borders. As psychologists, we understand the healing power of disclosure, particularly when it is met with support, affirmation, and responsiveness. It was important to allow time for people to speak of their oppression and for us as a global community to respond by articulating policies that will lead to just treatment and the enforcement of human rights.
On Wednesday night of the Conference, there was a candlelight vigil in front of the main meeting hall for African Descendants and I had the opportunity to perform. I am an African-American spoken word artist and was lifted on a small platform to speak after hearing men and women speak or sing from all across the African Diaspora. Prior to this, as I stood in the crowd waiting to perform, I wondered which poem I should present. It did not take me long to decide on one related to one of the important issues that is often left out of our dialogue in the African Diaspora – the experience of African girls and women who confront racism and sexism simultaneously. When it was my turn, I began by singing into the night air in honor of my mother’s mother: “Over my head, I hear music in the air. There must be a God somewhere.” Then thinking of my sisters who are slaves today literally and figuratively, my sisters who are trafficked on the Internet and on the streets of North and South America, my sisters who are raped and abused, my sisters who are stereotyped and stigmatized, I began by asking the question, “Who will sing an upbeat Black girl’s song?” The poem ends with the words, “We will sing it for ourselves and the world will marvel at how long we hold our notes!” As I stepped down, women and men from across the Diaspora began chanting, cheering, and singing in their own languages and I knew this was one of the reasons I was supposed to be here. That one moment was healing to individuals who were assembled.

And hopefully, and larger than that, the policy changes that the APA delegation was able to make to include psychological language in the final conference document will bring healing to generations yet unborn. These policy changes included the recognition of racism as psychologically harmful and the need to use psychology as a resource in changing attitudes and systems to eradicate racism. Beyond the documents of the Conference, the preparation work for this Conference led to the creation and adoption of the American Psychological Association’s first Resolution against Racism.

With all of the atrocities that were discussed at the Conference, I was not brought to tears until one of the final nights, when a South African jazz singer sang out, “And I think to myself, what a wonderful world.” Perhaps it is youth, or artistic hope, or the psychological belief in the possibility of transformation, but I do believe racism is conquerable.

Thema Bryant, PhD, is at Princeton University and is an American Psychological Association Representative to the United Nations. Her poetry collection is entitled: “Mangos and Manna.”
decided that it would be best to solicit some feedback from our constituencies. Below are some of the comments we received. As one might suspect, there certainly seem to be more than five!! If you have any further comments/feedback, please contact OEMA at oema@apa.org. Our sincere appreciation to those who responded, most especially; Judith A. Arroyo, PhD; Melanie Domenech-Rodríguez, PhD; Gordon Nagayama Hall, PhD; Payam Heidary, MA; Jamie Davis Hueston, PhD; Karen H. Huang, PhD; Allen Ivey, PhD; Norweeta G. Milburn, PhD; Jeffrey S. Mio, PhD; Freddy A. Paniagua, PhD; Rosa Hernandez Sheets, PhD; Star Vega, PhD; and Elizabeth M. Vera, PhD.

Here are psychologists’ thoughts on media diversity.

- The media should provide the most accurate information free from distortion and help the public understand concepts of ‘ethnocentrism’ and ‘cultural relativism’ so that European-American populations are more accepting of their non-European counterparts here in the U.S.
- [Report on those] stories that affect ethnic communities in a timely matter instead of waiting for [them] to become [big issues] in the mainstream community (e.g., the recent spate of articles on pressures to get into college should have been written two decades ago because it was already a huge problem for Asian Americans)
- Start substituting positive information and portrayals of ethnic minorities in mainstream media rather [than] negative stereotypes.
- The media should [join and support (and report on)] elimination of racist mascots such as the Cleveland Indians, Washington Redskins, etc.
- Increase realistic, and varied portrayals of diverse individuals (e.g., ppleaseeze let go of the Latin lover already!!)
- Have more programming that integrates diversity.
- Include a more diverse group of people in decision-making processes. Develop programming that “looks like America.”
- One way is to either stop saying “Black on Black crime” or to report “White on White crime.”

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- Media could support paid internships for people of color to learn about business and creative side -- i.e., internships in production, directing, editing, writing, etc.
- American Indians and Alaska Natives frequently are omitted as ethnic/cultural/minority groups. My recommendation is to always include our nation’s first inhabitants.
- The media [could] include racial descriptions for all individuals (or suspects) named in headlines (instead of just mentioning race when the person is not white). That will serve to overtly racialize white people and remove the assumption that white is the normative reference group (i.e., when race is not mentioned, the person is assumed to be white).
- Increasing pressure on Government regarding education funding; giving as much to Education as they do to Jail System.
- Increasing the value of actors of color by avoiding being the ones always killed first.
**PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS**

Section Overview
by Bertha G. Holliday, PhD

Ethnic minority-serving institutions, which include Historically (and predominantly) Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges, are major (although frequently overlooked) components of the educational pipeline for ethnic minorities interested in pursuing careers in psychology. For example, over 40% of all the nation’s Latino/Hispanic students engaged in postsecondary education attend HSIs, and over 18% of American Indian students attend Tribal Colleges. Significant improvement in the ethnic minority pipeline in psychology requires that efforts be made to strengthen not only the departments/programs of psychology at ethnic minority serving institutions, but also their relationships with the broader community of psychology.

Grant Announcement

APA’s Office of Ethnic Minority Affairs (OEMA) is pleased to formally announce its first major effort under its Psychology and Ethnic Minority Serving Institutions (PEMSII Initiative).

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**OEMA COMMUNIQUÉ**

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Request for Proposals (RFP)

PROMOTING PSYCHOLOGICAL RESEARCH AND TRAINING ON HEALTH DISPARITIES ISSUES AT ETHNIC MINORITY SERVING INSTITUTIONS

A small grants program funded by the American Psychological Association (APA)
Science Directorat e's “Academic Enhancement Initiative” and administered by the APA Public Interest Directorate's Office of Ethnic Minority Affairs (OEMA) in collaboration with the APA Minority Fellowship Program

Promoting Psychological Research and Training on Health Disparities Issues at Ethnic Minority Serving Institutions Grants (ProDIGs) will be awarded to early career faculty for specific, limited, and highly focused activities that are both preliminary and related to the preparation of a federal or foundation funding proposal, and able to be fully implemented during a 12 to 18 month period.

Health disparities issues recently have become a priority among the major federal agencies funding health research and training. Racial disparities in health status and outcomes are dramatic, pointing to the need for more related research and increased numbers of minority health researchers. Ethnic minority serving post-secondary institutions i.e., Hispanic Serving Institutions [HSIs], Historically Black Colleges and Universities [HBCUs], Tribal Colleges and Universities [TCUs], and those community colleges serving predominantly minority student populations can significantly contribute to meeting these needs. In addition, by supporting such efforts of psychology faculty at these institutions, the American Psychological Association will be enabled to reach out and strengthen its relationships with faculty and students in this institutional sector.

Purpose

The proposed project seeks to increase the capacity of ethnic minority serving postsecondary institutions and faculty to engage in health disparities research and to encourage student involvement in health disparities research training at early levels of the educational pipeline. Such enhancement of capacity will take the form of small grants (and a program of professional development activities) targeted to early career faculty at these institutions for the purpose of supporting activities associated with the preparation of an initial research or program/curriculum development application for federal or foundation funding e.g., from such agencies as Center for Mental Health
INSTITUTIONS

PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

Services (CMHS), Fund for the Improvement of Postsecondary Education (FIPSE), National Center for Minority Health and Health Disparities (NCMHHD), National Institute on Drug Abuse (NIDA), National Institute on Mental Health (NIMH), the National Science Foundation (NSF) and others. It is expected that approximately 5 to 7 grants, each in the approximate amount of $5000 to $6500 will be awarded each year. Approximately half of the grants will be for preparation of research applications, and half will be for preparation of program/curriculum development applications. All program/curriculum development application efforts must incorporate provisions for student research training, and whenever possible, research training applications also should include student researchers. All ProDIGs applicants (research and program/curriculum development) will be required to submit a detailed concept paper (2 to 4 pages) of their proposed research or program/curriculum development effort.

Awardees may use their small grants for such purposes as: course reduction to free up time for grant preparation; conduct of pilot study; consultation with research/curriculum experts; survey/instrument design; data collection; student assistance; faculty mini-retreats/workshops, etc. All awardees also will be expected to attend a mandatory 3 to 4 day professional development institute in Washington, DC during the summer of 2003 at which concept papers will be critiqued, major trends in health disparities research will be discussed, and opportunities to network with federal funding program directors and federal research institute staff will be provided. Additional funds will be provided for travel costs associated with institute attendance. It is expected that awardees will submit a funding application to a federal agency or private foundation within 24 months after award of the small grant.

Research and Education/Training Objectives

Background

Although the diversity of the population in contemporary America is one of its greatest assets, the richness of this social and cultural variability is overshadowed by the reality of the disproportionate burden of disease and illness that is borne by racial and ethnic minority populations and the rural and urban poor. Compelling evidence of the disparate health status of America’s racial and ethnic minority populations – especially those who are economically disadvantaged – is documented in the form of shorter life expectancies and higher rates of cancer, birth defects, infant mortality, asthma, diabetes, and cardiovascular disease. Other areas in which racial and ethnic minorities and the medically underserved suffer a disproportionate burden of morbidity and mortality include: HIV Infection/AIDS, autoimmune diseases such as lupus and scleroderma, oral health, sexually transmitted diseases, drug use associated mortality, and viral borne diseases such as hepatitis C. In addition, Surgeon General Satcher recently documented racial and ethnic disparities in mental health. In general, data suggest that racial and ethnic differential incidences of disease and health outcomes result from the interaction of a plethora of factors in complex and unsuspecting ways.

Topics for Consideration for Research and Program/Curriculum Development

In proposing the preliminary research or education/training to be supported, applicants may want to consider the following topics.

- Basic, clinical, behavioral and social sciences research knowledge and approaches that will advance understanding of disease/disability development and progression and health promotion in ethnic minority populations and communities.
- Education/training activities that include: Special institutes; the development of multidisciplinary courses and experiences in behavioral sciences research and intervention; research mentorships; establishment or expansion of either community-based practica in community health settings and/or community-based behavioral and health research/evaluation experiences.
- Research or education/training procedures and approaches for improving diagnosis, prevention, and treatment in ethnic minority populations and communities.
- Research or education/training that focus on potential pathways to disparities in health outcomes, including but not limited to environmental exposures, genetic variations and/or other underlying biological, ethnic and familial factors, and social-cultural factors and patterns of behavior.
- Research or education/training related to the development or use of methodological tools for disentangling the impact of biologic factors, cultural factors, and socioeconomic status on health.
- Research or education/training related to assessment of and/or intervention upon: Developmental influences across the lifespan; specific health behaviors; discrimination in healthcare access and health processes; psychosocial and sociocultural influences upon health, health behaviors and healthcare; and socioeconomic (SES) related factors such as differential access to health care. (Health processes include the technical and interpersonal activities pertaining to disease prevention, diagnosis, and treatment that go on between patient and practitioner).
Grant Award Criteria

Review of applications and award of ProDIGs will be based on the following criteria:

1. Extent to which project rationale/purpose/objectives are clearly related to increasing your department/program's capacity to either engage in minority health/health disparities research and/or effectively recruit, retain, and train students in the area of minority health/health disparities research. (30%)

2. The clarity and excellence of the project's design, procedures, and timeline; the feasibility that the design can be implemented in a 12 to 18 month period and a federal and foundation grant proposal will be prepared and submitted within 24 months after receipt of the small grant. (30%)

3. The extent that the project's focus is explicitly related to those issues and problems of interest to potential federal and foundation funding sources – that is, the fundability of the expected federal/foundation proposal that will result from the small grant project. (15%)

4. The extent of institutional/departmental support for both the proposed project and the expected preparation of a federal/foundation funding proposal. (25%)

Eligible Applicants

1. Applicants for a research small grant must have a doctorate in either psychology or a discipline that substantially involves psychological knowledge and research; applicants for program/curriculum development grants must have at minimum a master's degree in psychology or a discipline that substantially involves psychological knowledge and research.

2. Applicants must have a faculty or research affiliation of greater than 0.50 FTE at a accredited minority serving institution (i.e., Hispanic Serving Institutions, Historically Black Colleges and Universities, Tribal Colleges and Universities, and those community colleges serving a predominantly minority student population) that provides a postsecondary major or minor program of study in either psychology or in an area that substantially involves psychological knowledge.

3. Applicants must have completed their highest academic degree within the past 10 years (at the time of submission of their ProDIGs application).

4. Applicants must be U.S. citizens, a non-citizen national, or have permanent residency status. Persons with temporary or student visas are ineligible.

5. Applicants must be APA members at the time awarded funds are disbursed.

Request and Deadline for Applications

Questions and requests for applications for research small grants should be directed to Sonja Preston of the APA Office of Ethnic Minority Affairs (OEMA) at 202-336-6029 or speston@apa.org.

Questions and requests for applications for program and curriculum development small grants should be directed to Adisa Ajamu of OEMA at 202-336-6029 or aajamu@apa.org.

Deadline for receipt of complete applications is NOVEMBER 1, 2002.
Renewed Attention to Racial and Ethnic Health Disparities
by Lori Valencia Greene, Senior Legislative Affairs Officer

In March, the Institute of Medicine (IOM) released the landmark report, Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care, which was developed under the leadership of APA members Brian D. Smedley, PhD, and Adrienne Stith, PhD, who served as Study Director and Program Officer, respectively. The report found that racial and ethnic minorities tend to receive a lower quality of healthcare than non-minorities, even when access-related factors, such as insurance status and income, are controlled. The sources of these disparities are complex, rooted in historic and contemporary inequities, and involve many participants at several levels, including health systems, their administrative and bureaucratic processes, utilization managers, healthcare professionals, and patients. Consistent with their charge, the study committee focused part of its analysis on the clinical encounter itself, and found evidence that stereotyping, biases, and uncertainty on the part of healthcare providers can all contribute to unequal treatment. The conditions in which many clinical encounters take place -- characterized by time constraints, cognitive complexity, and cost-containment pressures -- may enhance the likelihood that these processes will result in the delivery of care poorly matched to minority patients' needs. Furthermore, minorities may experience a range of other barriers to accessing care, even when insured at the same level as whites, including barriers of language, geography, and cultural familiarity. You can access the IOM report at http://www.nap.edu or by calling (800) 624-6242.

APA’s Public Policy Office (PPO) is working to promote the inclusion of some of the report’s key recommendations into the appropriations bill for the U.S. Department of Health and Human Services (DHHS). These include the recommendations to conduct further research at the National Institutes of Health to identify sources of racial and ethnic disparities, assess promising intervention strategies, and examine ethical issues and other barriers to eliminating disparities.

On a related front, PPO staff served on the planning committee for the Congressional Black Caucus’ Spring Health Braintrust to examine the status and progress of the DHHS initiative to eliminate racial and ethnic health disparities, which was held in April on Capitol Hill. APA members Brian D. Smedley, PhD, presented on the IOM report, and Vickie Mays, PhD, Chairperson of the Subcommittee on Populations, National Committee on Vital and Health Statistics, presented on the charge of her Subcommittee. Dr. Mays reported that her Subcommittee contends that in order for the DHHS to fulfill its role as a leader in the effort to eliminate health disparities, the current knowledge base needs to be expanded in order to understand the occurrence and full impact of circumstances that lead to disparities across the entire population.

House Passes Bill to Replace the Department of Education’s Office of Educational Research and Improvement

On April 30th, the U. S. House of Representatives passed the Education Sciences Reform Act of 2002 (H.R. 3801) introduced by Rep. Michael Castle (R-DE). The legislation would replace the Office of Educational Research and Improvement (OERI) with a more independent Academy of Education Sciences. The Academy would consist of three centers dedicated to education research, statistics, and evaluation, respectively. While providing significant infrastructure changes, the bill also seeks to bring more scientific rigor and competition to the education research enterprise, including changes to the current regional educational technical assistance programs.

With this new reauthorization, stakeholders and researchers are hopeful that the Academy of Education Sciences will have greater resources to fund more research into the science of learning, including cognition, memory, and reading research. Provisions in the bill also call for increased independence from the Department of Education and more flexibility in hiring scientific staff that would increase the scientific culture of the agency and improve its ability to evaluate education research proposals and programs, with a strengthened peer review system.

The bill authorizes $701 million in annual funding, including: $400 million for the Academy of Education Sciences, $112 million for the National Assessment Governing Board and the National Assessment of Educational Progress, and $189 million for regional assistance. At least half of the Academy’s funding would have to be used to support long-term research programs of not less than 5 years in duration.
PUBLIC POLICY AND ADVOCACY

After passing the House, the bill was referred to the Senate Health, Education, Labor and Pensions (HELP) Committee. No hearing has yet been scheduled for the House-passed bill, as the Senate is drafting its own reauthorization bill, which may differ significantly in some key areas. The Senate HELP Committee is planning to hold hearings on June 25th on the reauthorization of OERI, and it is hoped a Senate bill will be drafted at that time.

APA submitted comments to the House Education and Workforce Committee in March to help inform the Committee as it reviewed the bill, and APA’s Public Policy Office will continue to work with the Senate HELP Committee to ensure progress on the bill. APA’s comments can be viewed at <http://www.apa.org/ppo/issues/scomment_oeri.html>.

If you need more information from APA’s Public Policy Office, please contact Karen Studwell at <mailto:ppo@apa.org>.

NEW POLICY FELLOWS SELECTED

The selection of the 2002-03 Congressional Fellows is now complete, and the list of brief biographical sketches is provided below. The diverse group of incoming Fellows includes: Catherine Cozzarelli, Linda Demaine, Neil Kirschner (Catherine Acuff Fellow), and Mischa Thompson. Regrettably, the Bailey AIDS Policy Fellow will be vacant this year because the two top contenders accepted other positions.

The Public Interest Policy Office takes this opportunity to acknowledge the stellar and tireless efforts of those colleagues who reviewed applications and/or interviewed finalists as part of APA’s inter-directorate selection committee, namely Henry Toms, PhD, Peter Newbould, Elizabeth Cullen, Merry Bullock, PhD, Heather Kelly, Rena Subotnik, and Jenny Smulson.

The fellowship term will begin on September 3, 2002.

2002-2003 APA Congressional Fellows

Catherine Cozzarelli, PhD. Dr. Cozzarelli is currently an Associate Professor of Psychology at Kansas State University, where her research has focused on women’s health, reproductive issues, and response to stressful life events, including poverty. She is a Fellow of APA Division 9 (Society for the Psychological Study of Social Issues), a Consulting Editor for Psychology of Women Quarterly, and has served on two APA task forces devoted to women’s issues. Dr. Cozzarelli received her PhD in Social Psychology at the State University of New York at Buffalo, where she also completed her BA in Philosophy and Geology, graduating Phi Beta Kappa.

Linda Demaine, JD, PhD. Dr. Demaine is currently an Associate Behavioral Scientist and Associate Policy Analyst at RAND, where she works on a number of initiatives related to the intersection of social science and law, including DNA patenting and homeland defense policy. Dr. Demaine earned her PhD in Social Psychology at Arizona State University, where she received a National Science Foundation Graduate Fellowship. Dr. Demaine received her law degree at the
University of Arizona and was an editor of the Arizona Law Review. She received her BA in Psychology from Arizona State University, where she graduated Phi Beta Kappa.

**Neil Kirschner, PhD.** Dr. Kirschner is currently the Director of Child and Adolescent Services at the Taylor Health System in Columbia, Maryland. In that capacity, Dr. has helped develop residential respite services, outpatient crisis services, and other initiatives for youth in the community. He is a former President of the Maryland Psychological Association, and has also served as Chair of the Ethics Committee and Board of Financial Affairs. Dr. Kirschner received his PhD in Clinical Psychology from Southern Illinois University and his BA from the University of Maryland, where he graduated Phi Beta Kappa.

**Mischa Thompson, PhD.** Dr. Thompson recently earned her PhD in Social Psychology from the University of Michigan. Her research has focused on racial stereotypes and the relationship of ethnic minority status to work performance and other workplace factors. Dr. Thompson is a former Student Chair of the Society for the Psychological Study of Social Issues (APA Division 9). During her graduate study, Dr. Thompson was the recipient of both a National Science Foundation Graduate Fellowship and a Fulbright Scholarship, among other awards. Dr. Thompson received her BA in Psychology at Howard University, where she graduated Phi Beta Kappa.

**Norah Pol,** is the new Dalmas A. Taylor Memorial Summer Minority Policy Fellow in APA's Public Policy Office (PPO). This position is in its third year, wholly supported by the Society for the Psychological Study of Social Issues (SPSSI) and shared between PPO and the Minority Fellowship Program (MFP). Norma is currently a graduate student in counseling psychology in the School of Education at the University of Albany, SUNY, expecting to receive her PhD degree next year. It is particularly noteworthy that she is simultaneously pursuing a Graduate Certificate in Public Management and Policy at the School of Public Affairs and Policy at Rockefeller College. She received her BA in psychology with a minor in secondary education from Lehman College-CUNY. Norma is particularly interested in the experiences of racial and ethnic minorities in urban areas, including exposure to violence. For her dissertation, she is investigating the role of perceived social support from family, teachers and peers in the career decision-making self-efficacy of urban adolescents. She has been an active force on campus, developing a Latino student organization and a multi-disciplinary journal, of which she served as President and editor, respectively. She has since held other positions in the Puerto Rican Studies Association and in the Graduate Student Organization. In keeping with her longstanding interest to pursue a career in public service, Norah served as a summer intern with United University Professions, working in the area of public higher education. She also comes to APA with diverse clinical experience, including providing bilingual therapy in a children's mental health clinic, along with services at a VA hospital community day treatment program, Bellevue Hospital, and with a family court division of the Troy, NY Office of Mental Health. In her words, Norma hopes that the Taylor Fellowship will “solidify my aspirations to pursue a career in public policy and advocacy.”

Solo Status and Racism: Research Areas are Focus of PPO Fellow by Mischa Thompson, PhD, University of Michigan

The goal of my research has been to investigate forces that lead to social and economic disparities between whites and racial minorities, and men and women in the U.S. and European Union with the purpose of identifying solutions for eradicating these disparities. Thus, I have researched the experience of women and racial minorities working in settings in which they are underrepresented, as well as the attitudes of majority group members towards these groups.

I recently earned my PhD in social psychology from the University of Michigan. My dissertation research focused on solo status, i.e., the experience of being the only member of one’s social category present in an otherwise homogenous group. For example, the only woman working in an all-male law firm, and the only African-American in a classroom of Whites would be considered solos. My research demonstrates that solo status is most detrimental to the performance of members of low status groups, such as women and African-Americans, and investigates how stereotypes and feeling overrepresentative of one’s group play a role in women’s and racial minorities’ performance under solo status. This research may be used to improve the working atmosphere and/or performance of women and racial minorities in classrooms and workplaces in which they are in a numerical minority.
My other research interests focus on developing and identifying whether different measures of racism predict White’s attitudes and behaviors towards racial minorities in the U.S. and western Europe. Using a national survey of western Europeans (i.e., 1997 Eurobarometer), several measures of racism (e.g., self-reported racism level; willingness to marry outside of one’s racial group) were found to be significant predictors of negative attitudes (e.g., support for stringent immigration laws) towards racial minorities and immigrants in western European countries. Other research determines whether negative attitudes held by White Americans are expressed through cultural preferences. In this research, White U.S. college students who viewed rap music positively also reported lower racism, and greater willingness to date outside of their racial group. Lastly, I have participated in the development of a measure of implicit stereotyping of Blacks and women. This research suggests that majority group persons who tend to stereotype minority groups also tend to behave more negatively during social interactions with members of these groups. Together, these lines of research demonstrate that negative attitudes towards persons of different groups (e.g., races, ethnicities, and nationalities) are expressed in numerous ways, ranging from blatant racist attitudes to more subtle indicators of racial bias. I suggest that these attitudes have implications for behaviors that can impact the economic and social mobility of these groups, such as support for anti-immigrant legislation or creating a poor work atmosphere.

These lines of research on solo status and racism were supported by the National Science Foundation, University of Michigan Rackham Fellowship, and Society for the Psychological Study of Social Issues Clara Mayo Grant.

FOR YOUR INFORMATION...

Announcements

Obituary - Evelyn Joyce Kennedy Tomes, PhD

Evelyn Joyce Kennedy Tomes ~ February 17, 1934 - June 1, 2002

Dr. Evelyn Tomes was the second of five children born to the late Silas Sr. and Bertha Calhoun Kennedy. She was the wife of Henry Tomes, PhD, Executive Director of the APA Public Interest Directorate and the mother of four children. Dr. Tomes was a graduate of Tuskegee Institute High School, BS in Nursing (Tuskegee Institute), MS in Psychiatric Nursing (Boston University), MA in Psychology (Fisk University), PhD (Union Graduate School), and postdoctoral study in psychotherapy research (Van derbilt University).

Beginning her career as a staff nurse at John Andrew Hospital in Tuskegee (1956), Dr. Tomes moved through the ranks to positions of expanded responsibility until her retirement from the position of Associate Professor at Howard University in Washington, DC (2000). She became a gifted grant writer obtaining over four million dollars for educational and research grants from various government and private sources to further the advancement of nursing and mental health. Over thirty years of her career were spent at Meharry Medical College in Nashville, Tennessee, where she rose from Nursing School Instructor to Chairman of the Department of Nursing. Her passion and love for nursing education and seeing others achieve their goals led her to concurrently holding Associate Professorships in Psychiatric Nursing at Vanderbilt and Tennessee State Universities.

Dr. Evelyn Tomes was a prodigious researcher and writer. Her many publications allow us insight into the passion she felt for the Black woman, especially those with socioeconomic and emotional challenges. But foremost was her dedication to the Black nurse, most notably the establishment of the Evelyn K. Tomes Collection: A Living History of Black American Nurses at Meharry Medical College in Nashville, Tennessee (1989). This collection, which includes interviews recorded on video tapes, audio tapes, slides and manuscripts has been organized systematically so that the contributions made by Black American Nurses are kept alive and accessible to scholars of nursing and history. She was a member of the
FOR YOUR INFORMATION...

Alpha Kappa Alpha Sorority, District of Columbia Mental Health Association, National Black Nurses’ Association, American Nurses’ Association, and the American Psychiatric Nurses’ Association.

Obituary - Cynthia Lucero, PsyD
by Guy O. Seymour, PhD,
President, The Network for Multicultural Training in Psychology

One of the young members of our family of psychologists of color, 28 year-old Cynthia Lucero, a native of Ecuador, died on Wednesday April 17, 2002, after running the Boston Marathon as part of a team for the Leukemia and Lymphoma Society. Just the previous Thursday, Cynthia had eloquently defended her dissertation at the Massachusetts School of Professional Psychology. She was completing her doctoral internship at the Center for Multicultural Training in Psychology at Boston Medical Center.

Cynthia’s Dissertation was “Effects of Marathon Training Programs on Family. Members of Cancer Patients”. She will be awarded her degree posthumously from the Massachusetts School of Professional Psychology this June. The Center for Multicultural Training in Psychology will also be graduating her in August for the successful completion of her internship requirements.

A memorial service was held late in the day on April 17 where local friends and colleagues celebrated a life which was full yet whose time with us was too short. Cynthia will be missed by all the Network of psychologists and others concerned with urban issues generally and with multicultural and marginalization dilemmas in particular, for her genuineness, her friendliness, her warmth, her generosity, and her deep empathy for others who suffered loss and pain.

Please visit our website at www.nmtp.org and follow the link in our News section to one of the news stories about her.

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Kudos!

Psychologist Newly Appointed Spelman College President

The Board of Trustees at Spelman College have appointed Beverly Daniel Tatum, PhD to be their new president, effective August 2002. Dr. Tatum is very excited about this new opportunity.

Lillian Comas-Diaz, PhD Selected as the APF Rosalee G. Weiss Lecturer

The Board of Trustees of the American Psychological Foundation confirmed the selection by Division 42 of Lillian Comas-Diaz as the APF Rosalee G. Weiss lecturer at the 2002 APA Convention in Chicago. Dr. Comas-Diaz was specifically recommended for her enduring and outstanding works and contributions in the areas of cultural diversity and gender issues.

Her work has been recognized in over 30 peer reviewed journals, over 30 invited articles and book chapters, has delivered over 200 academic, professional and keynote presentations and has written two books: Clinical Guidelines in Cross-Cultural Mental Health, New York: John Wiley & Sons; and Women of Color: Integrating Ethnic and Gender Identities in Psychotherapy, New York: Guilford Press. Dr. Comas-Diaz is in the process of writing a third book, Ethnocultural Psychotherapy, New York, Harper Collins. An important aspect of Dr. Comas-Diaz’s work is her contribution to the public’s understanding of issues regarding sexual harassment and domestic abuse by presentations and interviews in print and broadcast media. She has also made psychology more available to Spanish speaking viewers and readers on a variety of topics such as love, crimes of passion, workaholic behaviors and careers. By communicating her knowledge to American English, American Spanish and international Spanish print and broadcast media, she has spread her knowledge to populations who would not otherwise have access to this psychological information.

¡Felicitades!
FOR YOUR INFORMATION...

Outstanding Professional Award for Excellence in Clinical Psychology

_Asuncion Miteria Austria, PhD_ received the Outstanding Professional Award for Excellence in Clinical Psychology given by the University of Philippines Alumni Association of America. Dr. Austria was recognized for attaining international and national recognition in the field of psychology at the bi-annual convention of the Association recently held Chicago, Illinois. Hurrah!!

Former Center for Disease Control and Prevention Behavioral Scientist Joins MayaTech Corporation

After ten plus years with the Centers for Disease Control and Prevention (CDC), _Jennifer Friday, PhD_, joined MayaTech Corporation as a Senior Research Scientist in October 2001 and currently directs MayaTech’s Atlanta office. Dr. Friday is a behavioral scientist with experience in health services research and evaluation, and health policy formulation. Prior to joining MayaTech, Dr. Friday was a Behavioral Scientist at the CDC, National Center for Injury Prevention and Control. She worked for the Division of Violence Prevention on the Youth Violence Prevention Team. She has published extensively and is active in many professional and community activities. In her new position, she will work four different projects, including the evaluation of CDC’s National Minority AIDS Initiative, and an evaluation of a bioterrorism training module for clinicians being developed by The Research Triangle Institute International (RTI). She will also serve as point person for MayaTech’s collaboration with RTI on an CDC agency-wide Indefinite Quantity/Definite Delivery contract for policy, program development, and evaluation services.

American Psychological Foundation (APF) Major Donor

APF recently announced that one of the new members of its New Era Gold Society — consisting of donors who have contributed $50,000 and more is _E. Belvin Williams, PhD_. Dr. Williams is an African American/Black psychologist who reminds us that philanthropy is a social change strategy. Kudos!!

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Psychologist Elected to the National Academy of Public Administration

_Delores L. Parron, PhD_, has been elected to the National Academy of Public Administration, which is chartered by Congress to improve the effectiveness of government at all levels — federal, state and local. As an academy fellow, Dr. Parron will serve on projects and panels concerning dimensions of the government, including public service as a career, social equity in governance and the organization of the executive branch. Dr. Parron is the science adviser for capacity development in the office of the director at the National Institutes of Health. Excellent!!

Asian American Psychologist Appointed to President’s New Freedom Commission on Mental Health

_Congratulations to Larke Nahme Huang, PhD_ on her recent appointment by President Bush to his administration’s New Freedom Commission on Mental Health. Dr. Huang will join four other psychologists serving on the President’s 15 member commission. The New Freedom Commission on Mental Health will soon begin its work to lay the groundwork for a comprehensive study of the United States mental health services delivery system. The commission is charged with advising the President on methods of improving the system. Dr. Huang is the Director of Research at the Center for Child Health and Mental Health Policy and a Senior Policy Associate at the National Technical Assistance Center for Children’s Mental Health at Georgetown University Center for Child and Human Development at Georgetown University in Washington, DC. Hurrah!!

Research & Training Issues

Scholarships, Fellowships, Grants, and Institutes

_$1.6 Million Available to Fund Mental Health Workforce Training_

The Substance Abuse and Mental Health Services Administration (SAMHSA) is announcing the availability of funds for grants to develop, implement and evaluate training programs that will increase mental health workers’ ability to
provide culturally appropriate services to racial and ethnic minorities. Approximately $1.6 million in funding will be available to fund up to four grants. The average award is expected to range from $300,000 to $400,000 per year in total costs. The grants will be awarded for a period of up to three years. SAMHSA’s Center for Mental Health Services (CMHS) will administer the grants. Who can apply: State and local or Indian tribe governments, universities and colleges, community-based organizations, health care delivery systems, consumer and family organizations, faith-based organizations, and tribal organizations may apply. Minority-based nonprofit organizations are encouraged to apply.

How to apply: This program announcement is No. SM 02-005. Guidance for Applicants (GFA No. SM 02-005) is available from SAMHSA’s Web site at http://www.samhsa.gov/grants/grants.html. Click on “Current Grant Funding Opportunities” and then scroll down to “FY One-Time Grants” and then to SAMHSA’s Center for Mental Health Services. Then click on “Work Force Training Grants to Reduce Racial and Ethnic...”. Or you can phone SAMHSA’s Knowledge Exchange Network (KEN) at 1-800-789-2647.

For additional information: Applicants with questions on program issues should contact Kano Enamoto at 301-443-9324 or enamoto@SAMHSA.gov. Queries on grants management issues should be directed to Steve Hudak at 301-443-9666 or hudak@SAMHSA.gov.

The Southeast Asian Studies Regional Exchange Program Grants Now Open

The Southeast Asian Studies Regional Exchange Program (SEASREP) Council is pleased to announce that applications for SEASREP Grants are now open. The deadline for application is on 1 September 2002. The following grants are open to Southeast Asian nationals enrolled in graduate programs in the field of social sciences, humanities, and the arts: (a) Language Training Grant in any of the national or regional languages of Southeast Asia or any source language (such as Dutch, Spanish, except English) needed for archival or field research; and (b) Luisa Mallari Fellowship for MA/PhD Research in Southeast Asian Studies - for graduate students doing library or field research on a Southeast Asian country other than their own or on a comparative topic involving two or more Southeast Asian countries. For more information and application forms on the grants, please contact: Manila Secretariat for SEASREP, 20F Escaler Street, Loyola Heights 1108, Quezon City, Philippines Tel/fax 632-4334751; seasrep@maynila.com.ph; http://www.seasrep.org/GRANTS.HTML

U.S. DHHS Awards Grants for American Indian Tribal Elders and Caregivers

HHS Secretary Tommy G. Thompson has announced $27.6 million in grants to support vital community programs and services for tribal elders and their caregivers. This amount reflects an 8.5 percent increase in funding for fiscal year 2002 and includes 10 tribal organizations receiving federal funds for aging services for the first time. Administered by the HHS’ Administration on Aging (AoA), the 236 grants awarded to tribal organizations will provide nutrition and supportive services to American Indian elders to help them to remain independent and healthy. In addition, 177 American Indian Caregiver Support Grants, available under the new National Family Caregiver Support Program, will support the caregivers of American Indian, Alaskan Native and Native Hawaiian elders. Of that number, 68 tribal organizations will receive critical caregiver support services for the first time. Since 1978, AoA has funded federally recognized tribal organizations for nutrition and supportive services to approximately 250,000 Native American elders, who are among the most disadvantaged populations in the nation. The Native American Caregiver Support Program, created in 2000 as part of the new National Family Caregiver Support Program -- a new component of the Older Americans Act -- provides support to the caregivers of elders who are chronically ill or have disabilities. The program includes information and assistance, counseling, training and respite among its list of services available to family caregivers struggling to care for family members. A list of grantees is available on AoA’s Web site at: http://www.aoa.gov/pressroom/Pr2002/na-grants2002.html.

ACT National Training Program Fall Workshop

The APA Public Interest Initiatives Office invites qualified psychologists to submit an application for the second workshop of the ACT National Training Program, which is part of a larger initiative, called the ACT Against Violence project. Building upon decades of research on child development, aggression, and violence, the ACT training program is designed to prepare professionals...
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nationwide to implement initiatives in their organizations and communities to help adults learn to model and teach your children positive skills to deal with anger and conflicts. To learn more about this initiative, please visit the ACT web site at http://www.ActAgainstViolence.org. Deadline for application is July 15. Selection of participants will be announced by August 5th.

At the 2 ½ -day workshop, participants will be trained to create initiatives that disseminate the ACT program messages and materials to diverse groups of adults, and to conduct workshops and/or presentations to professionals, parents or other family members in their communities. ACT program staff are especially interested in recruiting psychologists who can effectively use the ACT training program in ethnic minority communities and in varied cultural settings.

The tentative date for the 2 ½ -day workshop is September 26, 27, 28. The workshop and materials – ACT Training manual, ACT Implementation Handbook, ACT Resource Materials Booklet – are free; travel expenses are covered by a grant from the MetLife Foundation. The ACT training program is approved by the APA for continuing education units. For additional information about the ACT program, training workshop and/or application materials, please contact Julia Silva, PhD, at 202/336-5817 or jsilva@apa.org.

SAMHSA Provides Grant Funding Opportunities

The Substance Abuse and Mental Health Services Administration (SAMHSA) has announced the availability of a new issue of Snapshot – a series dedicated to simplifying and amplifying information about SAMHSA’s grant programs. Snapshot details all of SAMHSA’s planned FY 2002 Guidance for Applications (GFAs) – from the Center for Mental Health Services, the Center for Substance Abuse Prevention, and the Center for Substance Abuse Treatment. In addition to eligibility criteria, project descriptions, and funding priorities, readers will find information about anticipated announcement, receipt and award dates for each GFA. The volume also provides contact information for the particular GFA. Snapshot is available at no cost from SAMHSA. Send an e-mail with your name and address to snapshot@samhsa.gov for a copy by mail, or download a copy from the SAMHSA web site www.samhsa.gov.

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Robert Wood Johnson Foundation Funds Post Doctoral Fellowships

The Robert Wood Johnson Health & Society Scholars Program is a new two-year fellowship designed to build the nation’s capacity for research, leadership and action to address the broad range of factors affecting health. Outstanding individuals who have completed doctoral training in disciplines ranging from behavioral, social, biological and natural sciences to health professions are eligible. Up to 18 scholars will be selected to begin training in the fall of 2003. Application deadline: October 25, 2002. The complete Call for Applications is available on our web site: www.healthandsocietyscholars.org or by calling 800-734-7635.

APA Science Directorate Dissertation Awards

The APA Science Directorate sponsors an annual dissertation research competition. The purpose of the funding award competition is to assist science-oriented psychology doctoral candidates offset research expenses. This year, 50 students, whose dissertation research reflects excellence in scientific psychology, will be awarded $1,000 grants. Award recipients are expected to be announced in December 2002. Grant funds will be awarded directly to students following the announcement. For additional information about the award and application process, please visit online: www.apa.org/science/dissinfo.html.

Postdoctoral Fellowships - Traineeships in AIDS Prevention Studies (TAPS) Program

The Traineeships in AIDS Prevention Studies (TAPS) Program is inviting applications for two- and three-year postdoctoral fellowships in studies relating to the prevention of AIDS. Offered through the UCSF Department of Medicine, TAPS is located at the Center for AIDS Prevention Studies (CAPS), which is itself part of the Division of General Internal Medicine. More than 100 AIDS-related research projects now being implemented by CAPS investigators will provide a wide variety of opportunities for Fellow participation. More information about CAPS is available on-line at web site: http://www.epibiostat.ucsf.edu/capsweb/.

Each Fellow will be provided with logistic support including a computer, travel to at least one annual professional meeting, health insurance, and other support as required to make the training experience productive. Federal stipends range from
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$31,092 annually for persons with no relevant postdoctoral experience through $42,648 for those with three years of experience up to a maximum of $48,852 for seven or more years of experience. The costs of the MPH degree, if required, will also be covered by the fellowship. Unless other arrangements are more suitable, all Fellows will use the modern and fully equipped office facilities occupied by CAPS in downtown San Francisco. To be eligible for the fellowship, applicants must have a PhD, MD, or equivalent degree, and must be an American citizen, a non-citizen national of the U.S. (e.g., American Samoan), or have been lawfully admitted to the U.S. for permanent residence and have an Alien Registration Receipt Card (I-151 or I-551). The most important selection criteria will be evidence of superior qualifications and productivity, and career goals that can clearly benefit from the fellowship program. Candidates who are members of an ethnic minority group are strongly encouraged to apply. Further questions about the Center for AIDS Prevention Studies research training program and requests for applications should be directed to: Rochelle Hartwig, UCSF - TAPS Fellowship Program, 74 New Montgomery Street, Suite 600, San Francisco, CA 94105; (415) 597-9260 [FAX 415/597-9125]; rhartwig@psg.ucsf.edu. The fellowship program starts on July 1st of each year. Applications for 2003 should be submitted, at the latest, by November 1, 2002; an application decision will be announced by the end of February 2003.

Call for Papers

Conference – Mood Disorders Among Hispanics: Epidemiological, Biological, Social and Therapeutic Aspects – Robert Wood Johnson Medical School

NASSAU INN
Princeton, New Jersey
November 7, 8, & 9, 2002

The conference will host a keynote speaker and will provide the opportunity for several young investigators to present relevant research papers. Young investigators are being invited to submit an abstract related to the main theme of mood disorders among Latinos. Authors of selected abstracts will be paired with senior investigators who will provide guidance on the preparation of the final paper, which will be presented at the conference. Immediately after each presentation, each mentor will also provide a discussion that will allow for discourse among conference attendees. The mentor will also work with the young investigator to foster further development of the paper into a publication or program of research. Each selected young investigator will have their travel expenses paid from the grant.

Submission of Abstracts

Abstracts should be no more than 300 words. The following headings are to be used for abstract submissions: (a) Background; (b) Method; (c) Results; and (d) Conclusions. In order to allow for proper review of abstracts, the topic most relevant to the paper should be indicated. Please choose from the following list of topics: (a) Epidemiology; (b) Biology; (c) Genetics; (d) Clinical/Treatment; (e) Interventions/Services; and (f) Assessment/Diagnosis. Along with the abstract, please include a brief cover letter with contact information and designated topic.

Submit Abstracts To:
Alejandro Interian, PhD
Robert Wood Johnson Medical School
Department of Psychiatry
675 Hoes Lane, D306
Piscataway, New Jersey 08854-5635
(732) 235-3959
interial@umdnj.edu

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Call for Nominations and Awards

Competencies Conference Participants

Organizers of the Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology conference are interested in receiving applications from a diverse array of individuals who think they could make a significant contribution to the mission and purpose of the conference. This conference is intended to bring together representatives from education, training, practice, public interest, research, credentialing, and regulatory constituency groups to identify core and specialized competencies, formulate developmental and integrated models of competencies, and develop strategies for evaluation of competencies. The conference will be held in Scottsdale, Arizona on November
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7-9, 2002. Interested applications are requested to submit a letter of interest detailing relevant and anticipated contributions, as well as a curriculum vitae to Connie Hercey, MPA, APPIC, 10G Street NE, Suite 750, Washington DC 2002. For questions, contact Nadine Kaslow, PhD at nkaslow@emory.edu.

Dalmas A. Taylor Outstanding Student Research Award

The section on The Clinical Psychology of Ethnic Minorities (Section VII of Division 12) has established an ethnic minority student research award in memory of the late Dalmas A Taylor to recognize research conducted by ethnic minority students relevant to the clinical psychology of ethnic minorities. The purpose of the award is to recognize student research of high quality that is relevant to ethnic minorities and to encourage promising ethnic minority researchers. The award includes a certificate, $100 presented at the Section business meeting during the APA convention, and publication of an abstract of the winner's paper in the Section's newsletter. To be considered, the nominee must be a student or a recent recipient of a doctoral degree (within two years) and preferably a member of Section VI, Division 12 of the American Psychological Association. The research must address some relevant aspect of the clinical psychology of ethnic minorities, including studies designed to examine the efficacy of treatments. The paper must be based on original research and must not be the result of secondary data analysis. The paper can be based on an independent research project undertaken during training, including dissertation projects. The paper should be submitted in APA style and in the format required by APA journals for original research reports. Papers should not exceed 20 pages, excluding references, tables and figures, and should be submitted in triplicate. The name, address and phone number of the nominee should be included and submissions are to be sent to Reiko Homma True, PhD, 5326 Silka Ave, El Cerrito, CA 94530; 510/233-2997 (fax); RHTtrue@aol.com.

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training of clinical psychologists to work more effectively with ethnic minority clinical populations. MENTOR stands for Minority, Education, Nurturing, Training, Organizational advocacy, and Research. The criteria for the award are accomplishments in at least two of the following areas:

1. Education - Professional development (e.g., helping students get publications, honors, professional positions, creating access to ethnic minority populations for training purposes)
2. Nurturing - Creating a professional climate that is supportive of cultural diversity (e.g., organizing a Multicultural Brown Bag, social/cultural events to promote diversity, organizing formal mentoring activities)
3. Training - Curriculum development (e.g., developing an ethnic minority course, helping infuse a training program's curriculum with multicultural issues, developing a special training program for more effective work with ethnic minority populations)
4. Organizational advocacy - Working within an organization or creating a new organization to increase diversity (e.g., increasing the number of ethnic minority students and graduates of a training program, increasing the number of ethnic minority faculty in a training program, establishing an ethnic minority student organization)
5. Research - Mentoring student research that increases the clinical understanding of ethnic minority populations

Nominations materials should include the following: (a) a nomination letter (no more than 3 pages long) stating the contributions of the mentor to the areas listed above; (b) the mentor's vita; and (c) letters from at least two persons who have been mentored by the nominee. Persons who were nominated in 2001 will automatically be considered for the 2002 MENTOR Award and need not be re-nominated, unless nominators wish to update the previous nominations. Nominations should be sent to Dr. True at the address listed above.

The Audre Lorde Scholarship Fund Goes National and Provides its First Scholarship for Out Black Gay Male Scholar!

The Audre Lorde Scholarship Awards are designed to recognize out* lesbians of African descent who are making significant contributions to their communities. ZAMI, Inc., Atlanta’s Premiere African-American Lesbian Organization and Official Sponsor of The Audre Lorde Scholarship Fund wants to support and encourage
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their continuing education by providing scholarships to those women enrolled in accredited technical, undergraduate and graduate programs. The Tony Daniels Community Ally Award is awarded to a male student who otherwise meets all the criteria of the Audre Lorde Scholarship Fund. In particular, this scholarship is intended for a brother who works to build bridges between communities. (Preference will be given to a man who does significant work in women’s communities.) Out* is defined as an acknowledgement of lesbian/gay identify to self, and or to family, friends, and community.

ELIGIBILITY

• An out lesbian/gay man of African descent who is a graduating high school senior or currently attending any technical, undergraduate or graduate school located in the United States
• Accepted or registered at a post-secondary educational institution for full or part-time attendance as defined by the institution
• Cumulative high school/college or technical school grade point average of 2.5 or higher
• Lesbians/Gay men 40 years plus are strongly encouraged to apply

REQUIREMENTS

1. Submit official/unofficial up-to-date academic transcript(s). You may send transcripts only from your most recent school(s), provided two semesters of study are included
2. Acceptance letter if you are an entering freshman
3. Completed Audre Lorde scholarship application form
4. A two-three page typed statement of purpose
5. Two letters of recommendations from a teacher, mentor, employer or activist/organizer in the lesbian/gay community
6. A photo (head shot) any size, black/white or color, which may be used at the announcement of the award

AWARDS

Scholarship Amount — $1000

APPLICATION DEADLINE

Lesbians and Gay men of African descent interested in obtaining an application should call (404) 370-0911 or e-mail zami@zami.org You may also download an

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application from our website at www.zami.org. All application materials must be postmarked by July 31, 2002 and mailed to ZAMI at P.O. Box 2502, Decatur, Georgia 30031. The Audre Lorde Scholarship Fund 404-370-0920/404 370-1392; zami@zami.org http://www.zami.org

Call for Nominations to the Committee on Aging

The American Psychological Association’s Committee on Aging (CONA) is seeking nominations for two new members. CONA is interested in persons with substantive professional specialization in aging issues to serve a three-year term beginning January 2003 and ending December 2005. The mission of CONA is to advance psychology as a science and profession and as a means of promoting health and human welfare by ensuring that older adults, especially the growing numbers of older women and minorities, receive the attention of the Association. Its goals include to:

1. provide advocacy for a scientific agenda on aging to policymakers and private and public funding agencies.
2. advocate for policies that enhance the availability and reimbursement of health and mental health services to older adults and their families.
3. contribute to the formulation and support of public policies that promote optimal development of older adults, facilitate psychological practice with older persons, and expand scientific understanding of adult development and aging.
4. promote inclusion of knowledge about adult development and aging in all levels of education, including continuing education, training programs, and professional development of psychologists.
5. develop and disseminate information concerning the scientific findings and practice issues about older adults to psychologists, other professionals, policymakers, and the public.
6. serve as a visible focus for the coordination of information among groups within APA that address aging issues and offer consultation to relevant APA boards, committees, divisions, state associations, and directorates, and
7. ensure that older members of APA receive the appropriate attention of the association.

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Selected candidates will be required to attend two committee meetings a year in Washington, DC, with expenses reimbursed by the APA. In 2003, the Committee will meet March 28-30 and September 19-21. Members are also expected to work on Committee priorities between meetings and encouraged to attend a CONA meeting held during the APA Convention at their own expense.

Nomination materials should include the nominee’s qualifications, a letter from the nominee indicating willingness to serve on CONA and a current curriculum vita. Letters of support from other APA governance groups, APA divisions, state psychological associations and other groups or organizations will also be accepted. Nominations are open to all members including those who are retired or employed less than full time.

Nominations and supporting materials should be sent by August 30, 2002 to: Deborah DiGilio, Aging Issues Officer, APA Office on Aging, 750 First Street NE, Washington, DC, 20002-4242 or via e-mail at ddigilio@apa.org.

Upcoming Conferences and Conventions

August

August 20-21, 2002
NCSPP -- Summer Conference
Palmer House Hilton, Chicago, Illinois
For additional information and registration materials, please contact NCSPP
919 W. Marshall Avenue, Phoenix, AZ 85013
602/246-6615; 605/246-6577 (fax)

August 21, 2002
Asian American Psychological Association Annual Convention,
University of Illinois-Chicago, Chicago, Illinois
Special events in celebration of AAPA’s 30th anniversary will include:
(a) Thirty Years of Asian American Psychology – Past, present, and Future (APA Symposium), Friday, August 23rd, 11-11:50 am, McCormick Place, Meeting Room S502b; and (b) AAPA 30th Anniversary Reception, Friday, August 23rd, 4-5:30 pm, Hyatt McCormick Place Hotel, Conference Center 11A. For further information, please point your browser to the AAPA website at http://www.west.asu.edu/aapa

October

October 18-20, 2002
Second Latino Psychology Conference Comes to Rhode Island
“Latino Psychology 2002”
University of Rhode Island, Providence
www.uri.edu/arts/ci/psych/latpsy02.htm

October 24-25, 2002
9th Annual Conference on Behavior, Clinical Neuroscience, Substance Abuse and Culture
Neuropsychological Consultants, Inc.
Radisson Hotel Los Angeles International Airport
5985 West Century Boulevard
Los Angeles, CA 90045
(310) 670-9000

October 24-27, 2002
Association of American Colleges & Universities Conference: Education for a World Lived in Common
St. Louis, MO
Network Registration - AAC&U
118 R Street, NW, Washington, DC 20009, (202) 387-3760, meetings@aacu.nw.dc.us

November

November 15-17, 2002
Asian & Pacific Islander Summit on HIV/AIDS Research (A&PI SHARE)
Oakland Marriott City Center Hotel
Oakland, California
Please contact Brenda Lee Robin, Social & Scientific Systems (support contractor to the Office of AIDS Research), by e-mail at brobin@s-3.com or by phone at 800-749-9620 for additional information.

March

March 20-22, 2003
APA/NIOSH 5th Interdisciplinary Conference on Occupational Stress and Health: Work, Stress and Health: New Challenges in a Changing Workplace. The Fifth Interdisciplinary Conference on Occupational Stress and Health
March 19, 2003 - Continuing Education Workshops
Sheraton Hotel, Toronto, Canada
For questions, please contact: Wesley Baker, Conference Coordinator, American Psychological Association, Women’s Programs Office, 750 First Street, NE, Washington, DC 20002-4242, Phone: 202-336-6124, Fax: 202-336-6117, E-mail: wbaker@apa.org

Important Resources

On the Web
Division 45 Listserv
The APA Society for the Psychological Study of Ethnic Minority Issues (Division 45) has an active listserv. It's a good mechanism for members of
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Division 45 to communicate with each other about issues of relevance to psychologists of color within APA and in the field. For more information, to join, and/or to leave the listserv, please see the instructions below:

More Information: Email to LISTSERV@LISTS.APA.ORG, and in the text of your message (not the Subject Line), type: Help or Info. Help will give you a short help message, and Info will give you a list of documents you can order.

Join: Address an email to: LISTSERV@LISTS.APA.ORG, and in the text of your message (not the Subject Line), type: Subscribe Div 45.

Exit: Address an email to: LISTSERV@LISTS.APA.ORG, and in the text of your message (not the Subject Line), type: Signoff Div 45.

What a Difference an Interpreter Can Make: Health Care Experiences of Uninsured with Limited English Proficiency by Dennis Andrulis, Nanette Goodman, and Carol Pryor

This report compares the perceptions and experiences of adults who needed and easily got an interpreter readily available with those who did not. http://www.accessproject.org/cams

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the disparities for ethnic and racial minorities remained the same or even increased. The indicators reflect various aspects of health and include infant mortality, teen births, prenatal care, low birth weight as well as death rates for all causes, including heart disease, stroke, lung and breast cancer, suicide, homicide, motor vehicle crashes, and work-related injuries. Infectious diseases such as tuberculosis and syphilis are also included. DHHS agencies are currently working on Healthy People 2010, the nation’s public health agenda for the current decade, and have identified a set of Leading Health Indicators that are being tracked nationwide and in states and communities.

The report of the APA Working Group on Children’s Mental Health is now online. This report addresses issues raised at the September 2000 Surgeon General’s Conference on Children’s Mental Health and sets forth psychology’s agenda to address child and adolescent mental health issues. The URL to access the report is:


A new report released in January 2002 by Department of Health and Human Services (DHHS) Secretary Tommy G. Thompson shows significant improvements in the health of racial and ethnic minorities, but also indicates that important disparities in health persist among different populations. The report presents national trends in racial- and ethnic-specific rates for 17 health status indicators during the 1990s. The report shows that despite overall health improvements, in some areas

Biomedical, behavioral, Clinical, and social, science research careers


Books

Violence in the Lives of Black Women: Battered, Black, and Blue (published simultaneously as Women & Therapy, Vol 25, Nos. 3/4)

Carolyn West

Written from a Black feminist perspective by therapists, researchers, activists, and survivors, Violence in the Lives of Black Women: Battered, Black, and Blue sheds new light on an understudied field. For too long, Black women have been suffering the effects of violence in painful silence. This new book provides a forum where personal testimony and academic research meet to show you how living at the intersection of many kinds of oppression shapes the lives of Black women. With moving case studies, in-depth discussions of activism and resistance, and helpful suggestions for treatment and intervention, this book will help you understand the impact of violence on the lives of Black women. For more information, please visit: www.drcarolynwest.com or www.haworthpress.com
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Sage Publications

Psychotherapy and Counseling with Asian American Clients
George C. Hong and MaryAnna Domokos-Cheng Ham

Systematically describes culturally sympathetic clinical practices developed by practitioners working with Asian Americans. A practical and culturally relevant treatment guide of the major therapeutic approaches to counseling and psychotherapy. The authors discuss the commonality and diversity among Asian Americans, and also gives special attention to the dynamics and clinical implications of the immigration and the refugee experience.

Paperback: $29.95, ISBN: 0-7619-1616-4
Hardcover: $64.95, ISBN: 0-7619-1615-6
2001, 272 Pages

Black Children
Social, Educational, and Parental Environments, Second Edition
Harriet Pipes McAdoo, ed.

Black Children, Second Edition collides current empirical research unique to the experiences and situations of Black children and their parents. As the editor emphasizes, “African American children develop a duality for their existence. To be fully functional, they must develop the skills to do well simultaneously in two different cultures, both Black and non-Black.” This volume explores the meaning of this duality in four distinct environments: socioeconomic, parental, internal, and educational. The complex picture that emerges discards many of the myths that surround Black childhood development and initiates in-depth exploration into the diversities of the African American experience.

January 2002, 288 Pages

Counseling Persons of African Descent: Raising the Bar of Practitioner Competence
Thomas A. Parham

This volume provides an in-depth analysis of the counseling literature pertaining to African American clients. Specifically, the analysis includes a review of the different variables (client, counselor, counseling process, and assessment) that have received the bulk of research attention. This sets the stage for the presentation of a counseling model for African American clients. The authors discuss philosophical premises upon which the model is based and suggest specific counseling strategies and interventions related to the model. Case study material is integrated throughout the chapters, focusing on individual and group approaches.

Hardcover: $70.00, ISBN: 0-8039-5345-3
February 2002, 209 Pages

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Intelligence Testing and Minority Students
Foundations, Performance Factors, and Assessment Issues
Richard R. Valencia and Lisa A. Suzuki

Hardcover: $17.95, ISBN: 0-7619-1230-4
2001, 416 Pages

Counseling Latinos and La Familia: A Practical Guide
Azara L. Santiago-Rivera, Patricia Arrendondo, and Maritza Gallardo-Cooper

Counseling Latinos and La Familia provides an integrated approach to understanding Latino families and increasing competency for counselors and other mental health professionals who work with Latinos and their families. It provides essential background information about the Latino population and the family unit, which is so central to Latino culture, including the diversity of various Spanish-speaking groups, socio-political issues, and changing family forms. The book also includes practical counseling strategies, focusing on the multicultural competencies approach.

Paperback: $29.95, ISBN: 0-7619-2330-6
January 2002, 238 Pages

State University of New York Press

A Postmodern Psychology of Asian Americans: Creating Knowledge of a Racial Minority
Laura Uba

Focusing on race, culture, acculturation, ethnicity, and ethnic identity—concepts commonly used to account for the behaviors of Asian Americans and other minorities—Post Modern Psychology of Asian Americans examines the effects of psychology’s epistemological and ontological premises on its investigative methods and concepts.
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For more information contact APA Books Order Department:
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