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The Communique is now available on the OEMA Website.
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SPECIAL SECTION CENTERFOLD: LISTING OF ETHNIC MINORITY
FOCUSED PROGRAMMING DURING THE 111TH ANNUAL APA
CONVENTION IN TORONTO
As Severe Acute Respiratory Syndrome (aka SARS) presents us with the possibility of yet another public health (and mental health) challenge, we at the Office of Ethnic Minority Affairs are again reminded of the significant health disparities that characterize our communities of color. So we begin this issue of the Communique with a special section on health disparities, which includes: (a) a guest commentary by psychologists Brian Smedley, PhD and Adrienne Stith-Butler, PhD who were two of the editors of the landmark Institute of Medicine report on Health Disparities; (b) another guest commentary by Bravada Garrett-Akinsanya, PhD who presents a case study of how one state psychological association sought to recruit more ethnic minority members and become more engaged in the elimination of health disparities; and (c) a statement by the Congressional Black Caucus Health Braintrust on recommended priority legislative and policy actions on health disparities. We encourage all psychologists -- whether academician, practitioner, or engaged in some other professional role – to find some way to contribute to the elimination of health disparities.

This issue of the Communique also reports recent activities of the American Psychological Association and other psychological associations – especially those activities bearing upon the interests of psychologists of color and the communities they serve. This issue also provides synopses of the recent Supreme Court decisions related to affirmative action in undergraduate and graduate admissions. And it continues to provide a rich repository of information on ethnic minority recruitment, retention, and training issues, and a variety of other concerns.

Of course, the July/August issue is our traditional convention issue, and as expected, this issue has a centerfold listing of all sessions, at the upcoming 111th Annual Convention of APA in Toronto, that involve or are about people of color. As always we hope you will come to the Committee on Ethnic Minority Affairs (CEMA) Social Hour on Thursday (8/7) at 5:00 p.m., where you can network with your colleagues and greet the OEMA staff! Also stop by the Public Interest Directorate booth and pick-up some free brochures. And do make a point of attending the Minority Fellowship Social Hour on Friday (8/8) at 6p.m. – and the Division 35/45 (Society for the Psychological Study of Ethnic Minority Issues) Benefit Dance on Saturday (8/9) at 8 p.m. We know that due to some restrictions on funding of foreign travel and SARS-related concerns, attendance at this year’s convention will be down. But for those of you who come, OEMA plans on doing its bit to ensure that you thoroughly enjoy yourselves!!
The Communiqué is dedicated to providing a voice for ethnic minorities in psychology. On behalf of the OEMA staff – thanks for your continuing support!

As always — I wish you health and peace and power...
Racial and ethnic minorities face higher rates of illness and mortality than whites, and often experience greater barriers to accessing appropriate health and mental health services. Skyrocketing health insurance costs, the relative dearth of health care providers in communities of color, and a lack of culturally and linguistically competent health care systems all hamper access to care among patients of color. A recent Institute of Medicine (IOM) report addresses some of these issues, while another, forthcoming report, addresses an issue that contributes to the problems of insufficient access to and lower quality of health care for ethnic minorities – the need for greater diversity among health care professionals.

IOM is an independent, non-partisan organization and an arm of The National Academies, a group that provides advice on problems of science, health, and technology policy to the federal government and other public and private sponsors. In 1999, IOM was asked by Congress to provide a report on the problem of racial and ethnic disparities in health care – particularly to address the question of whether minorities receive a lower quality of care than whites, even when insured at the same levels, and why these disparities occur.

When the report was released in 2002, what the IOM found disturbed many health care professionals and policymakers. The “blue ribbon” panel convened by IOM concluded that, “racial and ethnic disparities in health care are real and unacceptable.” African American and Hispanic patients were found to receive a lower quality of care across a wide range of medical conditions and health and mental health care services. These disparities exist independently of insurance status, income, and other access-related factors. Tragically, these disparities are associated with higher mortality among populations of color.

Why do these disparities occur? The sources are multiple and complex, are rooted in historic and contemporary inequities across a range of sectors of American life (such as housing and employment discrimination), and involve many participants at several levels. At the level of health systems, ethnic minorities are likely to get poorer care because of several factors, including
the presence of linguistic and cultural barriers, cost-containment efforts that may disproportionately hurt ethnic minority patients, and the disproportionate representation of ethnic minorities in restrictive, lower tier health plans. Patients may also contribute to disparities in care. Ethnic minority patients, for a variety of historic and socioeconomic reasons, are slightly more likely than white patients to refuse some types of treatment, or fail to adhere to treatment due to misunderstanding or mistrust. These patient and system-level factors, however, don’t fully explain the consistency of racial and ethnic gaps in treatment. Prejudice, bias, and stereotyping by providers contributes to disparities in health care, often in ways that providers are unaware of. Prejudice may stem from conscious bias, while stereotyping may be conscious or unconscious, even among the well intentioned. A large body of research in social psychology demonstrates that stereotypes are automatically activated, affect our assessments of others in ways that we are not consciously aware of, and are more likely to be activated in situations characterized by time pressure, resource constraints, and high cognitive demand – the very characteristics of today’s clinical encounter.

The IOM report recommends a comprehensive, multi-level strategy to eliminate these disparities. Broad sectors – including health care providers, their patients, payors, health plan purchasers, and society at large – must be made aware of the health care gap between racial and ethnic groups in the United States. Health systems should take steps to improve cultural and linguistic access for patients of color, and should take steps to improve the stability of patient-provider relationships by establishing guidelines for minimum patient caseloads, allowing time flexibility in clinical encounters, and enhancing the stability of patients’ assignments to primary care providers. In addition, both patients and providers can benefit from education. Patients can benefit from culturally appropriate education programs to improve their knowledge of how to access care and their ability to participate in clinical-decision making. The greater burden of training, however, lies with providers. Cross-cultural curricula should be integrated early into the training of future health care providers, and practical, case-based, rigorously evaluated training should persist through practitioner continuing education programs. Finally, collection, reporting, and monitoring of patient care by health plans and federal and state payors should be encouraged as a means to assess progress in eliminating disparities, to evaluate intervention efforts, and to assess potential civil rights violations.
The health care workforce and its ability to deliver quality care for racial and ethnic minorities can be improved substantially by involving community health workers, by supporting multidisciplinary treatment and preventive care teams, and by increasing the proportion of underrepresented U.S. racial and ethnic minorities among health professionals. Diversity among health professionals is the topic of an on-going IOM study, which will assess the promise of institutional and policy-level strategies for increasing diversity. These include efforts to help health professions training programs to rethink their admissions policies (particularly with regard to the heavy weight placed on standardized tests), to find new ways to finance health professions training that reduce financial barriers, and to develop professional training accreditation standards that encourage greater diversity in training programs. This study, expected to be released in late January, 2004, is sponsored by the W.K. Kellogg Foundation, and includes an eminent psychologist, Ena Vasquez-Nuttall, EdD, among the 15-member study committee.

For more information about the IOM health care disparities report (Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care), or the study of diversity in health professions, please log on to the IOM website at www.iom.edu.

COMMENTARY

Revolutions From Within: Building a Collaborative Mental Health Agenda to Address Health Disparities

BraVada Garrett-Akinsanya, PhD, LP

One of my favorite sayings is adopted from a quote by the famous Civil Rights leader, Malcolm X. He said that “[we] cannot lead a revolution until [we] experience one within ourselves.” This addresses the fact that both on individual and organizational levels, change must come from within. When it comes to health disparities the roles that can be played by ethnic minority psychologists can not be overlooked as it is with our voices that community behavioral health concerns
can be heard among the psychology community. The problem is that in too many state and provincial psychological associations, the voices of multicultural psychologists have been muted. Truly the “lack of voice” is not due to a lack of interest in what multicultural psychologists have to say because APA (as demonstrated by the efforts put forth by many APA groups, divisions and tasks forces) has sought to bring more diverse psychologists within the folds of the organization.

It is clear that on the national level APA, for the last twenty years, has focused on diversity and inclusion of ethnic minorities. Yet, today ethnic minority psychologists represent approximately 6% of the APA membership. In turn, state and provincial associations have had very limited success in their efforts to recruit, train, and retain ethnic minority members. We know, however, that there has been a documented need to include greater numbers of ethnic and racial minority psychologists in psychological associations as members and in leadership positions. Yet, those of us involved in APA and also involved with our state and provincial psychological associations often find ourselves being the “lone rangers” when it comes to the number of our colleagues who choose to actively participate in our state psychological associations.

In my home state of Minnesota, there are a handful of multicultural psychologists who actively participate in our state psychological association. But, for those of us who are involved, it is critical to create a groundswell in our organizations that promotes an awareness and activism that will lead to revolutionary changes in the way psychology is integrated within mainstream and multicultural communities. For us, as in many other states, the story is the same. Multicultural populations are disproportionately impacted by experiences of poor health. Our communities wait longer than any other group to seek help for mental or physical illnesses, and when they do seek help, access to culturally competent care is limited by a lack of providers of color, and a lack of viable insurance benefits. Thus, it is not surprising that African-American women are twice as likely to die from breast cancer when compared to white women or that prostate cancer in black men is estimated to be 30% to 50% higher than among age-matched white men. It is equally unsurprising that black men have a twofold higher rate of dying from the disease.

Recently, the Minnesota Department of Health (MDH) and nine metro area health departments released two major reports assessing and analyzing health disparities in populations of color and low income populations.
Although the reports are the products of two separate studies, the conclusions and recommendations were remarkably similar. In the MDH report, *A Call To Action*, researchers analyzed the impact of social and economic conditions on health and found that people with a higher income generally enjoy better health and longer lives than people with a lower income. However, the health of people of color and American Indians, at every level of income, is worse than that of their White counterparts. The reports also dispelled the myths that people with low income experience worse health simply because of high risk personal behavior. In fact, the report revealed that differences in health behaviors such as cigarette smoking, alcohol use, and physical inactivity explained less than 20 percent of the difference in death rates across income groups.

The report also yielded evidence that people of color are more likely to die at younger ages than Whites. Over half of deaths among people of color (within the seven counties studied) occurred before age 64, as compared to about 20 percent for Whites. The infant mortality rates metro-wide for American Indian and Black infants was as much as four times greater than White infants, and mothers and children of color were found to be less likely to receive adequate prenatal care and immunizations than White mothers and children. In Minnesota, adolescents of color have higher rates of sexually transmitted infections than White adolescents. For example, the gonorrhea rate among Black adolescents is about 70 times higher than that of Whites. Finally, the report also stated that people of color under the age of 45 are more likely to die from violence than White people in the metro area.

While populations of color are growing dramatically in all metro area counties, little change in the demographics of providers or access to health care and services has been noted. The report concluded that racism and discrimination played a crucial role in explaining health status and health disparities through factors such as restricted socioeconomic opportunities and mobility, limited access to and bias in medical care, residential segregation (which can limit access to social goods and services), and chronic stress.

*The Role of Ethnic Minority Psychologists*

Some of the key findings from the report suggested that professionals take action to eliminate health disparities by engaging communities and increasing accountability for funds and policies to contribute to eliminating health disparities. Another suggestion was that there should be an effort to
build broader coalitions beyond the traditional boundaries of the health sector to address the broader social and economic factors that affect health. It was also suggested that we build and use a representative and culturally competent workforce in supporting health care initiatives that address disparities. Finally, it was concluded that strategies to get the word out about how health disparities affect all Minnesotans must be developed. A major recommendation was that our communities and researchers build on what we know about health disparities and social determinants of health and strengthen our ability to do ongoing assessment and evaluation of efforts to reduce disparities.

Ethnic psychologists have a crucial role in addressing these processes. Because we are so few in number, we must first be able to identify support within our psychological associations and then we must create an infrastructure that will foster the development of cross-cultural alliances to address our common mental health agendas.

We understand our communities and how to market to them. We also understand the issues of cultural etiquette, boundaries and points of entry. Finally, we bring a unique value to the process through our knowledge of behavioral health and intervention strategies. Ethnic minority psychologists also recognize that while psychology has a lot to offer ethnically diverse communities, we also have a lot to learn from them. Consequently, ethnic psychologists are not afraid to cross the boundaries of working across multiple professional disciplines. Because we generally assume a holistic approach to healing, we often form cross-discipline alliances. Therefore, we view our colleagues as being from a myriad of professions including actors, artists, attorneys, educators, physicians, social workers, licensed marriage and family therapists, traditional healers, ministers, shamans, rabbis and priests. All of these groups must be involved if we are to form a viable strategy to address health disparities within our communities.
As a starting point, the Minnesota Psychological Association hosted its first Diversity Breakfast on May 9th, 2003 at the beginning or our annual conference. The breakfast was initially conceived as a means of welcoming the new Chief Executive Officer of the American Psychological Association, Norman B. Anderson, PhD, to the Twin Cities, but eventually it shifted when it became clear that Dr. Anderson had a strong interest in health disparities and access to health. Just as his presence at APA’s headquarters has created a positive energy in the complexion of APA’s strategic direction, this breakfast introducing Dr. Anderson marked the initiation of a change in the strategic focus of the Minnesota State Psychological Association.

For the first time in the history of the Minnesota Psychological Association (MPA), multicultural organizations actively participated in sharing information and forging relations with the ultimate goal of creating “strategic alliances” that will lead to a collaborative mental health agenda across culturally diverse communities. This breakfast was co-hosted with the Minnesota Association of Black Psychologists and the Multicultural Specialty Providers Mental Health Network. Each group donated funds to sponsor a student or post-doctoral level professional to the breakfast and the conference.

The breakfast was followed by a town hall meeting led by Dr. Anderson. The town hall meeting introduced Dr. Anderson’s strategic plan for APA as well as allowed participants an opportunity to address issues of professional ethics, health disparities and access to services and training of qualified providers. From that breakfast and town hall meeting various members of the different groups have already started planning additional planning and networking opportunities to further address issues of health disparities,
legislative advocacy and co-sponsorship of workshops, seminars and mentoring opportunities. The success of the Diversity Breakfast has compelled MPA leadership to make this an ongoing part of every annual meeting and we have asked that it continues with any Diversity Programming and the Annual conference or professional development agendas hosted by our collaborative partners, MN ABPsi and MCSP Mental Health Network.

The initiative has had a successful beginning as we know that the journey to address health disparities (and other mental health issues) will be a long one. But, that is what we have embarked upon—a journey. We are not the first nor will we be the last. We stand on the shoulders of others who have created this path for us. It is important to know that all of this occurred as a direct result of the newly developed Diversity Strategic Planning Taskforce within MPA, of which I am the chair. MPA dedicated $1500 to the budget of the task force to seed the implementation of its initial goals. The Task Force is comprised of a chair person or representative from every MPA division, task force and committee—most of whom are not ethnic minority psychologists. The Diversity Strategic Planning Task Force also includes Diversity Liaisons (who may or may not be psychologists or members of MPA), and also includes members of the Multicultural Division of our State Association.

Yet, the Task Force only exists because of the impetus of the State and Provincial Psychological Association’s (SPPA), Committee of State Leaders, Office of Ethnic Minority Affairs (OEMA), CAPP and the Commission on Ethnic Minority Recruitment, Retention and Training in psychology (CEMRRAT). For it was through the 1998 Diversity Task Force of SPPA (assisted by the groups above), that a diversity initiative inviting ethnic minority psychologists to the state leadership conference was created. As the first Diversity Delegate from my state, I was given the opportunity to learn about practice and policy issues, mentored in how to create alliances, and coached in the need to be organized in collaborations. Until then, I never thought that I had to power or the ability to make a difference.

Ethnic minority psychologists must accomplish several tasks if we wish to be successful at addressing health disparities. We should choose to engage in activities that can be highly rewarding, observable and most of all “do-able.” Secondly, we should become familiar with the health disparity issues in our own states and serve as liaisons to our community leaders and organizations. We also need to be clear on forming alliances within our
psychological associations and seeing how those alliances can promote cross-organizational agendas. We must also be courageous in leadership. For example, we must not be afraid to engage in difficult dialogues about race, discrimination and poverty within our state and provincial organizations, and must hold our colleagues and ourselves accountable for addressing those issues. Finally, we must be creative in leadership. For example, the members of the MN Association of Black Psychologists are serving as facilitators of a discussion about suicide and homicide after a play entitled: “For Colored Girls Who Considered Suicide When the Rainbow is Enough And For Black Boys Who Have Considered Homicide When the Streets Are Too Much: A Remix.” One way for MPA to be involved is to provide information on suicide, violence and resilience. We will also co-sponsor the reception after the play. In conclusion, it is clear that addressing health disparities will take all of us. There is an African proverb that says “when spiders unite, they can tie up a lion.” As ethnic minority psychologists, we must believe in ourselves and our colleagues to do the right thing. We must hold steadfastly to the fact that we can make a difference and that we do not have to do it alone. If we do this in our state and provincial psychological associations, revolutions will occur-- and they will come from within.

Congressional Black Caucus Health Braintrust*: Statement on Health Disparities and Related Legislative Priorities

Our priorities of the past four years remain unmet and thus unchanged. We therefore, propose to greatly increase strategic partnerships and our advocacy in the 108th congress. All are directed towards closing the gaps in health services and status for African Americans, other people of color, rural Americans, and all who are outside of the health care mainstream.

These gaps or disparities not only cause us to be sicker, experience more disabilities and die prematurely from preventable causes, but they are largely responsible for the escalating health care costs in this country. Therefore eliminating disparities in health care is not only the right thing to do, it is good economic sense.

Priority Areas Include:
(a) Increasing Access
   - Develop and introduce or re-introduce legislation to provide universal coverage (Minorities and rural Americans make up the majority of the uninsured. We cannot eliminate disparities without 100% access/universal coverage. This includes lifting the Medicaid Cap for territories, allowing DSH payments and providing a flexible match)
   - April 29th Rally for Universal Access planned for Upper Senate park

(b) Expanding Services and Outreach
   - Legislate and advocate for a major investment in our health to begin to close the gaps and reach goals of Healthy people 2010
   - Develop language to target dollars to build capacity in minority communities
   - Full funding for ADAP [AIDS Drugs Assistance Program] and the Global Fund [for AIDS drugs in third-world nations]

(c) Research
   - Increased community based research to bring more NIH dollars into our communities
   - Advocate for quick transfer of research findings into practice
   - Increase funding for research and public health infrastructure development at minority serving institutions
   - Psycho-Social Interventions and practice

(d) Significant Legislation/Language/Issues To Be Debated in 108th Congress
   - Malpractice reform
   - Prescription drug coverage
   - Physician/provider Medicare payment reform
   - Restoring Medicaid assistance to states (must include territories)
   - Providing AIDS drugs to poor/developing nations
   - Mental Health and Substance abuse parity

(e) Issues We Should Raise And Oppose
   - Abstinence only programs
   - Changes in research review panels which reduce scientific and objective oversight, and independence of panels
   - Withholding of Population Funds to poor countries based on abortion or other issues
* The Congressional Black Caucus Health Braintrust is a group of national health experts and leaders who advise and make recommendations related to federal legislation and health policy to the Congressional Black Caucus.
The presences of Severe Acute Respiratory Syndrome (SARS) in Toronto caused APA officials to examine the advisability of going forward with the 2003 Convention in Toronto. On May 14, 2003, the following statement by APA CEO Norman Anderson, PhD was released announcing APA’s intent to go forward with the Toronto convention.

The APA Board of Directors, in consultation with the Board of Convention Affairs and the Central Office senior staff, has determined that the 2003 Convention will be held as scheduled in Toronto, Canada, August 7 – 10.

The decision to hold the meeting as originally planned was based on two sources of information: (1) health information and travel recommendations from the World Health Organization (WHO), the U.S. Centers for Disease Control and Prevention (CDC), and the Ontario Ministry of Public Safety and Security; and, (2) results from surveys of a subset of APA members, Association staff, convention exhibitors and presenters.

1. Health Information: According to the most recent advisories from the WHO, the CDC and the Ontario Commissioner of Public Health, there is currently no reason to avoid travel to Toronto. The WHO lifted its Toronto travel advisory on April 29. Furthermore, according to the Ontario Commissioner of Public Health, as of May 7, there were no new community cases of SARS reported in Toronto for 22 days. Medical experts believe that the incubation period for SARS is likely 10 days. This positive trend continues through today, May 14.

For more information about SARS and WHO and/or CDC travel advisories go to their respective websites at:
http://www.cdc.gov/ncidod/sars or http://www.who.int/csr/sars/en

2. Survey Results: We have polled four critical convention participant groups to determine their plans for attending this year’s meeting: 1) APA members who regularly attend convention, 2) the APA staff, 3) convention presenters, and, 4) exhibitors. We asked each group if they would be likely to attend the Toronto meeting if the WHO travel advisory were to be lifted (as it was on April 29). Taken together, over 75% of those polled responded that they would “definitely attend” or were “likely to attend” the meeting under such circumstances.
During the past two weeks we have also worked closely with the Toronto Convention and Visitors Association, the Metro Toronto Convention Center, the convention hotels, and the union representing hotel and tourism workers in a joint effort to make the APA meeting a success and to provide meeting attendees with significant value for their travel expenditures. The convention hotels have generously offered to reduce the published convention room rates by $10 (Canadian). The Province of Ontario has declared a tax holiday through September 2003. This means that APA meeting attendees will be exempt from paying the normal 5 percent provincial sales tax on their hotel room charges and on admissions to area attractions. These changes, coupled with the favorable exchange rate for the U.S. dollar in Canada, will make attending the meeting even more affordable for members.

We look forward to an outstanding convention and have every reason to believe it will be held as scheduled. However, we will continue to monitor the directives of the WHO and the CDC. If either organization warns against travel to Toronto between now and the start of the meeting we may have to reevaluate our decision at that time.

To facilitate members’ travel plans, APA is implementing a new refund policy for the Toronto meeting. Should we have to cancel the meeting because of SARS related health concerns, APA will refund the registration fee of anyone who has pre-registered. In addition, some airlines have recently instituted a travel change policy whereby you can exchange unused tickets for future travel. You should check with your airline concerning airfare credits and exchanges.

Thank you for your patience during this decision-making process. I look forward to seeing you in Toronto.

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) convened its Winter meeting on January 22, 2003, immediately preceding the Third National Multicultural Conference and Summit in Hollywood, California. This meeting, traditionally hosted by the APA, was chaired by the current president of the Association.
Meeting participants, composed of the presidents of the four national ethnic minority psychological associations, APA’s Division 45, as well as APA representatives, tackled a lengthy agenda that included discussion of the following issues/activities: (a) Update reports on the activities of each association, (b) a status report on the development of the Council’s web page, (c) further development of plans to establish linkages with APA divisions and the creation of a newsletter exchange network, and (4) the proposed APA Office of Ethnic Minority Affairs and Public Policy Office’s co-sponsored public policy conference. In addition, the Council discussed the continued development of its publications series.

Currently, the Council has completed work on two brochures, one addressing research issues in communities of color and the other focusing on the delivery of psychological services to ethnic minority populations. The research brochure is available by contacting OEMA. The treatment brochure is in the production process, and is expected to be available for dissemination before year’s end. The next publication in the Council’s series will address tests and assessments, and the final brochure in the series will focus on education and training issues.

Two new initiatives under Council consideration for future action address health care issues (i.e., better care, access, and culturally relevant), and the development of the Council’s statement on affirmative action. Details related to these newly proposed initiatives will be discussed during the Council’s Summer 2003 meeting.

Current CNPAAEMI members include: J. C. Gisela Lin, PhD, President, Asian American Psychological Association (AAPA); Harvette Grey, PhD, President, Association of Black Psychologists (ABPsi); Patricia Arredondo, EdD, President, National Latino/a Psychological Association (NLPA); John M. Chaney, PhD, President, Society of Indian Psychologists (SIP), Steven James, PhD, President-elect, Society for the Psychological Study of Ethnic Minority Issues (APA Division 45); and Robert Sternberg, PhD, President, APA.
APA Committee on Ethnic Minority Affairs

The APA Committee on Ethnic Minority Affairs (CEMA) met in Washington, DC, February 28 - March 2, 2003. CEMA’s meeting agenda was full and covered issues ranging from welcoming newly appointed members, electing a chairperson-elect, reviewing its goals and objectives, providing feedback to the APA Presidential Task Force on APA Governance, to developing nominations slates of psychologists of color to other APA governance groups. In addition, the Committee met with APA CEO Norman B. Anderson, PhD, and APA Executive Director of the Public Interest Directorate, Henry Tomes, PhD, as well as received briefings from Lori Valencia Greene, on the status of APA’s ethnic minority legislative advocacy agenda, and Josephine Johnson, PhD, Terrie Furukawa, PhD, and Michael Sullivan, PhD, about the APA Practice Directorates’ Committee on State Leaders (CSL) activities including its Diversity Initiative.

CEMA also conducted a conference call, with Corann Okorodudu, EdD, and William D. Parham, PhD, regarding APA’s follow-up activities related to the United Nations’ World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerances (WCAR).

Meeting highlights include the following:
(a) CEMA developed feedback to the APA Presidential Task Force on APA Governance regarding its interim report, and recommended that the Task Force add the following statement to its list of goals: “The continued increased representation of ethnic minorities at all levels of APA governance.”
(b) CEMA received an informative report from Lori Greene of APA’s Public Policy Office, who encouraged CEMA to engage in legislative advocacy efforts, including scheduled visits with Congressional leadership whenever possible.
(c) CEMA met with members of the APA Committee of State Leaders (CSL) to discuss collaborative efforts to enhance the CSL’s Diversity Initiative, which seeks to increase the participation of ethnic minority members in state and provincial psychological association leadership and advocacy.
(d) CEMA spoke via conference call with members of the APA delegation to the UN World Conference Against Racism (WCAR) to discuss and clarify CEMA’s role in the development and implementation of the delegation’s proposed action plan to APA
related to strategies for promoting the UN approved WCAR Plan of Action.

(e) CEMA continued to consider development of an initiative to address the use of American Indian images.

(f) CEMA developed nomination slates composed of psychologists of color for APA governance groups and awards.

(g) CEMA endorsed the continued development of the APA CEMRRAT2 Task Force Textbook Initiative Work Group (TIWG) brochure on infusing diversity issues into introductory psychology texts.

(h) CEMA provided significant feedback to the APA Committee on Children, Youth, and Families regarding its report titled, *Early Mental Health Interventions and its proposed Resolution on Children’s Mental Health*.

(i) CEMA developed a recommendation to BAPPI to support a request by the ethnic minority caucus of APA’s Council of Representatives (C/R) to the APA C/Rs for the collection of data and information related to diversity in the APA publications and communications editorial pipeline, as well as in psychology course content and training.

(j) CEMA considered efforts to develop a plan of action related to implementation activities associated with APA’s Racial Profiling Resolution.

(k) CEMA voted to continue to collaborate with the APA Committee on Psychological Tests and Assessments (CPTA) and the APA Committee for the Advancement of Professional Practice (CAPP).

(l) CEMA reviewed and modified its Statement of Goals and Objectives.

Current CEMA members are: **Karen H. C. Huang, PhD** (chairperson); **John M. Chaney, PhD**, **Stephen M. Quintana, PhD**, **Robert M. Sellers, PhD**, **Elizabeth M. Vera, PhD**, and **Tawa M. Witko, PsyD**. CEMA’s next meeting is scheduled for March 2004. Contact OEMA to receive a detailed report (Issues of Concern) of CEMA’s deliberations and actions.
CONGRATULATIONS

Psychologists of Color Elected to APA Governance Leadership

Division 21 (Applied Experimental and Engineering Psychology)  
Member-at-Large: Eduardo Salas, PhD

Division 42 (Psychologists in Independent Practice)  
Diversity Member-at-Large: Josephine D. Johnson, PhD  
Council Representative: Melba J. Vasquez, PhD

Division 45 (Society for the Psychological Study of Ethnic Minority Issues)  
President-elect: Eduardo S. Morales, PhD  
Member-at-Large, African American Slate: Norweeta G. Milburn, PhD  
Member-at-Large, Latino/a Slate: Alberta M. Gloria, PhD

Division 47 (Exercise and Sport Psychology)  
Council Representative: William D. Parham, PhD

Division 51 (Society for the Psychological Study of Men and Masculinity)  
Board of Directors, Ethnic Minority Slate: Michael Mobley, PhD

Georgia Psychological Association  
Council Representative: Jennifer F. Kelly, PhD

Manitoba Psychological Society  
Council Representative: Josette Durup, PhD

Association of Virgin Island Psychologists  
Council Representative: Ramona Moss, PhD

APA Membership Committee
Diversification: Each Member Makes A Difference

Your contribution to psychology's diversity and multicultural advancement is sought by the APA Membership Committee and Membership Development office. Specifically, individual efforts are needed to help encourage ethnic minority students and early career psychologists to benefit from valuable information and networking opportunities.

In your own professional or personal circles you can make a difference by bringing resources to those building their careers in psychology. Please share APA information resources with them and invite them to join one of
OEMA COMMUNIQUÉ

the ethnic minority psychologist societies, APA, a division, state, or regional psychological association. And beyond an initial connection, following-up with each contact proves important over time.

To receive packets of information about APA and its many resources, join the Department Volunteer Network by contacting the Membership Development office, 750 First St., NE, Washington, DC 2002, Tel: (202) 336-5584, Email: dvn@apa.org. This is an excellent opportunity for persons wanting to become more active with APA.

Ethnic Minority Resources at APA: www.apa.org/pi/oema
Student Diversity Issues: www.apa.org/apags/diversity/
APA Membership Information: www.apa.org/membership/
APA Divisions: www.apa.org/about/division.html
State and Provincial Psychological Associations: www.apa.org/practice/refer.html
Regional Psychological Associations: www.apa.org/science/regionals.html

Handbook for Increasing ethnic minority participation In state psychological associations and APA divisions:
www.apa.org/pi/oema/handbook/structure.html

An Update from the Psychology Teachers at Community Colleges (PT@CC)
Martha Boenau, APA Education Directorate

After many years of working to create a home for community college teachers at the American Psychological Association, we are delighted to share news about the APA Psychology Teachers at Community Colleges (PT@CC). Although the PT@CC Executive Committee is still quite new here at APA, the Education Directorate has been attending to the issues and concerns of community college faculty for many years now through the efforts of our predecessor, the Board of Educational Affairs (BEA) Community College Working Group.

PT@CC is an acronym for Psychology Teachers at Community Colleges, a group of members and affiliates of the American Psychological Association that was established in 2001 and whose Executive Committee
is elected to represent the interests of community college psychology teachers. Members of the PT@CC Executive Committee include Ann Ewing, PhD, Chair, Donna Duffy, PhD, Robert Johnson, PhD, Patricia Puccio, EdD, Tonja Ringgold, EdD, and Jerry Rudmann, PhD.

**What Does PT@CC Do?**
- PT@CC serves the professional needs of psychology teachers at community colleges;
- PT@CC provides a voice for community college teachers in the governance of APA;
- PT@CC supports sessions related to the teaching of psychology at national and regional conventions;
- PT@CC conducts surveys that identify the status of psychology in community colleges and needs of community college teachers;
- PT@CC encourages learning of psychology through an annual “electronic poster” contest and certificates to recognize outstanding community college students of psychology;
- PT@CC develops partnership projects with Psi Beta (the National Honor Society in Psychology for Community and Junior Colleges) and STP (The Society for the Teaching of Psychology) for the encouragement of excellence in teaching and learning of psychology; and
- PT@CC encourages research in the teaching and learning of psychology at community colleges.

As a result of discussions at a January 2003 meeting, the PT@CC Executive Committee is eager to launch a number of new initiatives on behalf of our colleagues at community colleges. Some of these ideas are still in a planning phase, but please keep checking the Web for news and updates on our projects and activities at: [http://www.apa.org/ed/undergraduate.html](http://www.apa.org/ed/undergraduate.html)

If you are interested in joining PT@CC as an APA Community College Teacher Affiliate, look for an application on the APA Website ([http://www.apa.org/membership/ccteachers.html](http://www.apa.org/membership/ccteachers.html)) or call APA at 1-800-374-2721; Email: membership@apa.org. If you are already an APA Member and would like to join PT@CC, contact Martha Boenau (email: Mboenau@apa.org) in the APA Education Directorate (1-800-374-2721, ext. 6140)
APAGS-CEMA: Meeting Needs Through the Years

Anthony Castro, MA, Chair, APAGS-CEMA
Esther Rege, Acting APAGS Coordinator, APAGS Office

Since 1988, the American Psychological Association of Graduate Students (APAGS) has been working to further the education and professional development of all psychology students through leadership development and advocating for student's concerns. APAGS' Committee on Ethnic Minority Affairs (CEMA) focuses on improving the level of training that is offered to graduate students in the area of multicultural psychology as well as advocating for the special needs and interests of ethnic minority psychology students. Today, APAGS-CEMA continues to develop programs aimed at improving the overall quality of training and support made available to ethnic minority psychology students.

In 1996 APAGS-CEMA began a grant program designed to provide financial assistance for the development of student-organized projects and events that benefit multiculturalism in psychology and promote the establishment of local organizations for students of color. APAGS-CEMA’s Grant Program currently offers a total of five $500 grants per year for the development of these projects. Through the years, this grant program has supported events such as workshops, conferences, speaker-series, mentorship programs, and the creation of local student organizations on campuses all over the United States. Most recently, it supported “Cultural Competence: Creating Clinical Intimacy with Diverse Clients,” a regional conference hosted by the Rosemead School of Psychology at Biola University, and “Expanding Clinical Competence: Working with Culturally and Socially Diverse Clients” at Nova Southeastern University’s Center for Psychological Studies. Several student organizations have blossomed from these CEMA-sponsored events, which continue to raise the multicultural awareness and support the professional development of ethnic minority psychology students at both local and regional levels.

With the rising number of ethnic minority professionals in psychology, so too does the need for local multicultural training and networking opportunities. In an effort to meet this need, APAGS-CEMA is working to develop a Network of Ethnic Minority Professionals who are interested in mentoring ethnic minority graduate students and participating as presenters and guest lecturers for the many regional conferences and projects supported by the APAGS-CEMA Grant Program.
Much of the success of the APAGs CEMA grant program is due in large part to the faculty members, administrators, and community professionals who have served as mentors and advisors for these students. To recognize these professionals for their continued commitment to the academic and professional development of ethnic minority graduate students, APAGS-CEMA instituted the Kenneth and Mamie Clark Award, which is awarded once a year and presented during APA’s Annual Convention. This year’s award will be presented during APAGS Open Meeting and Award Ceremony at APA’s 2003 Annual Convention in Toronto on Saturday, August 9th at 5:00 p.m. in the APAGS Suite.

Open to all graduate students, APAGS Convention workshops at the annual APA Convention are designed not only for ethnic minority students seeking resources, but also for all future psychologists looking to gain insight on multicultural and ethnic issues. APAGS workshops at the 2003 convention will include; “The Infusion of Multiculturalism in Training Programs: Student Led Initiative,” which touches on the need for a fresh perspective on education models, recruitment, competencies, and resources based on the emergence of more diverse populations. From “Overcoming Hurdles in Academia: Survival Strategies for Diverse Populations,” to the “Food for Thought Breakfast” Programs (for example, one with Norman B. Anderson, PhD — APA’s new chief executive officer, and another with Melba Vasquez, PhD), APAGS hopes to provide all Convention attendees with new perspectives, thoughts, and networking opportunities. To see all that APAGS has achieved over the years, join in the 15-year Celebration on August 8 at Convention.

For more information on APAGS’ Convention programming, stop by the APAGS Booth or the APAGS Suite at the APA Convention in Toronto August 7 -10. For more information on APAGS-CEMA, please visit www.apa.org\apags, or write apags@apa.org or 750 First St., NE, Washington, DC 20002-4242, tel. (202) 336-6014
OEMA COMMUNIQUÉ

OEMA Dedicates its Gift of Sculpture

In April 2003, OEMA held a reception to formally dedicate its marble sculpture, Profiles, which was created and donated by psychologist and artist Forrest B. Tyler, PhD, Professor, University of Maryland- College Park, and to honor the life and work of the sculpture’s creator. APA’s CEO Norman B. Anderson, PhD spoke of the man, while APA’s OEMA Director, Bertha G. Holliday, PhD, spoke of the sculpture. Henry Tomes, PhD, Director of the Public Interest Directorate, served as the master of ceremonies.

STATEMENT OF DEDICATION

by Forrest B. Tyler, PhD

“I have been a psychologist for over 50 years and a sculptor for over 30. I was taught early in life that education provides a way to contribute to people’s well being. I also learned that understanding and being of help to others was endlessly rewarding and a fulfilling way I could spend my life. Psychology seemed a natural field to pursue. However, like many children who have attended underfunded schools in poor communities, I had no arts education. I was well into adulthood before it occurred to me that art might be a way for me to express my feelings by creating beautiful objects.

It was in graduate school and beyond that I learned that many psychologists were more concerned with being scientific and respected in the corridors of power than they were with developing and using psychological knowledge to enrich people’s lives. Along with many other psychologists, I have disagreed with that emphasis. We have worked in diverse ways to advance psychology as a way to document and support the dignity of all people and the richness of their diverse ways of expressing their integrity and aspirations. Physical scientists speak quite freely of the beauty of their theories and discoveries.
Psychologists seem self-conscious about thinking or speaking of the beauty of our psychological understanding of people or of the intrinsic beauty so evident in people living lives of integrity and concern for others as well as themselves.

*Profiles* for me is a way of combining and expressing my respect for the rigor and discipline underlying science and art and their necessary interrelationship in advancing our contribution to the richness of people’s lives. My experience with that piece of black marble began because it struck me as profile-like when I first saw it. I spent perhaps a year working on it as my ideas and skills and the nature of that piece of stone interacted. Eventually it seemed to express that people have many different profiles and they all have a dignity and beauty of their own. I donated *Profiles* to the Office of Ethnic Minority Affairs because it is committed to conveying that message to psychologists and to the world. This office seems to me to be the best place I can ever find for conveying that message to others and supporting OEMA’s ongoing and future work.”
Congratulations to the 2002 Strickland Student Scholar Presentation Awardees

These students presented their research during the 9th Annual Conference and received recognition awards for their presentations.

**Best Poster Presentation**
by **Richard Mulligan**, Medical College of Wisconsin & Finch University of Health Sciences/The Chicago Medical School
“Auditory Verbal Memory Processing under Propofol Anesthesia: An Event-Related fMRI Study”

**Meritorious Presentation**
by **Kaliris Y. Salas-Ramirez**, Michigan State University - “Blockade of Glutamate Metabotropic Receptor within the Nucleus Accumbens on Learning in Rats”

**Meritorious Presentation**
by **Ananda Justice**, Florida Atlantic University - “A Comparative Study of Executive Function in Cocaine and Cocaine & Alcohol Abusers”

This year’s opening plenary session will include notable scholars **Donald Meichenbaum, PhD** speaking on “The nature and treatment of...
post traumatic stress disorders,” Beny Primm, MD presenting on “Treatment considerations of substance abuse in minority communities” and Derald Wing Sue, PhD (presenting on “Multicultural factors in the treatment of mental health disorders.” Highlighted also this year are two workshops on “Characteristics and treatment of interpersonal violence” and racism and mental health” by Dr. Meichenbaum and Dr. Sue respectively.

The goal of the conference is to provide current research to clinicians, policy makers, and researchers working in the areas of mental and substance abuse disorders that occur throughout the lifespan in addition to focusing on the factors of socioeconomic status, culture, age and gender as it relates to the assessment, diagnosis and treatment of these disorders. These issues cross-cut the three thematic conference tracks of psychopathology, substance abuse and a special topical section that includes multicultural issues and behavioral health concerns among older populations, forensic mental health and evaluating abuse in special populations.

Students selected to attend will be provided an intensive one-day pre-conference technical assistance training led by Michelle Cooley, PhD. Dr. Cooley along with her colleagues will provide a didactic exchange for student scholars focusing on educational, professional and career development strategies and successful alternatives to enhance, navigate, and survive undergraduate, graduate and post-graduate training. Also slated during this session will be the presentation of information related to successfully obtaining federal grant funding.

The following students were selected to attend and present their research during the 10th Annual Strickland Conference. Congratulations!

**Ashley Austin** - Florida International University
**Maurice Fountain** - Morgan State University
**Jason Glenn** - Harvard University
**Donna Gordon** - Morgan State University
**Kadian McIntosh** - Florida International University
**Michael Mira** - Florida International University
**Nicha Oliver** - Morgan State University
**Krista Puente** - University of the South, Sewanee
**Kadian Simms** - Morgan State University
**Rachel Valdez** - Florida International University
The APA/NIGMS Grant Project’s major objectives are to:
1) establish five multi-institutional Regional Centers of Excellence in recruitment, retention, and training of students of color interested in biomedical research in psychology, which each center consisting of a major research university, and two predominately minority institutions;
2) implement at each Regional Center a specific methodology for strengthening those linkages between the Center’s major research institution and its minority-serving institutions related to minority recruitment, retention, and training;
3) provide technical assistance (diversity consultants and scientific advisement) to the Regional Centers and to facilitate implementation and evaluation of their demonstration programs and strategies for strengthening the capacities of their psychology faculty and departments to effectively recruit, retain, and train students of color for biomedical research careers in psychology;
4) increase the number of students of color who are interested in pursuing biomedical research careers in psychology at the project’s participating institutions and to improve these students’ rates of retention through enriched and more relevant training experiences;
5) facilitate the recruitment, retention and training of the nation’s future minority biomedical researchers by disseminating the project’s findings, procedures, and demonstration models to all of the nation’s academic departments of psychology and to other appropriate scientific/professional associations and societies; and,
6) document and evaluate the impact of the proposed systemic approach.
APA/NIGMS grant projects helps to illustrate the benefits associated with a strategy focusing on a systemic approach to ethnic minority recruitment, retention, and training that emphasizes multi-institutional collaborations and strategic planning, intensive mentored research activities, and academic support at all levels of the pipeline.

Most of the APA/NIGMS Project’s ethnic minority students have demonstrated significant achievement, and in many instances have exceeded even their own expectations. The remaining portions of this update provide data on some of the project’s initial outcomes and profiles a few of the Project’s promising scholars. The profiles offer some insight into what students of color have managed to accomplish and what they believe their future may hold.

Since the inception of the project in 1997 and initiation of intensive research mentorships in 1998, a total of 329 students have been involved in intensive behavioral and biomedical research mentoring. Of the total 329, 143 started participating in the project at major research institutions (University of California, Los Angeles, University of Maryland, College Park, University of Miami, and the University of South Dakota), 58 at 2-year predominantly minority institutions (Fort Belknap College, Miami Dade Community College, Santa Monica College, Prince George’s Community College, and Truman Community College), and 128 at 4-Year predominantly minority institutions (California State University, Dominguez Hills, Chicago State University, Florida International University, Morgan State University, and Sinte Gleska University).

Table 1 provides a project-wide summary of primary student outcomes since the inception of the APA/NIGMS grant to the present. Primary students are identified as those students who are funded by the project and/or participate in mentored research and/or participate in a developed course that is a prerequisite for participation in project-sponsored mentored research. Table 2 provides an ethnicity and gender breakdown of the project’s primary student participants to date.
**Table 1 - APA/NIGMS Grant Project Primary Students’ Outcomes***

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>MAJOR RESEARCH INSTITUTIONS</th>
<th>2 YEAR INSTITUTIONS</th>
<th>4 - YEAR INSTITUTIONS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students involved in intensive mentored research</td>
<td>144</td>
<td>58</td>
<td>127</td>
<td>329</td>
</tr>
<tr>
<td>Number of research presentations by students at campus based conferences</td>
<td>120</td>
<td>15</td>
<td>54</td>
<td>189</td>
</tr>
<tr>
<td>Number of research presentations by students at regional/national conferences</td>
<td>38</td>
<td>11</td>
<td>41</td>
<td>90</td>
</tr>
<tr>
<td>Number of students who have authored scientific articles published in journals</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Number of students who transferred to 4-year institution from a community college</td>
<td>N/A</td>
<td>43</td>
<td>N/A</td>
<td>43</td>
</tr>
<tr>
<td>Number of students who have graduated with a BA/BS</td>
<td>77</td>
<td>7</td>
<td>55</td>
<td>132</td>
</tr>
<tr>
<td>Number of students who have pursued advanced (graduate/professional) degrees</td>
<td>26</td>
<td>9</td>
<td>37</td>
<td>72</td>
</tr>
<tr>
<td>Number of graduates from Masters programs</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Number of graduates from Doctoral programs</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

*Primary students are identified as those students who are funded, participate in mentored research and/or participate in a developed course that is a prerequisite for participation in project-sponsored mentored research.*
Table #2  - APA/NIGMS Grant Project Primary Student Participants by Gender and Ethnicity: 1997/98 — 6/14/2003

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AMERICAN INDIAN OR ALASKA NATIVE</td>
<td>ASIAN OR PACIFIC ISLANDER</td>
<td>BLACK, NOT OF HISPANIC ORIGIN</td>
<td>HISPANIC</td>
<td>OTHER OR UNKNOWN</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>4</td>
<td>78</td>
<td>109</td>
<td>15</td>
<td>238</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>2</td>
<td>25</td>
<td>35</td>
<td>3</td>
<td>84</td>
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<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>6</td>
<td>104</td>
<td>144</td>
<td>19</td>
<td>323</td>
<td></td>
</tr>
</tbody>
</table>

Student Profiles

Annette Ford - Progression from a 2-Year College to a 4-Year Institution

Ms. Ford participated in the New Scholars in Psychology Program (NSPP) at Santa Monica College (SMC) in 2001. The SMC NSPP program, a component of the APA/NIGMS Grant Project, offers career-centered seminars, student advising and mentorship, career planning, assessment of student skills, and workshops geared toward academic planning, test-taking, and the development of personal statements to support transfer applications. Despite a personal tragedy, Ms. Ford has persisted in pursuing her education goals in psychology. She has been awarded a Gates Millennium Scholarship. In 2002, she was invited to participate on a student panel presented during the APA/NIGMS conference. Her presentation focused on her SMC NSPP experience. She has successfully transferred from SMC to California State University at Long Beach, where she continues to pursue her training in psychology. Ms. Ford explains that, “now that I have transferred to Cal State University, Long Beach I recognize the wonderful experience of Santa Monica College’s NSPP program. It prepared me for the things I’ve faced at Cal State.”
Rona Carter - Progression from 4-year Minority-Serving Institution to Graduate School

Ms. Carter is an African American woman who attended Florida International University (FIU) as an undergraduate, and is currently enrolled in FIU’s graduate program pursuing a doctorate in Developmental Psychology under the mentorship of Wendy Silverman, PhD. She enrolled at FIU in her early 30's, an age when many undergraduates, having earned their degree, are established in the workforce. Her first exposure to the research aspect of psychology came while attending APA’s annual convention the year it was convened in Washington, DC. During her convention attendance experience, Ms. Carter met a postdoctoral student who was working with Dr. Silverman, and in the course of their conversation they discovered similar interests. As a result, Ms. Carter was encouraged to contact Dr. Silverman to determine if there was any possibility of her working in the FIU psychology research laboratory. This linkage led to Ms. Carter earning an FIU Psychology Research Initiatives Mentorship Experience (PRIME) student fellowship where she was assigned to work with Dr. Silverman in her research laboratory. Ms. Carter was a 2001 PRIME student fellow at the University of Miami, through the APA/NIGMS Project, where she, as a result of her contributions to ongoing research, received an award for best presentation at the University of Miami’s PRIME Conference. She later received the Psi Chi National Research Award, which was presented to her during the APA annual convention in Chicago, Illinois in August 2002, for her research titled, “Pubertal-Timing and Anxiety/Behavior Program in African-American Girls.”

Victor Rico

Mr. Rico earned a place in the California State University at Dominguez Hills (CSUDH) Scholars Program as a sophomore, soon after completing an internship in Washington, D.C. While at CSUDH, he contacted Ramona Davis, PhD, an APA/NIGMS Project core team leader, who immediately provided him with a listing of CSUDH faculty members and their research interest. Dr. Davis also provided him information about applying and getting into graduate school. As a member of the CSUDH Scholars Program, a project connected with the APA/NIGMS project, Mr. Rico was able to develop a strong, impressive statement of purpose to support his graduate school application, which he attributes to the support he received from both faculty and graduate student mentors. He states that his mentors offered him invaluable insight in to the various aspects of a career in psychology and in particular, clinical and social psychology. Mr. Rico explains that, “Basically, if I weren’t a part of this program, I’m pretty sure that I probably
wouldn’t be taking the steps I am taking right now”. Mr. Rico’s presentations include, “The Effects of Employment on Adolescents’ Academic Achievement and College Attendance,” presented at the Retention Conference in Carson, California, April 2002, and two presentations during the Rocky Mountain Psychological Association in April 2002 on “Verbal Hostility, Couple Violence, and Harsh Parenting Among Youth Fathers” and “African American and Hispanic Adolescent Fathers: Education, Employment, and Adjustment to Parenthood.” These presentations were done with his research mentors and faculty. Mr. Rico received a Psi Chi Research Regional Award, and was invited to present his research at the Third Annual APA/NIGMS Grant Project conference in November 2002. Mr. Rico, is a first-generation college student, and he explains that, “As a freshman, I wasn’t really sure what I wanted to do with a degree in psychology. This program, the APA/NIGMS program, helped me narrow down my decision and encouraged me to participate in other programs.” Mr. Rico has earned an undergraduate degree from CSUDH, and has been accepted into graduate programs in psychology at Clark University, the University of Massachusetts at Amherst, and the University of Texas at Austin.

**Marilyn Sampilo - Activities at a Major Research Institution**

Ms. Sampilo, currently enrolled at the University of Miami, is of Filipino and Peruvian heritage. She is the first member of her family to attend college. While working in the Psychology Research Initiatives Mentorship Experience (PRIME), which is the mentored research portion of the University of Miami’s APA/NIGMS project, she was mentored by Annette La Greca, PhD, an expert in the area of child and pediatric psychology. This mentorship produced a poster that was accepted for the APA Annual Convention in Chicago, August 2002. Her work with La Greca also contributed to her selection to participate in APA’s Science Directorate’s Summer Research Institute in 2001-2002, which is geared for undergraduate students interested in the psychological sciences and provides student the opportunity to work with a faculty in research laboratories. As a member of Psi Chi, she also served as a Peer Mentor in 2002 for the UM PRIME and PUENTE (Psychology Undergraduate Experience for New Transfer Enhancement) students and pursued her honors thesis during that year. Ms. Sampilo has
also participated in FACT FORUM (Freshman Advising Contact Term and Faculty Overview of Research and Undergraduate Mentoring), served as a Peer Advisor for two years, a Teacher’s Assistant for a course associated with the PRIME project focused on GRE preparation, and has won awards for her research presentation skills. Marilyn graduated in May 2003, and will take a year off before attending graduate school and will work at the University of Miami in the Undergraduate Academic Services for Psychology with Dr. Victoria Noriega, and help to coordinate the University of Miami’s APA/NIGMS Project.

CEMRRAT Update

What is CEMRRAT?

In 1997, the 21-member APA Commission on Ethnic Minority Recruitment Retention and Training in Psychology, (CEMRRAT) issued it’s Final Report which included an Implementation Plan for increasing ethnic minority representation and multicultural training in psychology. The Plan subsequently was adopted by the APA Council of Representative (C/R). A 4 member CEMRRAT2 Task Force was identified to oversee the implementation of both the Plan and funds to support its provisions. Current Task Force members are: A. Toy Caldwell-Colbert, PhD, Victor De La Cancela PhD, James E. Freeman, PhD., Frederick Leong, PhD, and Ena Vasquez-Nuttall, EdD. A copy of the CEMRRAT Final Report and other CEMRRAT publications can be found at: www.apa.org/pi/oema/onlinebr.html

CEMRRAT Implementation Grants Awarded in 2003

Since its inception in 1999, the CEMRRAT Implementation Grants program has received 123 proposals and awarded over 80 grants totaling over $300,000. Grantees have included state psychological associations, APA divisions, departments/schools of psychology, APA directorates/boards/committees, other entities of organized psychology, and individuals. These small grants have served as seed funds to energize, empower and support innovative efforts in support of increased ethnic minority, recruitment, retention and training in psychology.
In response to the FY2003 CEMRRAT Request for Proposals, a total of 25 proposals were received, of which 22 were provided CEMRRAT funding totaling $76,800. The following is summary information on the funded 2003 CEMRRAT grants:

<table>
<thead>
<tr>
<th>Category: TRAINING/STATE ASSOCIATIONS</th>
<th></th>
</tr>
</thead>
</table>
| Applicant: Josephine Johnson, PhD Chair, Committee of State Leaders | Proposal Objectives: Funding strategy for increasing minority participation and the development of ethnic diversity in SPA membership and leadership through partial funding of CSL’s ‘Diversity Initiative’:
| Amount Requested: $7,000 | Amount Granted: $7,000 |

<table>
<thead>
<tr>
<th>Category: STUDENTS: UNDERGRADUATE/GRADUATE INNOVATIONS</th>
<th></th>
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| Applicant: Alberta Gloria, PhD, University of Wisconsin, Madison | Proposal Objectives: Preparing indigenous students for academic careers - To enable Native and Mexican American students to attend various ethnocultural/multicultural conferences, fund research project supplies, fund dissertation studies, serve as guest lecturers, and be involved with mentoring committees.
| Amount Requested: $2,900 | Amount Granted: $3,000 |
| Applicant: Jessica R. Ortega, MA (Doctoral Student), (Faculty Sponsor: Dr. James Jeffries McWhirter) - Arizona State University, Counseling Psychology | Proposal Objectives: Mentoring Student of Color - Organizing and coordinating a lecture series that is communicated across disciplines, as well as disseminate knowledge and skills related to mentoring ethnic minority students.
| Amount Requested: $3,500 | Amount Granted: $2,000 |
| Applicant: Greg Walton, PhD - Yale University | Proposal Objectives: Recruiting Talented Students of Color to the Field of Psychology - Developing an innovative undergraduate summer program for Ethnic Minorities to be exposed to Yale’s Psychology department, be involved with a graduate mentorship program, and to begin a department discussion series on diversity.
| Amount Requested: $5,900 | Amount Granted: $2,000 |
| Applicant: Linda Subich, Professor/Chair - University of Akron | Proposal Objectives: Enhancing the University of Akron Counseling Psychology Program - Visiting various California campuses to make face-to-face connections with students thus resulting in establishing a foundation on which to build, support,
and encourage Ethnic Minorities to apply to the University of Akron Counseling Psychology Program.

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<td>Applicant:</td>
<td>Jimmy Davis (Faculty Sponsor: Dr. Garnett Stokes) - University of Georgia, Athens</td>
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<tr>
<td>Proposal Objectives:</td>
<td>To better prepare minority undergraduate Psychology majors at the University of Georgia through mentoring, teaching and research opportunities with graduate students - Mentoring undergraduate Psychology majors focusing on research projects, applying to graduate school in addition to having summer research programs and occasional guest speakers.</td>
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<td>Applicant:</td>
<td>Cathy Sigmund PhD - Geneva College - Beaver Falls, PA</td>
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<td>Proposal Objectives:</td>
<td>Start up of “The Institute for Community Psychosocial Care (ICPCare)” - To have ICPCare work collaboratively with ethnic minority churches to develop psychologically informed and educated communities; to develop ethnic minority professionals degreed in psychology, and to facilitate the development of culturally congruent, community produced psychosocial programming and services.</td>
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<td>Applicant:</td>
<td>Lisa Flores PhD - University of Missouri-Columbia</td>
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<tr>
<td>Proposal Objectives:</td>
<td>The University of Missouri (MU) Department of Education, School, and Counseling Psychology graduate department in psychology seeks to increase the percentage of Latino/a graduate students in its program as well as the number of Latino/a professional in the field of Psychology – To develop long-term relationships with faculty and students at other institutions in the Midwest and predominately Hispanic serving institutions, provide research mentorship to prospective Latino/a students, and mentor prospective Latino/a students through application/admissions processes and professional development.</td>
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<td>Applicant:</td>
<td>Randall E. Osborne, PhD and Leticia Flores, PhD - Department of Psychology, Southwest Texas State University</td>
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<td>Proposal Objectives:</td>
<td>Developing the “Minority Scholars Program - To provide stipends for two students to annually work one–on-one with faculty members to 1) design 2) conduct, and 3) disseminate psychological research</td>
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<td>Applicant:</td>
<td>Roxanna Anderson PhD, Assistant Professor - Bennett College</td>
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Proposition Objectives: Current Topics in Psychology" mentored by junior and senior psychology students to entering freshmen and transfer students - To provide additional acculturation, mentoring, and how to participate in research projects to Psychology students
Amount Requested: $3,697
Amount Granted: $3,500
Project Progress Report: Awaiting Report

Category: TRAINING/PROFESSIONAL DEVELOPMENT – LINGUISTIC MINORITIES
Applicant: Doris Mok, PhD, Azusa-Pacific University, Department of Graduate Psychology

Proposal Objectives: Providing a training conference for psychologists and mental health professionals: “A family psychology approach to providing services to linguistic minorities” - Hosting a conference that will result in the collection of research data, promotion of multicultural training among the Southern California Association of Psychology Training Programs (SCAPT), developing network relationships, and compiling training material that can be disseminated to psychologists and other mental health professionals.
Amount Requested: $5,000
Amount Granted: $4,000

Applicant: Ana Luisa Bustamante PhD and Ms. Ellen Faulk, Phillips Graduate Institute

Proposal Objectives: Expansion of the Latino Family Therapy Program - Initiating the training of Spanish-speaking doctoral level practitioners trained in this collaborative, team-based model and increase the amount of direct mental health service to Valley Latinos
Amount Requested: $5,000
Amount Granted: $4,000

Category: TRAINING/SCIENCE – MATH & SCIENCE RESEARCH AND TRAINING
Applicant: Biko Sankofa, PhD, Executive Director: The Sankofa Group; and Ometha Lewis-Jack PhD, Clinical Director - Psychology Department, Howard University

Proposal Objectives: Development of Distance Learning for Psychology Assessment and Mental Health Service in an International Context - Having face-to-face lectures and training, exposure to mental health workshops, socio-psychological training, peer reviews, and support for sustainable psycho-educational development in the field of psychology
Amount Requested: $5,000
Amount Granted: $5,000

Applicant: Clara B. Jones, PhD - The Livingstone College - Salisbury, NC
Proposal Objectives: Developing the “Sumner Scholar” program whereby four psychology majors will be prepared for graduate school in scientific Psychology - Preparing students for graduate study in scientific Psychology by personal development, academic development, career development, and family support

Amount Requested: $4,500
Amount Granted: $4,500

Category: FACULTY / PROFESSIONAL DEVELOPMENT

Applicant: Rudy Jackson, PhD - Davidson College - Davidson, NC

Proposal Objectives: Developing Successful Careers in Psychology Through Intergenerational Dialogue - To have a colloquium and workshop series designed to provide an opportunity for junior ethnic minority psychology faculty to work collaboratively with senior faculty from HBCU’s, and other Colleges and Universities

Amount Requested: $6,000
Amount Granted: $4,000

Applicant: Ann Marie Ryan, PhD - Department of Psychology, Michigan State University

Proposal Objectives: Workshop Aimed at Developing Multicultural Competence in Teaching Psychology - Increasing the levels of multicultural competence in teaching, practice and research among Michigan State’s Psychology department faculty.

Amount Requested: $4,975
Amount Granted: $3,000

Applicant: Darlene Shelton, PhD, Spalding University

Proposal Objectives: Strengthening African American Families: A Workshop with Nancy Boyd Franklin - Teaching service providers skills/techniques for working with African American families, introducing ethnic minorities to graduate education at Spalding University and University of Louisville, and developing a professional development fund that will assist students/faculty to attend educational conferences and workshops related to multicultural counseling and human diversity.

Amount Requested: $2,000
Amount Granted: $2,000

Applicant: Arpana G. Inman, Assistant Professor - Lehigh University

Proposal Objectives: Development of the South Asian Psychological Networking Association (SAPNA) website - Designing and developing a website for SAPNA in order to advance the knowledge, research, and interest in the psychology and well-being of South Asian Americans

Amount Requested: $5,110
Amount Granted: $4,000

Applicant: Gladys L. Croom PsyD and Christina A. Studebaker PhD, Intercultural Studies - The Chicago School of Professional Psychology
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

Proposal Objectives: To increase the faculty’s levels of multicultural competence in teaching, practice, and research by providing comprehensive cultural competency training through a 5 day program - To provide training to faculty that will integrate clinical, political, economic and social information about diverse groups whose members are affected by factors related to demographic and/or cultural status.

Amount Requested: $10,000
Amount Granted: $4,300

Applicant: Shamin Jaffer (Faculty Sponsor: John Lewis, PhD), EMAGS President - Nova Southeastern University

Proposal Objectives: To hold a conference: “Expanding Clinical Competence: Working with Culturally and Socially Diverse Populations” that will result in increased opportunities for multicultural training pertaining to the practice of psychology - Creating a conference that is designed to promote increased levels multicultural competence in teaching, practice, and research among psychology faculty, professionals and students at Nova Southeastern University

Amount Requested: $4,700
Amount Granted: $2,000

Applicant: Dr. Michael Burke, President–Elect, Society for Industrial and Organizational Psychology (Div 14)

Proposal Objectives: Host a workshop through the Institute for the Teaching of Industrial/Organizational (I/O) Psychology, which focuses on providing I/O workshops to faculty at minority serving colleges - Creating a workshop that will improve I/O psychology instruction, attract more ethnic minority students to the field of I/O, contribute to increasing the number of PhD’s in the field, and those faculty teaching I/O Psychology at MSI.

Amount Requested: $5,000
Amount Granted: $4,000

Category: ETHNIC MINORITY LEADERSHIP DEVELOPMENT

Applicant: Gretchen Chase-Vaughan, PhD, Connecticut Ethnic Diversity Task Force (CEDTF) and the Connecticut Psychological Association (CPA)

Proposal Objectives: Advancing a newly developed mentoring program consisting of 25 Psychologists from various backgrounds and expertise - Providing a colloquium and workshop series designed to provide an opportunity for junior ethnic minority psychology faculty to work collaboratively with senior faculty from HBCU’s, and other Colleges and Universities.

Amount Requested: $5,000
Amount Granted: $2,000

The Request for Proposals for 2004 CEMRRAT Grants will be available in September 2003 at www.apa.org/pi/oema/cemrratgrants.html
PROFESSIONAL PRACTICE
AND COMMUNITIES OF COLOR

Committee of State Leaders Diversity Initiative 2003
Jennifer F. Kelly, PhD, Atlanta Center for Behavioral Medicine, Atlanta, GA

The Diversity Initiative of the Committee of State Leaders (CSL) continues to progress and is in its fifth year. The Initiative continues to have support from the APA Office of Ethnic Minority Affairs (OEMA) and the APA Committee for the Advancement of Professional Practice (CAPP). The primary goal of the initiative has been to involve more ethnic minority psychologists in membership and leadership positions in the state and provincial psychological associations (SPPAs) through funded participation in the Practice Directorate’s State Leadership Conference the past four years, and through the awarding of several grants to SPPAs in the first year.

Thirteen delegates participated in the State Leadership Conference during the second year of the initiative. Eighteen delegates participated the third year of the initiative, and 14 the fourth year. During the 2003 State Leadership Conference, we were able to increase the number to 17 delegates. With the financial support of the OEMA and CAPP they were offered a stipend to assist in covering their expenses.

New to the 2003 State Leadership Conference, the delegates were able to participate in an orientation meeting, to facilitate their understanding of the CSL and the American Psychological Association. During the meeting the delegates were able to obtain invaluable information of ways to become involved in the national and their state association. Numerous networking and mentoring opportunities were available for the delegates. In addition, an advocacy workshop focusing on minority mental health issues was conducted.

The 2003 Returning Delegates were:
Beverly Colwell Adams, PhD  Virginia
Roxanne Donovan, MS  Connecticut
BraVada Garrett-Akinsanya, PhD  Minnesota
Yolanda E. Garcia, PhD  Arizona
Terrie Furukawa, PhD  California
Angela May, PhD  Michigan
Cathy McDaniels-Wilson, PhD  Ohio
Judi-Lee Nelson, PhD  Georgia
Jan Owens-Lane, PhD
Connecticut
Phillip Wong, PhD
New York

Delegates attending for the first time included:
Roderick Bacho, PhD
Maryland
Kevin Chapman, MS
APAGS
Kendra Ogletree Cusaac, PhD
South Carolina
Karuna Joshi-Peters, PhD
Hawaii
Caridad Moreno, PhD
New Jersey.
Jennifer O’Neill, MA
Connecticut
Anthony Smith, PhD
North Carolina

Under the leadership of Josephine Johnson, PhD, and Kathleen Brown, PhD, chairs of the CSL and its Diversity Subcommittee respectively, additional support was provided to advance the Diversity Delegates’ initiatives in their own state associations throughout the year. This included ongoing networking among the Delegates and the CSL members via the Diversity listserv, and collection and analysis of information on the goals, plans, and progress of the various state association Diversity Initiatives.

Committee of State Leaders’ Diversity Initiative Resolution
We, the members of CSL, affirmatively endorse for 2003 the following plan for the allocation of administrative and financial resources to the Diversity Initiative and pledge to continue our commitment to recruit, retain, and mentor ethnically, racially and culturally diverse psychologists to assume positions within APA and State/Provincial Psychological Associations (SPPA) governance. We wish to acknowledge the continued commitment, advocacy and financial support of the APA Committee for the Advancement of Professional Practice (CAPP), the APA Practice Directorate, and the APA Office of Ethnic Minority Affairs (OEMA) since the inception of the Diversity Initiative 4 years ago. We realize that building a sustainable infrastructure by the delegates themselves will result in a regenerative process for the development of diverse leaders who will foster advocacy and legislative agendas. These ideals are consistent with the APA goals and create benefits for everyone. We wish this process to continue with support from APA and within SPPAs, and therefore recommend the following organizational strategies to support this initiative:

(1) 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.

(2) 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.

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

(4) 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.

Given these structural changes, the Diversity Delegates would be better positioned to formulate goals that can potentially yield the following outcomes:

(1) Increased representation on state and national levels. APA/SPPA leadership would be more reflective and representative of the U.S. population at large.

(2) Increased pool of potential leaders through increased diverse membership in SPPAs.

(3) Development of a national blueprint for diversity initiatives within the realm of legislative policies across states.

(4) Development of SPPA strategic plans for addressing and funding diversity initiatives including delegates’.

SAMHSA Launches Initiative to Fight Stigma and Discrimination Associated with Mental Illnesses

The Substance Abuse and Mental Health Services Administration (SAMHSA) recently launched its Elimination of Barriers Initiative (EBI) in eight States: California, Florida, Massachusetts, North Carolina, Ohio, Pennsylvania, Texas, and Wisconsin. The EBI is a three-year initiative aimed at identifying effective public education approaches to combat the stigma and discrimination associated with mental illnesses.
The Elimination of Barriers Initiative, funded with $5.4 million over three years, will allow for a series of meetings in each state to reach consensus on steps that states can take to reduce the stigma associated with mental illness. Strategies developed by the EBI are expected to focus on opportunities for action in schools and businesses.

To officially launch the EBI, a State Partnership Meeting will take place in each of the target States. This meeting will feature an overview of the EBI as well as provide a public forum for stakeholders and other interested parties to discuss ways to counter stigma and discrimination. This input will then be used to make the EBI more effective.

**APA Road to Resilience Campaign**

APA is making materials available free to the public that can help people build resilience in a time of war. The resilience materials are an outgrowth of APA's successful Road to Resilience campaign that was launched in response to September 11, 2001. More than 78,000 Road to Resilience brochures have been requested since that time, along with more than 1,300 "toolkits" that practicing psychologists who are members of APA use to help their clients and communities build resilience skills.

The materials include brochures aimed at consumers, parents and teachers of very young children, parents and teachers of elementary school children, parents and teachers of middle school children, parents and teachers of highschoolers, and teens.

Some of the tips include:

- Maintain a daily routine
- Take care of yourself
- Make connections with family, friends, and others
- Give yourself a "news break"
- Have a plan in case of emergency

The materials will soon be available in print by calling toll-free 1-800-964-2000 and are available now for free download at [www.helping.apa.org](http://www.helping.apa.org).
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.

Promoting Psychology’s Role to Reduce Health Disparities

Federal agencies have increased their support of research and training efforts to address health disparities. Moreover, the need for biomedical and behavioral researchers as well as an increase in the numbers of ethnic minority health researchers persist given the disparities in health status and outcomes in communities of color. In an effort to create a bridge that could link the efforts to the needs, the APA Office of Ethnic Minority Affairs (OEMA) developed an initiative that would draw from resources not routinely considered: Ethnic minority-serving postsecondary institutions. Such institutions include Historically and Predominantly Black Colleges and University (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and University (TCUs) and community colleges with majority ethnic minority student populations. It is OEMA’s belief that this initiative presents a unique opportunity to promote the development of ethnic minority faculty and student researchers at institutions whose primary mandate has been to train ethnic minority populations.

The OEMA project, entitled, “Promoting Psychological Research and Training on Health Disparities Issues at Ethnic Minority Serving Institutions Grants” or ProDIGs is a small grants program supported by the APA’s Science Directorate’s Academic Enhancement Initiative (AEI), and administered by the APA Public Interest Directorate’s OEMA in collaboration with the APA Minority Fellowship Program. The ProDIGs initiative is
intended to increase the capacity of ethnic minority-serving postsecondary institutions to engage in health disparities research, as well as to promote early-career faculty and student involvement in health disparities research training.

The project involves the award 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. It is expected that funded activities will be completed within 18 months after the ProDIGs award is made, and that the grantee will prepare a major funding proposal within 24 months. Approximately five to seven grants in the amount of approximately $5,000 to $6,500 will be awarded each year. All program/curriculum development application efforts must incorporate provisions for student research training.

This year’s grantees are:

- **Jocelyn Turner-Musa, PhD**, Morgan State University, Maryland. Dr. Turner-Musa’s project will focus on the *Impact of family religious/spiritual beliefs on enhancing mental and physical health outcomes among African Americans with chronic kidney disease*. This study will survey 50 African American families with an adult member diagnosed with chronic renal disease undergoing outpatient hemodialysis, in order to assess the extent to which religious beliefs aggregate within a family, to determine whether these beliefs influence mental health outcomes of patients.

- **Jeffery L. Kibler, PhD**, of Jackson State University, Mississippi. Dr. Kibler’s project will examine *Alcohol use, post-traumatic stress and risky sexual behaviors*. This study will assess the association between PTSD symptoms and sexual risk behaviors and the mediating role of alcohol use using a sample of 40 African American woman age 18 years and older with high levels of PTSD symptoms.

- **Safiyi Omari, PhD**, also of Jackson State University in Mississippi. Dr. Omari’s research seeks to *Explore the psychosocial, cultural, and environmental correlates of obesity and overweight in Black women in Mississippi*. Her study will
survey African American women 18 years of age or older residing in Jackson, Mississippi in an effort to better understand important issues associated with being overweight and/or obese and the complexity of the interactions among the noted factors.

- **Lera Joyce Johnson, PhD**, Virginia State University. Dr. Johnson proposes to enhance the *Virginia State University Collaborative minority serving institution sexually transmitted disease research program* by training and supporting two ethnic minority graduate student research assistants who will be charged to: (a) survey the research literature regarding adolescent sexual behavior and related interventions; and (b) conduct focus groups.

- **Phyllis Ford-Booker, PhD**, North Carolina A&T University. Dr. Ford-Booker’s efforts will focus on *Health disparities in African Americans at risk for coronary vascular disease: Factors influencing treatment seeking behaviors*. Her study is expected to include the development and testing of an interview protocol related to the socioeconomic factors, (e.g., low income, lack of private medical insurance, access to medical care); demographic factors, (e.g., age, gender, marital status, education); and psychosocial factors, (e.g., attitudes, cultural beliefs, knowledge about CVD) that may impede the seeking of treatment by African Americans showing signs of possible coronary disease.

ProDIGS grant recipients will be required to attend a four day professional development institute hosted by the APA’s Minority Fellowship Program. The institute will afford ProDIGS grantees an opportunity to: (a) be briefed regarding major trends in health disparities research and prevention; (b) network with and be mentored by representatives of major federal funding agencies; and (c) have their research concept papers critiqued.
PUBLIC POLICY AND ADVOCACY

Legislative Update

APA’s Tomes Pushes For More Diversity In Health Care

J. Chamberlin, APA Monitor Reporter

APA Executive Director for Public Interest Henry Tomes, PhD, pledged APA’s support of affirmative action in training health professionals at a March 19 Capitol Hill briefing on “Affirmative action in health professions training and its impact on health care,” sponsored by the Congressional Black Caucus. Dr. Tomes urged policy-makers to increase diversity in education by expanding federal support for graduate and postgraduate health professions training. More diversity, he explained, will lead to the more culturally competent health care that is needed to serve the nation’s growing ethnic minority population. Dr. Tomes also highlighted APA’s long-standing commitment to affirmative action, noting that the association has supported diversity in training through its 27-year-old Minority Fellowship Program and recently filed an amicus curiae brief with the U.S. Supreme Court in support of the University of Michigan’s affirmative action policies in undergraduate and graduate education.

The following are excerpts from Dr. Tomes statement at the Congressional briefings.

APA is strongly committed to the elimination of racial and ethnic health disparities. We therefore place high priority on efforts to increase the numbers of racial and ethnic minorities among our nation’s healthcare providers and to provide culturally competent health care services to our communities of color. An example of APA’s long-standing commitment to this goal is our 27 years of administering the Minority Fellowship Program currently funded by the Substance Abuse and Mental Health Services Administration. This is an interdisciplinary health professions training initiative that encompasses the core mental health disciplines, including psychology, psychiatry, social work, and nursing. The APA program has supported the psychology graduate training of over 600 ethnic and racial minority students. These individuals are employed or in training in a wide variety of mental health service and educational settings in nearly every state in the country. Consistent with this, as well as other programmatic and policy initiatives, APA recently filed an amicus curiae brief with the U.S. Supreme Court in support of the University of Michigan’s affirmative action policies in undergraduate and graduate education.

The behavioral and social sciences hold the key to eliminating racial and ethnic health disparities. Just consider the following fact: six of the ten
leading causes of death in 2000 for all age groups in this country are based on such behavioral factors as diet, stress, sedentary life style, smoking, and accidents. In addition, many behavioral factors are now known to increase an individual’s risk for disease, physical disability, and early death. These factors include physical inactivity, obesity, anxiety, depression, traits of anger or hostility, and diverse social or environmental variables. They determine how attributes of habit, personality, and social environment contribute to the development and course of disease, and establish practical strategies to reduce disease risk and assist in preventing, reducing, and managing illness. They also identify behavioral attributes, such as optimism, effective strategies for coping with stress, and meaningful sources of social support and affiliation, which afford some degree of protection against disease and can promote recovery among the ill.

The groundbreaking Institute of Medicine report, Unequal Treatment: Confronting Racial and Ethnic Disparities in Healthcare, found that racial and ethnic minorities tend to receive a lower quality of healthcare than non-minorities, even when controlling for access-related factors, such as patients’ insurance status and income. Research suggests that healthcare providers' diagnostic and treatment decisions, as well as their feelings about patients, are influenced by patients’ race or ethnicity. One study based on actual clinical encounters found that doctors rated African American patients as less intelligent, less educated, more likely to abuse drugs and alcohol, more likely to fail to comply with medical advice, more likely to lack social support, and less likely to participate in cardiac rehabilitation than white patients, even after patients' income, education, and personality characteristics were taken into account. Prejudice in healthcare, regardless of whether it is conscious or unconscious, can be a killer.

Although our nation has made remarkable strides in reducing overt discrimination against racial and ethnic minorities, numerous studies over the past 20 years demonstrate that discrimination persists in almost all aspects of American life. Whereas the term “discrimination” describes unequal treatment, “prejudice” pertains to thoughts and feelings. A series of recent studies shows that prejudice is tenacious and pervasive even among those who maintain explicit attitudes of equality. There is widespread agreement among social scientists that social categorization processes -- including racial and ethnic stereotyping -- are virtually automatic, operating outside awareness and often independent of conscious attitudes, beliefs, and perceptions. These research results conclusively demonstrate that unconscious stereotyping and prejudice, including racial stereotyping, is widespread. Recent empirical research also indicates that prejudice plays an important role in producing discriminatory behavior and judgments and
that measures of implicit prejudice are significant predictors of the level of overt discriminatory behaviors and judgments.

This body of research also tells us that these prejudicial attitudes and discriminatory responses can be reduced when students from diverse racial and ethnic backgrounds live and work with each other intensively, both in and outside of the classroom. Diversity in higher education is critical to achieving this goal.

In conclusion, both a diverse educational experience and specific training in cultural competency are vital to effectively address the health and mental health needs of our nation’s growing ethnic minority population. By 2050, the U.S. Census Bureau estimates that 47% of all Americans will be African American, Latino, Asian, or Native American. The need to deliver appropriate care to this burgeoning population presents a major challenge to our nation’s healthcare institutions and professions. The 2001 report of then Surgeon General David Satcher, MD, PhD, Mental Health: Culture, Race, and Ethnicity, found that racial and ethnic minorities bear a greater burden from unmet mental health needs and thus suffer a greater loss to their overall health and productivity. It is critical that racial and ethnic minorities are better represented among health and mental health care providers and that all providers offer culturally competent services.

In closing, I want to commend the Congressional Black Caucus for your dedication and commitment to affirmative action in health professions education. The challenge is now before the U. S. Supreme Court, the Bush administration, and the Congress to promote diversity in education and to ensure a diverse and culturally competent health care profession. This could be accomplished in large measure by expanding federal support for graduate and post-graduate health professions training opportunities. Rest assured that APA will be there with you to support your efforts to eliminate racial and ethnic health disparities in our nation’s healthcare system. Again, thank you for the opportunity to present APA’s position on this matter of critical national importance.

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Supreme Court Upholds Diversity as a ‘Compelling State Interest’ in University of Michigan Admissions Cases

The March 2003 issue of the Communiqué reported that the American Psychological Association had filed an amicus brief in support of the
University of Michigan’s request to the Supreme Court to affirm its law school and undergraduate admissions policies. On June 23, 2003, the U.S. Supreme Court issued its decisions in two cases involving the admissions process at the University of Michigan’s law school and undergraduate study programs and the use of race/ethnicity in that process. The Court upheld diversity as a “compelling State interest in the context of university admissions,” but cautioned that the consideration of race or ethnicity in admissions decisions must involve a narrowly tailored plan wherein “...each applicant is evaluated as an individual and not in a way that makes race or ethnicity the defining feature of the application.” By a 5 to 4 decision related to Grutter v. Bollinger et al., the Court upheld Michigan’s law school admissions program, which seeks through diversity to ensure such educational benefits as cross-racial understanding and the breaking down of racial stereotypes. By a 5-4 decision in Grantz et al. v. Bollinger et al., the Court declared the Michigan undergraduate admission process violates the Equal Protection Clause and Title VI, as it “…automatically distributes 20 points, or one-fifth of the points needed to guarantee admission, to every single ‘underrepresented minority’ applicant solely because of race [and therefore] is not narrowly tailored to achieve educational diversity.” Excerpts of the summary of those opinions are presented below.

SUPREME COURT OF THE UNITED STATES
Excerpts of Syllabus
GRUTTER v. BOLLINGER ET AL.


[Background:] The University of Michigan Law School (Law School), one of the Nation’s top law schools, follows an official admissions policy that seeks to achieve student body diversity through compliance with Regents of Univ. of Cal. v. Bakke, 438 U. S. 265. Focusing on students’ academic ability coupled with a flexible assessment of their talents, experiences, and potential, the policy requires admissions officials to evaluate each applicant based on all the information available in the file, including a personal statement, letters of recommendation, an essay describing how the applicant will contribute to Law School life and diversity, and the applicant’s undergraduate grade point average (GPA) and Law School Admissions Test (LSAT) score. Additionally, officials must look beyond grades and scores to so-called “soft variables,” such as recommenders’ enthusiasm, the quality of the undergraduate institution and the applicant’s essay, and the areas and difficulty of undergraduate course selection. The policy does not define diversity solely in terms of racial and ethnic status and does not restrict the types of diversity contributions eligible for “substantial weight,” but it does reaffirm the Law School’s commitment to diversity with special reference to the inclusion of African-American,
Hispanic, and Native-American students, who otherwise might not be represented in the student body in meaningful numbers. By enrolling a “critical mass” of underrepresented minority students, the policy seeks to ensure their ability to contribute to the Law School’s character and to the legal profession.

When the Law School denied admission to petitioner Grutter, a white Michigan resident with a 3.8 GPA and 161 LSAT score, she filed this suit, alleging that respondents had discriminated against her on the basis of race in violation of the Fourteenth Amendment, Title VI of the Civil Rights Act of 1964, and 42 U. S. C. §1981; that she was rejected because the Law School uses race as a “predominant” factor, giving applicants belonging to certain minority groups a significantly greater chance of admission than students with similar credentials from disfavored racial groups; and that respondents had no compelling interest to justify that use of race. The District Court found the Law School’s use of race as an admissions factor unlawful. The Sixth Circuit reversed, holding that Justice Powell’s opinion in Bakke was binding precedent establishing diversity as a compelling state interest, and that the Law School’s use of race was narrowly tailored because race was merely a “potential ‘plus’ factor” and because the Law School’s program was virtually identical to the Harvard admissions program described approvingly by Justice Powell and appended to his Bakke opinion.

**Held:** The Law School’s narrowly tailored use of race in admissions decisions to further a compelling interest in obtaining the educational benefits that flow from a diverse student body is not prohibited by the Equal Protection Clause, Title VI, or §1981. Pp. 9–32.

(a) In the landmark Bakke case, this Court reviewed a medical school’s racial set-aside program that reserved 16 out of 100 seats for members of certain minority groups. The decision produced six separate opinions, none of which commanded a majority...Justice Powell expressed his view that attaining a diverse student body was the only interest asserted by the university that survived scrutiny...However, he also emphasized that “[i]t is not an interest in simple ethnic diversity, in which a specified percentage of the student body is in effect guaranteed to be members of selected ethnic groups,” that can justify using race. Id., at 315. Rather, “[t]he diversity that furthers a compelling state interest encompasses a far broader array of qualifications and characteristics of which racial or ethnic origin is but a single though important element”...the Court endorses Justice Powell’s view that student body diversity is a compelling state interest in the context of university admissions. Pp. 9–13.

...Race-based action necessary to further a compelling governmental interest does not violate the Equal Protection Clause so long as it is narrowly tailored to further that interest ...Context matters when reviewing such action. ...Not every decision influenced by race is equally objectionable, and strict scrutiny is designed to provide
a framework for carefully examining the importance and the sincerity of the government’s reasons for using race in a particular context. ...

(c) The Court endorses Justice Powell’s view that student body diversity is a compelling state interest that can justify using race in university admissions. The Court defers to the Law School’s educational judgment that diversity is essential to its educational mission. ...Enrolling a “critical mass” of minority students simply to assure some specified percentage of a particular group merely because of its race or ethnic origin would be patently unconstitutional. ...But the Law School defines its critical mass concept by reference to the substantial, important, and laudable educational benefits that diversity is designed to produce, including cross-racial understanding and the breaking down of racial stereotypes. The Law School’s claim is further bolstered by numerous expert studies and reports showing that such diversity promotes learning outcomes and better prepares students for an increasingly diverse workforce, for society, and for the legal profession....

(d) The Law School’s admissions program bears the hallmarks of a narrowly tailored plan. To be narrowly tailored, a race-conscious admissions program cannot “insulat[e] each category of applicants with certain desired qualifications from competition with all other applicants.” Bakke, supra, at 315 (opinion of Powell, J.). Instead, it may consider race or ethnicity only as a “‘plus’ in a particular applicant’s file”; i.e., it must be “flexible enough to consider all pertinent elements of diversity in light of the particular qualifications of each applicant, and to place them on the same footing for consideration, although not necessarily according them the same weight,” id., at 317. ...Moreover, the program is flexible enough to ensure that each applicant is evaluated as an individual and not in a way that makes race or ethnicity the defining feature of the application. ...Finally, race-conscious admissions policies must be limited in time. ...The Court expects that 25 years from now, the use of racial preferences will no longer be necessary to further the interest approved today. ...

Complete Supreme Court Opinion at:
http://a257.g.akamaitech.net/7/257/2422/23jun20030800/www.supremecourts.gov/opinions/02pdf/02-241.pdf

SUPREME COURT OF THE UNITED STATES
Excerpts of Syllabus
GRATZ ET AL. v. BOLLINGER ET AL

No. 02–516. Argued April 1, 2003 — Decided June 23, 2003

[Background:] Petitioners Gratz and Hamacher, both of whom are Michigan residents and Caucasian, applied for admission to the University of Michigan’s (University) College of Literature, Science, and the Arts (LSA) in 1995 and 1997,
respectively. Although the LSA considered Gratz to be well qualified and Hamacher to be within the qualified range, both were denied early admission and were ultimately denied admission. In order to promote consistency in the review of the many applications received, the University’s Office of Undergraduate Admissions (OUA) uses written guidelines for each academic year. The guidelines have changed a number of times during the period relevant to this litigation. The OUA considers a number of factors in making admissions decisions, including high school grades, standardized test scores, high school quality, curriculum strength, geography, alumni relationships, leadership, and race. During all relevant periods, the University has considered African-Americans, Hispanics, and Native Americans to be “underrepresented minorities,” and it is undisputed that the University admits virtually every qualified applicant from these groups. The current guidelines use a selection method under which every applicant from an underrepresented racial or ethnic minority group is automatically awarded 20 points of the 100 needed to guarantee admission.

Petitioners filed this class action alleging that the University’s use of racial preferences in undergraduate admissions violated the Equal Protection Clause of the Fourteenth Amendment, Title VI of the Civil Rights Act of 1964, and 42 U. S. C. §1981. They sought compensatory and punitive damages for past violations, declaratory relief finding that respondents violated their rights to nondiscriminatory treatment, an injunction prohibiting respondents from continuing to discriminate on the basis of race, and an order requiring the LSA to offer Hamacher admission as a transfer student. ...

Held: 1. Petitioners have standing to seek declaratory and injunctive relief. The Court rejects JUSTICE STEVENS’ contention that, because Hamacher did not actually apply for admission as a transfer student, his future injury claim is at best conjectural or hypothetical rather than real and immediate. The “injury in fact” necessary to establish standing in this type of case is the denial of equal treatment resulting from the imposition of the barrier, not the ultimate inability to obtain the benefit. ...

2. Because the University’s use of race in its current freshman admissions policy is not narrowly tailored to achieve respondents’ asserted interest in diversity, the policy violates the Equal Protection Clause. For the reasons set forth in Grutter v. Bollinger, post, at 15–21, the Court has today rejected petitioners’ argument that diversity cannot constitute a compelling state interest. However, the Court finds that the University’s current policy, which automatically distributes 20 points, or one-fifth of the points needed to guarantee admission, to every single “underrepresented minority” applicant solely because of race, is not narrowly tailored to achieve educational diversity. In Bakke, Justice Powell explained his view that it would be permissible for a university to employ an admissions program in which “race or ethnic background may be deemed a ‘plus’ in a particular applicant’s file.” 438 U. S., at 317. He emphasized, however, the importance of considering each particular
applicant as an individual, assessing all of the qualities that individual possesses, and in turn, evaluating that individual’s ability to contribute to the unique setting of higher education. ...The fact that the LSA has created the possibility of an applicant’s file being flagged for individualized consideration only emphasizes the flaws of the University’s system...but it is undisputed that such consideration is the exception and not the rule in the LSA’s program. Also, this individualized review is only provided after admissions counselors automatically distribute the University’s version of a “plus” that makes race a decisive factor for virtually every minimally qualified underrepresented minority applicant. The Court rejects respondents’ contention that the volume of applications and the presentation of applicant information make it impractical for the LSA to use the admissions system upheld today in Grutter. The fact that the implementation of a program capable of providing individualized consideration might present administrative challenges does not render constitutional an otherwise problematic system. ...

3. Because the University’s use of race in its current freshman admissions policy violates the Equal Protection Clause, it also violates Title VI and §1981. ...

Complete Supreme Court Opinion at: http://a257.g.akamaitech.net/7/257/2422/23jun20030800/www.supremecourtus.gov/opinions/02pdf/02-516.pdf
FOR YOUR INFORMATION...

Announcements

Obituary
Evelyn Yee-Wai Miu Lee Fong, EdD, LCSW - June 25 1944 - March 26, 2003
Francis Lu, MD and Robert L. Okin, MD, University of California at San Francisco

We would like to share very sad news with you. Evelyn Lee, EdD, Clinical Professor of Psychiatry, passed away on Wednesday, March 26, 2003. She was with her husband at home in San Francisco, California.

Dr. Lee was one of the nation's leading advocates for Asian American mental health. She joined the Department of Psychiatry at San Francisco General Hospital (SFGH) in 1982 as Program Director of Unit 7C, the Asian Focus Unit, where she worked until 1988. Along with the other SFGH faculty, she helped to develop the Ethnic/Minority Psychiatric Inpatient Focus Programs at SFGH as a national model program of services. She was Chief Program Director of the Inpatient Services unit until 1990, when she left to become the Executive Director of the Richmond Area Multi-Services in San Francisco.

Dr. Lee contributed immeasurably to the teaching and mentoring of medical students, residents, and junior and senior faculty, most notably about cultural psychiatry and cultural competence, especially about Asian American issues. She worked tirelessly with public agencies at the City, State, and national levels. Her loss is immense for the field and for all of us, especially those who have been privileged to have been touched personally by her vibrancy, charm, dedication and love.

Kudos!

Ethnic Minority Recipients: 2003 APA Award Winners

Public Interest & Science - Claude M. Steele, PhD, Award for Distinguished Contributions to Psychology in the Public Interest (Senior Career) and Award for Distinguished Scientific Contributions Education - Reginald L. Jones, PhD, Award for Distinguished Career Contributions to Education and Training in Psychology
Practice - Stanley Sue, PhD, Award for Distinguished Professional Contributions to Applied Research
APAGS - Nnamdi Pole, Award for Distinguished Professional Contributions by a Graduate Student

Congratulations to June Ching, PhD, on her election to President-Elect of the Hawaii Psychological Association!

Psychologist Jean Lau Chin Appointed Dean of the California School of Professional Psychology at Alliant International University

Jean Lau Chin, EdD, ABPP, has been appointed to the position of Alliant International University’s Systemwide Dean for the California School of Professional Psychology (CSPP), the nation’s first professional school of clinical psychology. Dr. Chin is a nationally known psychologist and an innovative consultant from Newton, Massachusetts. She has more than 30 years of clinical, consulting and management experience in health, mental health and human services. Dr. Chin will begin her full-time responsibilities on July 1, 2003.

The University of San Francisco Names Psychologist to Associate Provost Post

The University of San Francisco in California, appointed Gerardo Marin, PhD to the post of associate provost. Along with other responsibilities, Dr. Marin will be in charge of developing policies, resources, and programs to assist recruitment and retention of underrepresented faculty, staff, and students. He joined UofSF in 1982 as an assistant professor of psychology, and has since held positions as an associate dean and senior associate dean. (Excerpt from The Hispanic Outlook (19 May 2003), Vol. 13, No. 16, pg. 46).
Research & Training Issues

Scholarships, Fellowships, Grants, and Institutes

New OPM Scholarship Program

A new OPM program, "Scholarship For Service," offers college funding in return for a period of employment by the student after graduation. The program is funded through grants awarded by the National Science Foundation. The program, has been designed to increase and strengthen the cadre of federal information assurance professionals to better protect the government's critical information infrastructure. It provides scholarships that fully fund the typical costs that students pay for books, tuition, and room and board while attending an approved institution of higher learning. Additionally, participants receive stipends of up to $8,000 for undergraduates and $12,000 for graduate students. While still in school, students funded for more than a year will also serve a paid internship at a federal agency. The agency may offer students other paid employment while they are on scholarship if it does not interfere with their studies. Information on the SFS program is available at www.sfs.opm.gov.

$150,000 Available For Substance Abuse Services Dissertation Support

To expand the pool of analysts interested in studying problems associated with the delivery of substance abuse services, the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) is announcing the availability of funds to support dissertations in this area. The dissertation must examine in a quantitative way a problem or issue in the area of substance abuse. Students registered and in good standing in an accredited doctoral program that requires a dissertation based on original research may apply. The student must apply through a public or private nonprofit institution that will administer the grant on his or her behalf. Students in such fields as sociology, psychology, biostatistics, epidemiology, economics, policy, management, nursing, public health, or health services research are encouraged to apply. Applicants with questions on program issues should contact Sarah Duffy, PhD, at sduffy@samhsa.gov or (301) 443-8565. Queries on grants management issues should be directed to Steve Hudak at 301-443-9666 or shudak@samhsa.gov.
CDC Fellowship Offer

The Division of Health Interview Statistics (DHIS) of the National Center for Health Statistics (NCHS) is offering a fellowship in epidemiology, biostatistics, or a related health or health care research profession. Recently, the NCHS has introduced a new Web-based data dissemination mechanism, the Early Release Program (ER), to provide timely estimates for a selected group of key health measures based on the most recent data from the NHIS. The ER team is looking for an epidemiologist/biostatistican with statistical programming and analytical skills to assist in the DHIS' efforts to produce the quarterly ER report. The successful applicant will serve as a key member of the ER team with primary responsibilities for coordinating the production activities, editing and analyzing the NHIS data, and presenting results for the Web publication. Additionally, the Fellow will assist in the production of annual NHIS microdata and develop or assist in research projects using the NHIS data. Please visit the latest ER at: <http://www.cdc.gov/nchs/about/major/nhis/er200303.htm>

Interested applicants should mail or email a cover letter and a recent cv/resume to: Peter S. Meyer, Division of Health Interview Statistics, National Center for Health Statistics, 3311 Toledo Road, Room 2210, Hyattsville, MD 20782-2003; 301/458-4375; 301/458-4035 (fax); pmeyer1@cdc.gov.

Postdoctoral Fellowships in Racial, Ethnic, and Cultural Disparities in Mental Health Program for Research on Black Americans

The Program for Research on Black Americans at the Institute for Social Research, University of Michigan in Ann Arbor, MI, anticipates having funding available for postdoctoral positions. Postdoctoral fellows should have earned a PhD, MD, or doctoral degree equivalent in the social, health, and/or behavioral sciences. Funded by a training grant from the National Institute of Mental Health (NIMH), these positions are for research focusing on the mental health of racial/ethnic minorities in the United States, with a particular emphasis on African Americans, Latinos, and Asian Americans. The salary stipend for post-doctoral positions ranges from $28,260 to $44,412 depending on experience level. Postdoctoral positions come with full health care benefits. Applicants should send a letter stating research interests, relevant prior training, and a curriculum vita to: James S.
Postdoctoral Positions in Consult Liaison Psychiatry and Behavioral Medicine

The Consult Liaison Psychiatry and Behavioral Medicine Service at The University of Texas Southwestern Medical Center at Dallas (UT Southwestern) invites applications for post-doctoral positions. The successful candidates will perform research and clinical studies focusing on behavioral medicine/health psychology including psycho-oncology, cystic fibrosis, HIV, diabetes, and women's issues. It is anticipated the successful candidates will participate in publication and grant writing associated with their projects. Qualified candidates will have a doctoral degree in psychology or a related clinical field and experience in behavioral medicine/health psychology. Extensive statistical knowledge is preferred. To apply, send CV and a cover letter describing your specific interests to Ann Matt Maddrey, PhD, Director of Consult Liaison Psychiatry and Behavioral Medicine, UT Southwestern Medical Center, 5323 Harry Hines Blvd., Dallas, Texas 75390-8898; Phone 214-648-7819; Fax 214-648-9627, E-mail: ann.maddrey@utsouthwestern.edu. The University of Texas Southwestern Medical Center is an equal opportunity, affirmative action employer.

Internship Opportunities in Applied Social Sciences for Ethnic Minorities

Westat, a private employee owned social science research firm in Rockville, Maryland, is seeking a few individuals who are interested in getting experience and learning about social science as applied in the “real world.” Graduate- and Undergraduate-level research internships are available. The successful candidates will work with existing research teams to participate in conducting focus groups, analyses of qualitative and quantitative data, writing findings, planning steps in a research project, participation in writing proposals, conducting interviews, and other interesting activities. Interns will work with research mentor. The starting and ending dates are flexible, but
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a minimum of 11 weeks is expected. Send resume to Atiba Coppock, PhD, Westat, 1650 Research Blvd, Rockville, MD 20850-3195. Or contact at 240 314 2437 or Atibacoppock@westat.com. Applications will be accepted until all positions are filled.

Postdoctoral Residency in General Clinical Psychology

The postdoctoral residency program at the Edith Nourse Rogers Memorial (ENRM) Veterans Affairs Medical Center has two full-time position open within its fully APA-accredited postdoctoral residency program (see details below). The medical center is located in historic Bedford, Massachusetts, twenty miles northwest of Boston.

Center for Integrative Psychotherapy (CIP)
Within this position, the selected resident, in collaboration with another postdoctoral resident and the Director of Psychology Training, will assume administrative and program development responsibility within the CIP. The resident will work directly with all psychology students (9 interns and 2 practicum students), serving as mentor and clinic administrative liaison, while particularly overseeing the group psychotherapy component of the CIP. Within this role, the resident will be free to pursue their individual clinical and research interests via both the nature of their clinical work (i.e., particular treatment population and mode of therapeutic interventions) and the specific research or program development project(s) they choose to engage. In addition, the resident will serve as a consultant liaison to the Compensated Work Therapy (CWT) program, which is the largest program of its kind within the VA. In this role, the resident will join a team of two psychology interns in evaluating and providing focal psychosocial rehabilitation services to select veterans enrolled in the CWT program. The resident also will be responsible for facilitating referrals to the CIP for CWT veterans for whom a more formal, longer-term psychotherapeutic context would be indicated.

Interdisciplinary Psychosocial Rehabilitation
Within this newly created residency position, which will begin its first year of funding this summer, the postdoc will become part of an interdisciplinary team of post-graduate fellows. The training will include work within a nationally designated VA Center of Excellence, the Mental Health Intensive Case Management program as well as within three 1999 VA Innovation
Award-winning programs -- the Compensated Work Therapy (CWT) and CWT Transitional Residence programs and the Veterans Community Care Center. Within this training structure, the resident will progress from intensive to least restrictive treatment settings, learning about and implementing the principles of psychosocial rehabilitation within an interdisciplinary context.

Applicants must have completed all requirements for the doctoral degree, which includes the successful defense of their dissertation, prior to starting the postdoctoral residency. In addition, the Department of Veterans Affairs requires that both doctoral degree and internship have been completed from programs that are APA accredited.

Interested applicants should submit the following information:
(a) letter of interest, indicating which position(s) you are interested in as well as describing how you would like to structure the residency position, including your particular clinical, research, teaching, and program development interests and ideas. Also, include career aspirations as a professional psychologist;
(b) CV (including a brief description of internship rotations);
(c) three letters of recommendation (at least one from an internship supervisor); and
(d) undergraduate and graduate school transcript (unofficial copies are accepted).

Please feel free to contact Dr. Richard Amodio, Director of Psychology Training (e-mail: richard.amodio@med.va.gov; phone: 781-687-3056) or the Psychology Administrative Assistant, Judy Bradley (e-mail: judy.bradley@med.va.gov; phone 781-687-2378). Submit applications to: Judy Bradley, Secretary, Psychology Training Program Edith Nourse Rogers Memorial Veterans Hospital, 200 Springs Road, Bedford, MA 01730

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**California Latino Legislative Caucus Institute for Public Policy Launches Senator Richard G. Polanco Fellows Program**

R. C. Schrader and Lisa Baca-Sigala

The California Latino Legislative Caucus Institute for Public Policy (CLLCIPP) announced the launch of the Senator Richard G. Polanco Fellows Program. Designed as a public policy leadership training program, the Polanco Fellows Program will be based in Sacramento and will be associated with the California State University Sacramento (CSUS).
CLLCIPP Program advisor, Max Benavidez, and CSUC Center for California Studies Program Director, Sandra Perez, will help guide the program through its first year. Five CLLCIPP Polanco Fellows will be selected from across California to participate in the inaugural 2003 class. The CLLCIPP Polanco Fellows will be selected to serve as full-time staff in the Legislature or other branches of government in Sacramento. The term of the Fellowship will be 11 months beginning October 2003 and each Fellow will receive a monthly stipend. Anyone interested in receiving an application can contact Lisa Baca-Sigala at (323) 660-7234, FAX (323) 664-7222 or email requests to bacasigala@earthlink.net

Scholarships Available through the Association of Hispanic Mental Health Professionals

Every year, the Association of Hispanic Mental Health Professionals (AHMHP) awards two scholarships in the amount of $1,500 each. The requirements for prospective applicants are: (1) Must be enrolled in a graduate program in the field of mental health (i.e., psychology, nursing, medicine or social work, either at a Master or doctoral level); (2) Hispanic or Hispanic descent; and (3) Adequate demonstration of academic potential. Prospective applicants must complete an application form that includes the submission of an essay that speaks of their present or future involvement in mental health and the Hispanic community, a resume, a transcript, and a letter of reference. For additional information, please contact: Lorna Myers, PhD, AHMHP, PO Box 7631 FDR Station, New York, NY 10150-1913; 917/446-6362.

Foundation for Child Development

The Foundation for Child Development, a national private foundation concerned about the well-being of children and their families, is providing fellowships as part of its Changing Faces of America’s Children - Young Scholars Program. The Program’s goals are to:

- Stimulate both fundamental and policy-relevant research on the development, early education, and health needs of immigrant children from birth to age ten, particularly those who are living in low-income families.
Support young scholars from the behavioral and social sciences or in an allied professional field to attain tenure at a college or university in the United States. Eligible researchers will have earned their doctoral degrees within ten years prior to June 30, 2003 (five years from completion of residency for MDs), and be a full-time, tenure-track (must not have received tenure) faculty member of a college or university in the United States. Applicants must hold a Ph.D. or its equivalent in one of the behavioral and social sciences or in an allied professional field (e.g., public policy, public health, education, social work, nursing, medicine). Three or four fellowships of up to $150,000 for use over one to three years maximum will be awarded competitively. Completed proposals must be received on or before Wednesday, October 1, 2003. Additional details are available on FCD’s web site, www.ffcd.org. Due to the expected volume of calls, Foundation staff will be unable to accept telephone inquiries.

Call for Papers

*The Teachers College Press Series on Multicultural Foundations of Psychology and Counseling*

Derald Wing Sue, PhD and Allen Ivey, PhD, Series Editors

We are issuing a call for prospective book projects on multicultural foundations of psychology and counseling. Authors with projects that might be appropriate for the series should send letters of inquiry, proposals, and manuscripts or parts of manuscripts to Derald Wing Sue, PhD, Department of Counseling and Clinical Psychology, Box 36, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027; (212) 678-8165; <dw2020@columbia.edu>, <dwingsue@aol.com>.

Journal of Educational and Psychological Consultation Call for Manuscripts and Special Issues

The Journal of Educational and Psychological Consultation (JEPC) is an interdisciplinary journal providing a forum for improving the science and practice of consultation. The editor can be reached by phone (718-997-5234) or via email mailto:lopez@cedx.com; lopez@cedx.com, to discuss ideas for manuscripts and special issues. Manuscripts should be submitted
Praeger is publishing a book series on: *The Psychology of Prejudice and Discrimination* to be edited by Jean Lau Chin. Proposed chapters that address the following are being solicited:

- Psychological issues about of prejudice and discrimination as it affects race, ethnicity, gender, spirituality, disability — What do we know about the rise of prejudice and discrimination in this country?
- Prejudice and discrimination as it pervades so many dimensions of our lives, e.g., politics of racism, bias in health care, workplace discrimination, media portrayals, white privilege.
- Today’s environment is fraught with heightened anxiety because of war and terrorism; there is a narrowing of boundaries that bring us all closer together through rapid communication, ease of travel, and the internet. How does prejudice and discrimination manifest in a global economy with a growing diversity of the US population? Are there case studies to help understand these issues?
- How does prejudice and discrimination affect real people? Is there practical information (programs and practices) about how to cope with prejudice and discrimination, how to keep oneself “whole”, how to seek validation of one’s identity, to raise one’s children?

This will be a 4 volume series to be published in 2004 with the following themes:

- **Volume 1: Racism** — stereotypes, racial bias, race relations, racial identity
- **Volume 2: Ethnicity** — immigrants/refugees, language, mixed race people
- **Volume 3: Gender and Sexual Orientation** — gender bias,
- **Volume 4: “Other”** — e.g., spirituality, disability, difficult dialogues across identities, challenges in the intersection of multiple identities
We are looking to reach not only a scholarly and academic audience, but also a lay audience. We are seeking authors who can write in a readable style for a lay audience. This means no jargon. If theory is presented, it must be done clearly and “with a practical application”. If you are interested in submitting a proposal, please submit a proposal of a Chapter Outline or first draft by 10/1/03. Chapters are expected to be between 8,000-10,000 words. An advisory board will review all submissions. If accepted, the first draft of the chapter will be expected by 10/1/03, and a revised and final chapter will be expected by 11/15/03. Please submit your outline (electronic submissions are preferred or include a 3.5” disk) with a letter of interest and curriculum vitae to: Jean Lau Chin, EdD, Editor by email: CEOservices@rcn.com or by mail: 914 Ironwood Road, Alameda, CA 94502.

Call for Nominations and Awards

APA Committee on Ethnic Minority Affairs - 2004

The American Psychological Association’s Committee on Ethnic Minority Affairs (CEMA) is seeking nominations for two new members to begin 3-year terms of service on January 1, 2004. The committee functions as a catalyst for action on ethnic minority issues and concerns by interacting with and making recommendations to the various components of the APA’s governing structure, APA membership, and other groups.

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

To fulfill its commitment to full diversity in representation, the slates should be filled by an Asian American/Pacific Islander female and an Asian American/Pacific Islander male psychologists.

Selected candidates will be required to participate in no less than two committee meetings a year. No more than two meetings will be convened at APA headquarters in Washington, DC. Members also work on CEMA priorities when necessary between meetings. If possible, CEMA members
FOR YOUR INFORMATION...

attend the APA annual convention at their own expense to participate in
convention programming sponsored by CEMA.

Nomination materials should include the nominee’s qualifications (including
a statement of relevant experience), a current curriculum vita and a letter of
interest to serve a three term on the CEMA if appointed. Self-nominations
are encouraged. Nominations and supporting materials should be sent no
later than July 1, 2003, to the APA Office of Ethnic Minority Affairs at the
APA address.

APA Committee on Aging - 2004

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 2004 and ending December 2006.

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:

❖ provide advocacy for a scientific agenda on aging to policymakers and
  private and public funding agencies
❖ advocate for policies that enhance the availability and reimbursement
  of health and mental health services to older adults and their families
❖ 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
❖ promote inclusion of knowledge about adult development and aging in
  all levels of education, including continuing education, training
  programs, and professional development of psychologists
❖ develop and disseminate information concerning the scientific findings
  and practice issues about older adults to psychologists, other
  professionals, policymakers, and the public
❖ 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
ensure that older members of APA receive the appropriate attention of the association

Selected candidates will be required to attend one committee meeting each year in Washington, DC, with expenses reimbursed by the APA. Members are also expected to work on Committee priorities between meetings and are encouraged to attend a CONA meeting held during the APA Convention at their own expense.

CONA is committed to ensuring the representation of all constituencies within the APA, including individuals with research experience, clinical experience, policy experience and academic experience. Although there are not predetermined slates this year, expertise would be useful in areas such as competency, long-term care, private practice, academic administration, policy and diversity issues.

Nomination materials should include a current curriculum vita and a letter from the nominee that indicates willingness to serve on CONA and highlights specific competencies and interests that they would be able to contribute to the work of CONA. 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. Prior applicants are encouraged to reapply.

Nominations and supporting materials should be sent by September 1st, 2003 to: Deborah DiGilio, Aging Issues Officer, APA Office on Aging, 750 First Street NE, Washington, DC, 20002-4242 or via email at ddigilio@apa.org.

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APA Committee on Women in Psychology - 2004

The American Psychological Association's Committee on Women in Psychology (CWP) is seeking nominations for two new members to begin terms in January 2004. The committee functions as a catalyst by interacting with and making recommendations to the various parts of the APA's governing structure, the APA's membership, and the Society for the of Psychology of Women, as well as to other relevant groups. Additionally, the committee collects information and documentation concerning the status of
women and develops the means by which the participation of women in roles and functions of the profession could be increased.

Committee members plan, develop, and coordinate various activities regarding the status of women. CWP’s present strategic initiatives include translating research in women’s health to practice and policy, and women and work. The committee is interested in persons with demonstrated interest and experience in women’s issues to serve a three-year term beginning in January 2004 and ending in December 2006. For this term, CWP seeks at least one member actively involved in public policy issues. To fulfill the committee’s commitment to full diversity in representation, one of the slates should be filled by an ethnic minority psychologist. Letters of nomination should clearly describe the candidate’s specific qualifications relative to these criteria. Nominees to CWP must be full members of APA with extensive governance experience.

Selected candidates will be required to attend a committee meeting in Washington, DC, with expenses reimbursed by the APA. Committee members also work on CWP priorities between meetings, and will be expected to participate in a monthly committee conference call. If possible, members attend a CWP meeting at their own expense held during the APA Convention.

Nomination materials should include the nominee's qualifications, a letter from the nominee indicating willingness to serve on CWP and a current curriculum vita. Self-nominations are also encouraged. APA nominations are open to members who are retired or employed less than full time. Nominations and supporting materials should be sent by September 2, 2003, to Danielle R. Dickerson, APA Women’s Programs Office, 750 First Street, NE, Washington, DC, 20002-4242 or via e-mail at ddickerson@apa.org.

Upcoming Conferences and Conventions

November 5-8, International Society for Developmental Psychobiology

The 36th annual Meeting of the International Society for Developmental Psychobiology will be held in New Orleans, November 5-8 2003. This meeting features a rich array of presentations addressing key topics in the
field of Developmental Psychobiology. Special lectures include: The John Wiley Distinguished Speaker Dr. Thomas Insel, Director, NIMH and The Decade of Behavior Distinguished Lecturer, Dr. Bruce McEwen, Rockefeller University. Information regarding abstracts submission, registration, and student travel awards, is posted at www.oswego.edu/isdp/ Minority students seeking a sponsor for their submission should contact Dr. Harry Shair, President of the Society for Developmental Psychobiology at hns1@columbia.edu.

Important Resources

Health Interpreters in California

The Network is affiliated with the California Workforce Initiative [CWI], a broad, multifaceted program designed to explore, promote and advance reform within the California health care workforce. The CWI has just released Health Interpreters in California, available at: http://futurehealth.ucsf.edu/pdf_files/healthinterpreters.pdf This document provides an overview of the health interpretative workforce in California, and discussion about pressing issues concerning both the profession and language access in health care generally. For additional copies of this publication, and for more information about the Center for the Health Professions, please visit our website: http://futurehealth.ucsf.edu

American Indian/First Nations Graduate Students On-Line

There’s a new email list for American Indian/First Nations graduate students from all over the United States, Canada, Mexico, and Central and South America: Native_Graduate_Students@yahoogroups.com. This group is a forum for discussions, information exchanges, and contacts that are of interest and/or relate specifically to the educational experiences of American Indian and First Nations graduate students. All American Indian/First Nations graduate students are welcome. When subscribing, students are asked to please provide the following information: (1) tribal affiliation, (2) college or university attending, (3) graduate program, and (4) graduate-level training (i.e., Masters, doctoral, or post-doctoral).

SPECIAL NOTICE: Due in large part to the unique problems/issues faced by American Indian/First Nation students in graduate-level training
FOR YOUR INFORMATION...

programs, this list is only open to American Indian/First Nations graduate students. To subscribe, send a blank message to: Native_Graduate_Students-subscribe@yahoogroups.com; Michael Two Horses PhD Student, American Indian Studies; Graduate Teaching Assistant 306 Harvill Hall; University of Arizona; Tucson AZ 85721-0076; Phone: 520-626-7007/Fax: 621-7952.

On The Web

APA Divisions’ Dialogue Goes Online

The APA/Division Dialogue, the newsletter of the APA Office on Divisions Services, is now online. It was announced in the May/June issue that the newsletter will be an electronic product from now on, although paper copies may be made available to subscribers who do not have access to the Internet or simply prefer a paper copy. You can view the newsletter by going to http://www.apa.org/about/division.html.

MCH New Knowledge Path to Spanish Language Health Resources Now Available

The Spanish-Language Health Resources knowledge path is an electronic resource guide to current, high-quality resources and information tools. Produced by the Maternal and Child Health (MCH) Library, this new knowledge path includes information on (and links to) Web sites and electronic publications; journal articles; books, reports, and other print publications; databases; and discussion groups and electronic newsletters that contain relevant information on the topic. The knowledge path is intended for use by policymakers, health professionals, researchers, and families who are interested in tracking timely information on this topic. http://www.mchlibrary.info/KnowledgePaths/kp_spanish.html

Brown v. Board of Education 50th Anniversary Commission Home Page

http://www.ed.gov/inits/commissions_boards/brownvboard50th/
Healthy People 2010 Curriculum Guide for Health Professionals

In an effort to equip health professional educators with the necessary skills and knowledge to expand the prevention content in their curriculum, CCPH is pleased to announce the development of Advancing the Healthy People 2010 Objectives through Community-Based Education: A Curriculum Planning Guide.

Visit www.ccph.info or email ccph@itsa.ucsf.edu