Communique

March 2004

OEMA celebrates

Twenty Five

Years of Supporting Diversity, Inclusion, and Empowerment

American Psychological Association
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The Communique is now available on the OEMA Website.
IN THIS ISSUE...

OEMA UPDATE

Bertha G. Holliday, PhD, Director ........................................... 1

ASSOCIATION REPORTS

Psychologist Ronald F. Levant
Elected APA President for 2005 ............................................. 3

APA Committee on Ethnic Minority Affairs:
2003 Annual Report (abridged) ............................................. 4

2003 Board and Committee Election Results —
New APA Governance Members of Color .............................. 15

RECRUITMENT, RETENTION, & TRAINING OF
PSYCHOLOGISTS OF COLOR

Sixteen Student Scholars Attend the Tenth Annual
Conference on Behavior, Clinical Neuroscience,
Substance Abuse and Culture, October 22-24, 2003 ............. 16

APA/NIGMS Grant Project Update ........................................ 21

The APA/NIGMS Pipeline: Channeling Talent Into
Biomedical Psychology ....................................................... 22

DHHS Awards More than $65 Million to Eliminate
Health Disparities ............................................................. 25

CEMRRAT Update - APA CEMRRAT2 Task Force:
Highlights for the Year 2003 ............................................. 26

Request for Proposals: APA CEMRRAT Grants FY2004
for Ethnic Minority Recruitment, Retention and Training .... 28
IN THIS ISSUE...

PROFESSIONAL PRACTICE AND COMMUNITIES OF COLOR

Commentary: The Time Is Now: Specialty Certification in Psychology .................................................. 30

APA Members of Color On National Advisory Councils/Committees (as of 12/18/03) ............................ 32

Congratulations to the 2004 APA State Leadership Conference Diversity Delegates ............................. 33


NOW AVAILABLE!! Psychological Treatment of Ethnic Minority Populations ........................................... 35

PSYCHOLOGY AND RACISM

Commemorating 50 Years of Brown vs. Board of Education

Excerpt from the Brown decision ............................................. 36

Commentary: Bertha G. Holliday, PhD ................................. 36

Facts about Brown vs. Board of Education ............................. 39

APA Commemorates 50 Years of Brown vs. Board of Education

An American Legacy: 50th Anniversary of Brown vs. Topeka Board of Education ................................. 40

Division 9 (SPSSI) 2004 Convention Commemorates Brown ................................................................. 41

APA’s CEO Announces Special Issue of the American Psychologist on Brown ........................................ 41
IN THIS ISSUE...

PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

Section Overview .......................................................... 43

OEMA Launches 2004 Survey of the Status of Psychology at Ethnic Minority-Serving Institutions ............. 43

Promoting Psychological Research and Training on Health Disparities Issues (ProDIGs) Grantees Participate in the First Minority Fellowship Program Psychology Summer Institute .................................. 44

Updates on ProDIGs Research Projects ............................... 47

Launch of STD/HIV Research Program at Virginia State University: Respect for Sensitive and Critical Issues ..................... 48

Posttraumatic Stress, Risky Sexual Behaviors, and Alcohol Use Among African American Women: A Preliminary Report .............................................................. 50

Investigating Attitudes towards Obesity and Overweight Among African American Women in Mississippi .............. 52

The Impact of Family Religious/Spiritual Beliefs on Enhancing Mental and Physical Health Outcomes Among African Americans with End-Stage Renal Disease .................................................. 54

The Role of Historically Black Colleges and Universities in HIV/AIDS Prevention ................................................. 57

PUBLIC POLICY AND ADVOCACY

LEGISLATIVE UPDATE

Announcing CEMA's Coordinated Advocacy Campaign ............. 60
FOR YOUR INFORMATION

ANNOUNCEMENTS

OBITUARIES

Anthropology Professor John Ogbu dies at age 64 ............................... 63

Doctoral Student, Career Center Assistant Alina Oh Will Be Missed .......................... 64

REQUEST FOR ASSISTANCE

A CPA Star Needs Us… .................................................. 65

Kudos!

CHOICE Outstanding Academic Title Awarded to Ethnic Minority Handbook .................................................. 66

Congratulations to Psychology’s New Leadership!!

   Melba J. T. Vasquez, PhD, elected President of Texas Psychological Association .......................... 67

   Jan Owens-Lane, PhD chosen President of the Connecticut Psychological Association ............... 67

2003 Florida International University President’s Access and Equity Award presented to Marvin Dunn, PhD ........................................ 67

Patricia Arredondo, PhD honored by the American Counseling Association (ACA) ..................... 67

Cynthia Garcia-Coll, PhD becomes editor of APA Journal Developmental Psychology .............................. 68

Nicole M. Monteiro Gets PhD. .................................................. 68
IN THIS ISSUE...

FOR YOUR INFORMATION

RESEARCH AND TRAINING ISSUES

SCHOLARSHIPS, FELLOWSHIPS, GRANTS, AND INSTITUTES

Institute for Research Minority Training on Mental Health and Aging ................................................................. 68

Free Masters Degree at Morgan State University ................ 68

Postdoctoral Fellowship in Drug Abuse and Brain Imaging Training, Harvard Medical School ...................... 69

Congressional Hispanic 2004 Congressional Summer Internship ................................................................. 69

Culture, Brain, and Development Fellowships – 2004 ........ 70

Clinical Health Psychology Postdoctoral Fellowship ......... 70

Research Opportunities for Junior Investigators ............... 71

NIMH-Sponsored Postdoctoral Fellowships in Stress and Trauma Research .................................................. 72

Longitudinal Research Project Seeks Postdoctoral Fellow .... 72

Minority Postdoctoral Research Scholar Position at the University of Iowa ...................................................... 73

2004 W. K. Kellogg Foundation Scholars in Health Disparities ................................................................. 74

Summer Research Training in Clinical Psychology for Ethnic Minority Students ........................................ 74

Post Doctoral Research Associate - University of Puerto Rico-Behavioral Research Institute ....................... 75

William Randolph Hearst Endowed Scholarship ............... 75
FOR YOUR INFORMATION

NIH Grant to Support Meetings and Networks for Methodological Development in Interdisciplinary Research ........ 76

Duke’s PREMIER Postdoctoral Fellowship Opportunity ............ 77

Ethnic Minorities Seeking Dissertation-Year Support ............... 77

National Science Foundation Minority Postdoc Fellowships ....... 77

CALL FOR PAPERS

4th Annual NCCEP/GEAR UP Conference ............................ 78

The Fourth Annual Institute for the Study and Promotion of Race and Culture ........................................ 78

Call for Papers: 2004 Critical Research Issues in Latino Mental Health ............................................................... 79

National Multicultural Conference and Summit 2005 ............... 79

Call for Reviewers — National Multicultural Conference and Summit 2005 ..................................................... 80

CALL FOR NOMINATIONS AND AWARDS

APA Committee on Ethnic Minority Affairs .......................... 81

2004 Jeffrey S. Tanaka Memorial Dissertation Award in Psychology ................................................................. 82

Two Awards Division 12 Section IV: Mentoring and Student Research ................................................................. 83

Early Career Award for Outstanding Contributions to Practice in the Field of Child Maltreatment ............................ 85

2004 Dissertation Grant Award ............................................ 85
IN THIS ISSUE...

FOR YOUR INFORMATION

UPCOMING CONFERENCES AND CONVENTIONS .............. 86

IMPORTANT RESOURCES

BOOKS

Donald B. Pope-Davis, PhD, Hardin L. K. Coleman, PhD,
William M. Liu, PhD, & Rebecca L. Toporek, PhD, Editors
Handbook of Multicultural Competencies in
Counseling & Psychology ....................................... 89

Angela Neal-Barnett, PhD
Soothe Your Nerves: The Black Women's Guide
to Understanding and Overcoming Anxiety,
Panic, and Fear ......................................................... 89

Timothy B Smith, Editor
Practicing Multiculturalism: Affirming Diversity in
Counseling and Psychology ....................................... 89

Charisse Jones and Kumea Shorter-Gooden, PhD
The Double Lives of Black Women in America .............. 89

Shirley Geok-Lin Lim and Maria Herrera-Sobek, Editors
Power, Race, and Gender in Academe .......................... 90

Andrew S. Winston, Editor
Defining Difference: Race and Racism
in the History of Psychology ....................................... 90

Derald Wing Sue, PhD
Overcoming our Racism: The Journey to Liberation .......... 90

National Health Law Program – Ensuring Linguistic Access
in Health Care Settings: Legal Rights & Responsibilities .......... 91

Drs. Gail and Lewis Wyatt
No More Clueless Sex .................................................. 91
FOR YOUR INFORMATION

Guillermo Bernal, PhD, Joseph E. Trimble, PhD, Ann Kathleen Burlew, PhD, and Frederick T. Leong, PhD, Editors
Handbook of Racial and Ethnic Minority Psychology. 91

Anderson J. Franklin, PhD
From Brotherhood to Manhood: How Black Men Rescue Their Relationships and Dreams from the Invisibility Syndrome 92

ON THE WEB

SAMHSA Releases Training Manual for Developing Competitive Grant Applications 92

The Commonwealth Fund Resources Related to Racial Disparities in Health Care 93

Insurance, Access, and Quality of Care Among Hispanic Populations: 2003 Chartpack 94

Healthcare Workforce Diversity: Developing Physician Leaders, Testimony to the Sullivan Commission on Diversifying the U.S. Healthcare Workforce 94

Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches 94

ACMHA 2003 Summit Proceedings 94

U. S. Commission on Civil Rights Report Reveals Unmet Needs Among American Indians 94

EthnoMed Home Page 95

RESILIENCE Link to the new website 95
IN THIS ISSUE...

FOR YOUR INFORMATION

SAMHSA ADS Center – Resource Center to Address Discrimination and Stigma ........................................ 96

Transformation Book Store On-line ........................................ 96

SPECIAL SECTION CENTERFOLD: IN CELEBRATION OF THE 25TH ANNIVERSARY OF THE OFFICE OF ETHNIC MINORITY AFFAIRS
The APA Office of Ethnic Minority Affairs (OEMA) extends its warmest greetings to you in this year of 2004. We believe that 2004 will be a truly exciting time, for several reasons, including the following.

★ As the presidential elections approach, we are encouraged by the re-emergence of critical thinking and public discourse on issues of public will, public interests, and funding priorities. For psychologists of color, one such issue of special concern is the debate surrounding health disparities: What are their critical characteristics? Who are key players in their elimination? How should funding earmarked for health disparities be used? What contributions can psychologists make to this debate and to the elimination of these disparities?

★ This year also marks the 50th anniversary of the U.S. Supreme Court decision on *Brown vs. Board of Education*, which struck down legally-sanctioned segregated systems of public education, and marked the beginning of the Civil Rights era. Psychologists of color rightfully deserve to observe this anniversary with exceptional poignance. Indeed, the *Brown* decision marked the first time the Court cited and heavily relied on psychological data. Furthermore, the architect of the presentation of those data was African-American psychologist Kenneth B. Clark, PhD (a former APA President) who was assisted by several of his colleagues from APA Division 9 (Society for the Psychological Study of Social Issues)

★ In 2004, we also will be celebrating the 25th Anniversary of the APA Office of Ethnic Minority Affairs, and in doing so, we encourage others to join us in commemorating the struggles and victories that define OEMA’s first 25 years, as well as the current and future challenges of psychologists of color and the communities they serve that will shape OEMA’s next 25 years.

★ OEMA will soon be disseminating two new publications that represent major landmarks in ensuring psychology is characterized by a diverse and multicultural knowledge base. One is a brochure prepared by the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI— which consists of the presidents of the national ethnic minority psychological associations) titled *Psychological Treatment of Ethnic Minority Populations*. This brochure, which can serve as an excellent companion to the recently approved APA multicultural guidelines, seeks to promote cultural
competence in psychological treatment by discussing issues and concerns related to cultural-specific and indigenous healing practices. The other publication, *Toward an Inclusive Psychology: Infusing the Introductory Psychology Textbook with Diversity Content*, was prepared by the CEMMRAT2 Task Force’s Textbook Initiative Work Group (chaired by Joseph E. Trimble, PhD), and is targeted to publishers and authors of introductory textbooks and teachers of introductory psychology courses.

★ APA will hold its 2004 convention in Hawaii!

All of the above are featured in this issue of the *Communique*. For example, a special centerfold section is dedicated to OEMA’s 25th anniversary; the *Psychology and Racism* section focuses prominently on the Brown decision; the ‘Public Policy’ section discusses issues and activities bearing upon health disparities; and the section on *Psychology and Ethnic Minority-Serving Institutions* highlights the preliminary findings of some of the recipients of our *Promoting Psychological Research and Training on Health Disparities Issues (ProDIGs)* grants, which are targeted to early career faculty at ethnic minority-serving institutions. Of course, as usual, the Communique’s *For Your Information* section is chock full of scholarship, research, grant, and other types of announcements.

So please, embrace the energy, the discourse, and the opportunities that 2004 brings. Enrich and expand the ethnic minority network in psychology. We hope you enjoy this *Communique* -- and share it with others!

As always — I wish you health and peace and power…
ASSOCIATION REPORTS

Psychologist Ronald F. Levant Elected APA President for 2005

WASHINGTON - Psychologist Ronald F. Levant, EdD, MBA, Dean and Professor at the Center for Psychological Studies at Nova Southeastern University in Ft. Lauderdale, Florida has been elected president of the American Psychological Association (APA) for 2005.

Dr. Levant is best known for his pioneering work in the new psychology of boys and men. He has developed the theory on normative male "alexithymia" - the idea that men are socialized to ignore much of their emotional lives, except for a few socially accepted emotions, such as anger and lust.

As APA president, Dr. Levant wants to focus on encouraging Americans to get yearly "mental health" checkups as many already do for their cholesterol and blood pressure.

Levant also wants to increase the diversity of APA's membership and staff. He would like the staff and members of the association to "look like America". He recently noted: “I am committed to enhancing the inclusiveness and the affirmation of cultural diversity not only of the profession but also of its leadership, and to promoting the multicultural competence of membership. To be effective, we must make a bold move that would signal to the world of ethnic minority psychology that we wish to be inclusive and that we value diversity.”

Levant has authored, co-authored, edited or co-edited over 250 publications, including 13 books, over 125 refereed journal articles and book chapters in family and gender psychology and in advancing professional psychology, and over 100 newsletter columns.

Levant received his BA in Psychology from the University of California, Berkeley and graduated with Honors and Great Distinction. He received his doctoral degree in clinical psychology and public practice from Harvard University and his MBA in General Management from Boston University and graduated with High Honors. He was formerly on the faculty at Boston, Rutgers, and Harvard Universities, and was a clinician in solo independent practice and a clinical supervisor in hospital settings. Levant is originally from Los Angeles, California.
APA Committee on Ethnic Minority Affairs

2003 ANNUAL REPORT (abridged)

Personnel/Membership

The APA Committee on Ethnic Minority Affairs (CEMA) convened two meetings in the year 2003 (February 28 - March 2 and via conference call on September 10). The face-to-face Fall 2003 consolidated committee meetings were cancelled due to APA budgetary shortfalls. The APA Office of Ethnic Minority Affairs (OEMA) continued to support the work of the Committee. CEMA's 2003 members were 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.

Dr. Huang and Dr. Chaney participated in their last CEMA meeting on September 10, 2003. Their terms of service on CEMA ended on December 31, 2003. CEMA expresses its great appreciation to both Dr. Huang and Dr. Chaney for their exceptional dedication, commitment, and demonstrated leadership.

Alvin N. Alvarez, PhD, and Priscilla Dass-Brailsford, PhD, were appointed to CEMA by CEMA's parent board, the Board for the Advancement of Psychology in the Public Interest (BAPPI) with terms of service to begin January 1, 2004 and to end December 31, 2006.

The remainder of this report is organized around CEMA's major goals and objectives as revised and approved on March 1, 2003.

GOAL I: Increase the numbers of ethnic minority psychologists in the profession, as well as in the membership and leadership of the Association, state psychological associations, and APA divisions, and promote activities that increase recruitment and retention of ethnic minorities in psychology.

CEMA nominated approximately 60 ethnic minority psychologists/APA members for consideration to serve on APA governance groups. In addition, CEMA nominated five of its former chairpersons for consideration by its parent board, the Board for the Advancement of Psychology in the Public
Interest (BAPPI) to fill two member at-large seats on the 2004 Committee for Psychology in the Public Interest Awards (CPPIA).

CEMA met with Josephine Johnson, PhD, Terrie Furukawa, PhD, and Michael Sullivan, PhD, of the APA Practice Directorates’ Committee on State Leaders (CSL) to discuss collaboration efforts to enhance the CSL’s Diversity Initiative, which has increased the participation of ethnic minority members in state and provincial psychological association leadership.

CEMA applauded the APA Membership Committee (M/C) and its Membership Task Force for their pro-active recommended strategies to increase ethnic minority participation in the APA, namely: (a) APA conduct special outreach to new members that self-identify as ethnic minority; (b) tailor membership recruitment messages to address specific issues relevant to communities of color; and (c) invite ethnic minority psychology organizations to discuss their concerns with the M/C. In addition, CEMA was particularly interested in learning more about the Task Force’s charge to “formulate a systematic plan to foster the retention of members and appropriate outreach to nonmembers.”

**GOAL II: Increase efforts to empower ethnic minority psychologists within the Association as well as increase the recognition of the contributions of ethnic minority psychologists inside and outside of the Association.**

CEMA reviewed, modified, and approved its goals and objectives.

CEMA submitted detailed feedback on the Interim Report of the APA Presidential Task Force on APA Governance, 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.”

CEMA recommended to BAPPI that it (BAPPI) support a Division 45 request to the APA Council of Representatives (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.

CEMA submitted the following comments/feedback to BAPPI regarding two February 2003 APA Council of Representatives (C/Rs) New Business Items
#28 – APA Ban on Department of Defense Advertising in APA Publications – and #32C – Discrimination Against Lesbian, Gay, and Bisexual Military Personnel:

CEMA recommends that BAPPI reject the main motion associated with Item #28, which proposes "repeal of APA’s resolution ‘Department of Defense Policy on Sexual Orientation and Advertising in APA Publications’"; and adopt the substitute main motion proposed by CLGBC associated with Item #32C, with the following “friendly amendments”:

Create a Division 19/Division 44 Joint Task Force on the Status of Lesbian, Gay, and Bisexual Military Personnel and Veterans. The charge of the Joint Task Force would be to generate a report to Council...that summarizes the current relevant literature [FRIENDLY AMENDMENT: and research] in this area and examines the current status of lesbian, gay, and bisexual military personnel and confidentiality issues for psychologists in the military regarding lesbian, gay, and bisexual clients. It would also include an examination of the effects the APA ban on DoD advertising has had upon recruitment and upon military psychologists and interns. Finally, the report would include joint recommendations for APA’s activities in this area, including lobbying efforts, policy development, and considering the relevance of the advertising ban. The Task Force membership should [FRIENDLY AMENDMENT: be balanced in representation from both Divisions, 19 & 44, and] include psychologists with expertise from the following areas: military psychology, lesbian, gay, and bisexual issues in psychology, and experience in the Department of Veterans Affairs health care system. [FRIENDLY AMENDMENT: Lastly, the Task Force should carefully consider ethnic minority concerns by (1) ensuring adequate representation of persons of color in its membership composition, (2) examining the possible disproportional effect of these issues on military/veteran personnel of color, and (3) reporting on relevant findings.].

In response to a request from BAPPI regarding its Poverty Initiative, CEMA submitted the following:
CEMA is pleased to report that it is currently involved in several activities that are consistent with BAPPI’s Poverty Initiative. Three activities in particular stand out: (1) CEMA’s continued involvement in promoting and implementing the recommendations of the *United Nations World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance (WCAR)* – addresses issues related to the link between racism and poverty; (2) CEMA’s efforts to develop an action plan to address APA’s *Resolution on Racial/Ethnic Profiling and Other Racial/Ethnic Disparities in Law and Security Enforcement Activities* – will take into consideration the role of poverty in the context in which profiling occurs as well as the psychological impact of being a victim of racial profiling; and (3) CEMA is in the process of developing a list of graduate students and psychologists who will work with CEMA and the APA Public Policy Office to help with advocacy activities associated with ethnic minority issues, including those significantly related to poverty. In addition to these specific activities, many of the issues and concerns that are relevant to ethnic minorities are also relevant to issues of social class and poverty.

CEMA appointed Dr. Vera as its representative to the Coalition of Psychology in Schools and Education (ICPSE). Dr. Vera attend the ICPSE meeting that was convened in Washington, DC, December 5-6, 2003.

CEMA approved a memorandum to BAPPI addressing strategies CEMA believes BAPPI could undertake in order to deal with the loss of convention program hours. CEMA is concerned that the loss of BAPPI’s four (4) hours of convention programming would negatively impact on the visibility of CEMA (and other BAPPI committees) at future APA conventions. CEMA recommends two strategies to deal with this issue: (a) BAPPI should ask the APA Board of Convention Affairs to reconsider their ruling regarding the reduction in the number of convention program hours for BAPPI based on the fact that this board has the greatest number of committees, and (b) BAPPI establish a rotating assignment of hours to the various BAPPI committees, so that committees have planned opportunities for providing a session that is of particular relevance to their constituencies.

CEMA hosted one *Open Meeting* during the Spring 2003 consolidated meeting for members of color in the APA governance structure. The March 1, 2003 *Open Meeting* focused on the booklet being developed by the
CEMRRAT2 Task Force Textbook Initiative Work Group entitled, “Toward an inclusive psychology: Infusing the introductory course with diversity content.” The Open Meeting was instrumental in gathering comments/feedback, recommendations, and endorsements from the various governance groups.

CEMA hosted a breakfast meeting, attended by over 45 persons, during the APA 111th annual convention in Toronto, Ontario, Canada. Invited guests included presidents of state psychological associations (SPAs) and the chairpersons of SPA and division committees on ethnic minority affairs, and ethnic minority persons involved in APA governance. For the ninth year, this breakfast has enjoyed co-sponsorship from the APA Practice Directorate and the Office of Division Services. This year’s breakfast theme, Psychology and Legislative Advocacy, focused on psychology’s involvement in public policy/legislative advocacy issues at the local, state, and national levels, and the potential role SPAs, APA divisions, and APA members can play to promote such efforts. The breakfast’s keynote speaker was Rodney Hammonds, PhD. Additional presenters included Ellen Garrison, PhD, director of the APA Public Interest Directorate’s public policy unit in the APA Public Policy Office, and Josephine Johnson, PhD, chairperson of the Committee of State Leaders, who offered some information to breakfast participants on the State Leadership Committee’s diversity initiative. CEMA member, Stephen M. Quintana, PhD, chaired the session.

GOAL III: Increase the understanding of the need for scientific research on ethnicity and culture.

CEMA stated that the CEMA/P&C editorial pipeline survey report continues to be a high priority issue: CEMA continues to be concerned about the underrepresentation of ethnic minorities at all levels of the editorial pipeline (reviewer to editor) of APA journals.

CEMA awarded the Jeffrey S. Tanaka, Memorial Dissertation Award in Psychology to Su Yeong Kim, PhD, for her dissertation research entitled, “Generational consonance and dissonance: Acculturation, parent-child relationships, and adolescent adjustment in Chinese American families,” (University of California at Davis, 2002). In addition, Honorable Mention recognition was accorded to Do-Yeong Kim, PhD, University of Illinois at Urbana-Champaign, for her dissertation research entitled, “Parental traditionalism and parent-child relationships, explicit and implicit
psychological acculturation, and mental health of Korean-American young adults," (University of Washington, 2001). Members of the CEMA Dissertation Award Selection Subcommittee were Drs. Chaney (chairperson), Vera, and Witko.

CEMA sponsored a social hour celebrating the presentation of the Jeffrey S. Tanaka Memorial Dissertation Award in Psychology plaque during the APA 111th annual convention in Toronto, Ontario, Canada. In addition, CEMA hosted the presentation of the Suinn Minority Achievement Awards during its social hour. Dr. Vera announced the following award winners (winners represent three graduate training programs): University of Illinois at Urbana-Champaign (Clinical/Community Psychology Program); The University of Michigan (Social Psychology Program); New York University (Community Psychology Program).

CEMA commended the APA Board of Directors (B/Ds) for its continued support of the publication of the “Book on women of color leader psychologists.” In addition, CEMA submitted the following comments/feedback to the B/Ds related to the B/Ds agenda item, “Psychology making a significant difference web-based compendium.”

CEMA supports the effort to inform the world of the significant role that psychology plays in society. This web tool will define what matters, both to funders and to the general public. Therefore, a valid and useful final product is extremely important.

CEMA hopes that the Task Force has members who are familiar with ground-breaking ethnic minority research, and recommends that the Board encourage Phil Zimbardo, PhD, to ensure that his selection criteria for the “Psychology making a significant difference web-based compendium” are ones that are inclusive of the work by and about communities of color. CEMA’s concern arises because of historical marginalization of ethnic minorities. For instance, the criteria used to create the list of “Top psychologists of the 20th century,” published in The Review of General Psychology (2002), over-emphasized quantitative data (e.g., the number of times an author was cited in journals and textbooks), and participation in institutions and publication outlets that have historically marginalized people and researchers of color, and work against the consideration of psychologists who
work on issues of race, ethnicity, and/or culture (c.f. Tomes, “Recognizing Kenneth B. Clark’s legacy,” Monitor on Psychology, 33(11)). There are other ways of measuring “significant difference,” such as the fact that research results in a U. S. Supreme Court decision that affects fundamental institutions of society or led to the creation of new areas of study that have changed research paradigms (e.g., racial identity models).

CEMA reviewed and discussed the development of an action plan in support of the APA Racial Profiling resolution.

CEMA again met with the APA Committee on Psychological Tests and Assessments (CPTA). The Committees agreed to continue their collaboration efforts in the following manner: (a) Continue to update the bibliography project. It was agreed that once prepared in a more current form, this document will be included on the testing website being developed by CPTA; (b) Co-sponsor a convention program session during the 2004 APA convention in Hawaii. Topics for consideration will include: (1) “What is taught in psychology graduate training programs about tests/assessment?”; (2) Issues in forensic psychology and (3) “What are some important things that psychology has contributed to society regarding appropriate testing?”; and (c) Follow up on the development of an article on “testing culturally diverse populations” for submission to the American Psychologist. This will be done by Drs. Parham and Velasquez.

GOAL IV: Promote increased multicultural competence in psychology

CEMA expressed its continuing support of the CEMRRAT2 Task Force Textbook Initiative Work Group’s projects and endorsed the continued development of its booklet on infusing diversity content into introductory psychology textbooks.

CEMA provided the following comments/feedback to the APA Committee on Children, Youth, and Families regarding CYF’s report titled, Early Mental Health Interventions and the CYF proposed Resolution on Children’s Mental Health.

CEMA appreciated the explicit identification of “eliminating racial/ethnic and socioeconomic disparities in access to quality mental health care services” as one of its core principles. Furthermore, the affirmation of “every child’s right to have access
to culturally competent, developmentally appropriate, family oriented, evidence-based, high quality mental health services” is strongly endorsed by CEMA. CEMA would recommend, for consistency of language, that the term “race” be added to the portion of the resolution that states “Whereas there is a disparity of access to quality, and/or evidence-based promotion, prevention and treatment services based on poverty, ethnicity, and special needs of children.”

CEMA expressed its support of the revised version of the CYF Early Mental Health Interventions Work Group (EMHIWG) report entitled, “Addressing missed opportunities in early childhood mental health interventions: Current knowledge and policy implications,” dated May 6, 2003, and endorsed the resolution with the recommended modification language.

CEMA approved continued collaboration with the APA Committee for the Advancement of Professional Practice (CAPP). CEMA remains committed to the collaborative activities mutually agreed to by CEMA and CAPP, namely:

Priority 1 Linking the needs of communities of color more directly with the interests and activities of state psychological associations.
Priority 2 Establishment of a more systematic communication effort between the constituencies that CEMA and CAPP represent.
Priority 3 Encouraging greater coordination between the Public Policy Office and the Government Affairs Office on advocacy efforts and issues of mutual concern.
Priority 4 Development of a resolution encouraging state psychological associations to seek inclusion of multicultural training in continuing education and state licensure requirements.

CEMA acknowledged the work being done by the APA Committee on Aging (CONA), and shared its particular pleasure of the appointment of Beth Hudnall Stamm, PhD, to CONA. CEMA believes that Dr. Stamm’s expertise in gerontology in rural areas with underserved populations, including American Indian elders, will be very valuable in focusing CONA’s attention on issues related to ethnic and racial diversity. In addition, CEMA expressed its pleasure regarding CONA’s 2002 APA convention program, entitled, “The Population Shift: Aging and Cultural Diversity.” CEMA encouraged CONA and Division 20 to discuss and/or collaborate on ways of sponsoring a future National Multicultural Conference and Summit.
GOAL V: Promote the use of psychological knowledge for the recognition, prevention, and education of racism.

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

CEMA extended its sincere appreciation to the APA Committee on International Relations in Psychology (CIRP) for its partnership in formalizing a program of action by APA around the issues of racism, discrimination, and xenophobia, following the United Nations World Congress Against Racism (WCAR). CEMA established a subcommittee of its members to work with CIRP on the WCAR final report to APA. CEMA’s subcommittee members include Tawa M. Witko, PsyD, Stephen M. Quintana, PhD, and William D. Parham, PhD, ABPP.

CEMA collaborated with APA CIRP in the development of a proposal of a program session for APA’s 2004 annual convention in Hawaii. The session, tentatively titled, “Carrying APA’s commitment against racism forward into national and international contexts: Perspectives of Indigenous peoples,” will feature a keynote address with panelist presentations. CEMA and CIRP were extremely fortunate to secure a commitment to deliver a keynote address by Mililani Trask, JD, who is an internationally recognized civil rights expert, an Independent Expert member of the United Nations (UN) Human Rights Commission Permanent Forum on Indigenous Peoples, and native Hawaiian.

Additional panelists may include: Corann Okorodudu, EdD, James Jackson, PhD, Bertha G. Holliday, PhD, Carlota Ocampo, PhD, William D. Parham, PhD, and James M. Jones, PhD.

GOAL VI: Promote and monitor an effective legislative advocacy agenda addressing ethnic minority concerns and their public policy implications -- particularly, in the following domains: Managed care, welfare reform, immigration, anti-affirmative action initiatives, English-only legislation, bilingual education, re-authorization of the Indian Child Welfare Act, and increased ethnic minority training funds.

CEMA received an informative report from Lori Valencia-Greene of APA’s Public Policy Office, who encouraged CEMA to consider legislative advocacy efforts that could include scheduled visits with Congressional members. In November, CEMA began an historic partnership with the Public...
Interest Public Policy Office (PPO) in implementing Phase 1 of PPO’s Coordinated Advocacy Campaign. Members of CEMA met with their Senators’ staff to express concern over the new minority health disparity legislation, the “Health Care Equality and Accountability Act” (H.R. 3459, S.1833). This involved CEMA members recruiting at least three of their colleagues in their states to the meeting and serving as the campaign contact in that state. The primary goal of the meeting was to achieve integration of behavioral and mental health issues and providers throughout the minority health disparities legislation. Secondary goals were (1) to establish a relationship between CEMA members and their U.S. Senators, and (2) to provide a safe, enjoyable, productive encounter for all. To that end, the following CEMA members hosted meetings with their respective U.S. Senators and/or staff: (1) Tawa M. Witko, PsyD with Tim Johnson (D-SD); (2) Elizabeth M. Vera, PhD with Dick Durbin (D-IL); (3) Stephen M. Quintana, PhD with Herb Kohl (D-WI); and (4) Karen H.C. Huang, PhD with Arlen Specter (R. PA). By all accounts, the meetings were successful and the goals were met.

CEMA was informed that the APA Council of Representatives reinstated OEMA’s award of $20,000 in discretionary funds to support further planning efforts associated with OEMA’s public policy conference proposal. These funds had been awarded to OEMA in 2002 but were later rescinded due to budget shortfalls.

**Dissemination of Information**

The *CEMA Issues of Concern*, which summarizes CEMA’s deliberations and activities, was prepared and disseminated to State and Division CEMAs, persons of color in APA governance, top APA leadership, and others.

The 2002 CEMA annual report was prepared in a pamphlet-style publication for distribution during the 111th APA annual convention.

*Contact OEMA for an unabridged version of the report.*
2003 Board and Committee Election Results — New APA Governance Members of Color

The following are members of color who began their terms of office in APA governance effective January 2004. Congratulations!

Committee on Structure and Function of Council (CSFC)
Alice F. Chang, PhD

Ethics Committee
Olivia D. Moorehead-Slaughter, PhD

Membership Committee
John D. Robinson, II, EdD

Committee on International Relations in Psychology (CIRP)
Lillian Comas-Díaz, PhD
Georgia T. Chao, PhD

Board of Educational Affairs (BEA)
Asuncion Miteria Austria, PhD
Samuel M. Turner, PhD
Nadya A. Fouad, PhD

Board of Professional Affairs
Larry C. James, PhD

Board of Scientific Affairs (BSA)
Sandra Graham, PhD

Board for the Advancement of Psychology in the Public Interest (BAPPI)
Brian D. Smedley, PhD

Committee on Rural Health
Jill Oliveira-Berry, PhD
Luis A. Vazquez, PhD

Committee on Psychological Tests and Assessment
Freddy Paniagua, PhD
Antonio Puente, PhD

Committee on Women in Psychology
Veronica G. Thomas, PhD

Committee on Ethnic Minority Affairs
Alvin N. Alvarez, PhD
Priscilla P. Dass-Brailsford, EdD

Committee on Gay, Lesbian and Bisexual Concerns
George Ayalya, PsyD

Committee for the American Psychological Association of Graduate Students
Anthony Castro, MS

Continuing Professional Education Committee
Melvin L. Rogers, PhD
Susana P. Urbina, PhD
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

Sixteen Student Scholars Attend the Tenth Annual Conference on Behavior, Clinical Neuroscience, Substance Abuse and Culture, October 22-24, 2003

Sixteen students representing Florida International University, Harvard University; Johns Hopkins University, School of Public Health; Morgan State University; and University of the South were selected to attend and present their research at the 10th Annual Conference held October 23-24, 2003 in Los Angeles, California. Six of these students are current or former participants in the APA/NIGMS project, which seeks to increase minority student interest in the biomedical areas of psychology. Students selected received travel awards sponsored by the Center for Substance Abuse Treatment (SAT), the National Institute of Drug Abuse (NADA) and the National Institute of Mental Health (NAMH). The conference, organized by Tony Strickland, PhD, attracts over 600 attendees annually, and provides programming and state-of-the-art mental health and substance abuse treatment methodologies in a series of three concurrent topical tracts of psychopathology, substance abuse and a designated third tract that addresses “the potential influences of socioeconomic status, culture, age and gender on assessment, diagnosis and the treatment of these disorders.”

Student scholars presented their research during a student-based poster session and attended a one-day pre conference technical assistance workshop involving a number of leaders and experts in the field of behavior, clinical neuroscience, substance abuse and culture attended. For example, Michele Cooley, PhD of Johns Hopkins University and Coordinator of Student Training for the workshop presented “Things I Wish I had Known as an Undergraduate or Graduate Student” and “Optimizing your Pathway to Successful Career Research Development.” Cheryl Boyce, PhD from the National Institute of Mental Health and Pre-Conference Workshop Assistant presented “Tips on Developing Grants: From Start to Finish” which allowed students to participate in a mock grant review session to gain insight on the fundamentals of grand submission and the evaluation process.

As part of their selection, Scholars were asked to provide their comments on the conference, their personal experiences and conference highlights. Students found the one-day workshop and poster session, educational, engaging and enlightening as it afforded them the opportunity to dialogue with experts in the field in an informal setting:
Krista Puente of The University of the South noted:
“The poster session was a unique opportunity for students to portray their most recent research endeavors as well as interact with the professionals regarding current psychological research on culture, minorities, and substance abuse as related to psychology …The Student Scholars reception as well as the reception following the poster session expressed to me that the professionals were supportive as well as appreciative of our presence. The scholars reception was very personal. The guest speakers shared with us their stories of how they came to be where there are today in psychology. It was humbling to see where they began and I am in awe to see how far they have come and how successful each of these professionals are today.”

Kadian Simms from Morgan State University added:
“The workshop lead by Dr. Michele Cooley and Dr. Cheryl Boyce. .... was very interesting and helpful. Dr. Cooley informed us on preparing for the GRE ...and visiting graduate schools to meet with mentors and or advisors was a key point given in choosing the right graduate school, ...[the importance] of recommendation letters to graduate school, meeting [application] deadlines and the completion of application package. Dr. Boyce’s discussion was also very interesting. She informed us on tips to developing grants ....and discussed the complete layout of the proposal.

Many of the student attendees felt their participation in the conference gave them the necessary information to pursue their academic and professional goals. Robert Griffin of Johns Hopkins University stated:

“I was overwhelmed with feelings of anxiety about the future that lay in front of me. I knew I had an idea about what I wanted to do in life, but I also knew that I had a lot of unanswered questions. I often would get the feeling that as soon as I graduated, I would have to immediately know what I wanted to do with my life. However, when I arrived to the conference in L.A., some of my distress was calmed because I found out that a lot of people my age had the same worries that I had every day. This leads to the most important lesson I learned while attending the conference as a student scholar, which is that no body can simply know exactly
what the future has in store for them, but rather it is a never-ending process of change.

Student Scholar Kadian McIntosh of Florida International University shared:

“The other students and I often joked that the three days spent there made us more knowledgeable than a week’s worth of classes would have. I am looking forward to implementing what I have learned from the workshop and the conference. I feel more comfortable going to other conferences and I will be attempting to go to many more in hopes that they are as well arranged as this one. Within the first few moments of the conference, I felt very welcomed. There was a sense not just of politeness, but of sincere hospitality. What stood out most to me was how much I admired so many people in the room.”

Hsiao-Ping Georges Han of Florida International University stated

“The actual conference was full of impressive presentations and I was particularly appreciative of the interpersonal warmth and sensitivity of the senior researchers. They shared personal anecdotes of their own developmental paths with us (the students) and this allowed us a glimpse of the “bigger picture” of the development of a successful scientist. This is a unique conference that challenges our field to consider the riches afforded by an integrative perspective to examine the transactions between psychopathology and substance abuse with multicultural competence. I sincerely hope that the student scholar program will continue to be funded for future sessions of the conference.”

In addition to the personal benefits, students attended scientific presentations given by my leaders in the field.

Maurice Fountain of Morgan State University asserted:

“An interesting talk was given by Dr. Derald Wing Sue whose talk focused on differences in treatment approaches that might be necessary for differing ethnic and/or cultural groups. His presentation made me think about how certain guidelines for counseling and treating clients may not be conducive to helping
clients overcome their problems. Treatment approaches should be flexible to adapt to the nuances of the targets of the treatment.”

Nichole Oliver a Morgan State University student noted:
“One particular academic professional whose research has really gotten my attention, was that of Dr. James McCracken. His research dealt with the advances in the diagnosis and treatment of attention deficit/hyperactivity disorder (ADHD). What I think struck me the most about his presentation on ADHD was the fact that in my own research study at Morgan State University, one of the crucial effects of children born to mothers who smoked while pregnant, is, in fact, ADHD. Dr. McCracken went in depth on what is ADHD, the risk factors that it can lead to later on, the physical and behavioral symptoms, the gender preference (more males are vulnerable to acquiring it), and the specific genes and chromosomes associated in some way with the disorder. For me, to know so much in depth information on just one of the effects of prenatal drug use is startling. It has further motivated me to continue doing research that would address the behavioral and physiological effects of drug use, especially among women and children born under the influence.”

Rachel Valdez of Florida International University added:
“The opening speaker, Donald Meichenbaum, is the best speaker I have ever heard. He woke us up to a whole new world filled with excitement and passion for the working area of psychology. He spoke of research, but also getting in there and working with the participants. I hope to visit the Melissa Institute where he works with Post Traumatic Stress Disorders. Their theory on cognitive prosthetics devices is a great new tool that could be used for many different types of treatments. I agree that giving instruction in easy ways is more beneficial to both the psychologist and the patient.”

Graduate student Dana Darney of Johns Hopkins University shared:
“I also benefitted from Dr. Derald Wing Sue’s presentation on "Multi-Cultural Factors in the Treatment of Mental Disorders." Dr. Derald Wing Sue is the co-author of the textbook I read in my "Cross-Cultural Counseling" class last semester at Johns Hopkins University. From his research, I have learned techniques on how
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

to become a more culturally competent clinician and that it is imperative for the client to feel understood by the clinician for therapy to be effective. I am confident that the insight and knowledge I have gained through this experience will benefit me indefinitely throughout my career. Because I am so passionate about the career path I have chosen, this is an experience that I will never forget because it has been gratifying at both a personal and professional level!”

Through the student summaries, we are provided a glimpse of how this conference impacts students perspectives, actions, and academic and professional careers. Kadian McIntosh from Florida International University provided this summary:

“Attending the conference was a rewarding experience. I was impressed that so many people took the time to create a program that focused on students... When I get my doctoral degree I want to start my own workshops as a way of sharing my time and knowledge with others. I feel it is important to empower the generation which follows yours and allowing them to feel in control of their future. I would love to continue the idea because I know how much it meant to me for someone to give me the opportunity to be involved and learn from people who I hope to emulate.”

The 11th Annual Conference on Behavior, Clinical Neuroscience, Substance Abuse and Culture will be held October 2004. If you are interested in submitting your research or would like a copy of the request for proposals, please contact Sonja Preston at spreston@apa.org.

APA/NIGMS Grant Project Update

The APA/NIGMS Project, Developing minority biomedical research talent in psychology, submitted a competing continuation grant to NIGMS October 1, 2003 for review. The revised application went through a substantial internal review and subsequent revision and re-conceptualization process based on the comments received by the APA/NIGMS Scientific Review Committee and project participants. One of the more significant overall
revisions to the grant was the proposed increased funding to each of the participating institutions from the current annual level of $20,000 per institution, to $40,000 per institution. In doing this, in addition to other programmatic changes and enhancements, the requested funding increased from the current funding level of a total of $1.43 million for three years to $4.8 million for five years.

Increased funding to participating projects would enable the institutions to enhance their biomedical training capabilities by: (a) providing additional student stipends to increase the duration of time and intensity in mentored research experiences; (b) providing students travel assistance to attend and more importantly present at scientific conferences and to engage in summer research programs/experiences outside of their project region; (c) providing additional assistance and financial support for increased student outreach and academic support efforts related to such activities as the preparation of applications for undergraduate transfer and graduate school, and (d) improving tracking capabilities at institutions to determine the educational trajectories of students’ research careers through the educational pipeline.

The grant also proposed special funding for Nonrecurring Enhancements of Scientific Training and Project Evaluation that to provides participating institutions the opportunity to vie for small competitively awarded supplemental funding of “innovative and enhanced scientific teaching and learning strategies, and project assessment and evaluation strategies.” The grant application also requests additional funding for a Best Practices Award that will provide annual funding to “facilitate the development of tools and products for replicating the project’s most innovative and successful recruitment, retention and training strategies”. A funding decision is expected in Spring 2004.

The APA/NIGMS Pipeline: Channeling Talent Into Biomedical Psychology
Dennis R. Bourne, Jr., BA
Howard University and OEMA Research Assistant

Typically, when one thinks of a pipeline, visions of liquid flowing through pipes to satisfy some parched needs may come to mind. However, the American Psychological Association’s National Institute of General Medical Sciences (APA/NIGMS) Grant Project compliments the intent of the pipeline concept, yet rather than liquid, its valuable resource is human potential!
Administered by the APA’s Office of Ethnic Minority Affairs and funded by the NIGMS, the APA/NIGMS project represents an on-going effort to increase the number of ethnic minorities in biomedical areas of psychology. Longitudinal in nature, the project supports and tracks students from the point of their initial interest through the attainment of their ultimate degree. This tracking is concerned not only with traditional academic milestones, like graduation, but also with other markers of academic and professional success. These include publications in scholarly journals and books, presentations at campus, regional and national conferences, and receipt of campus and national awards.

This process begins with stimulating interest in biomedical and psychological research in predominately ethnic minority-serving 2-year and 4-year institutions. The interest is furthered by providing research experience and mentorship by faculty. The diagram/flowchart below provides a visual illustration of how the human talent flows through the pipeline and project outcome as of June 2003.
* Indicates students have received a terminal degree or have not, as of yet, pursued a further degree after completing the given program.

** 11 of the 44 students who transferred also obtained an AA/AS degree.

*** Includes students who entered APA/NIGMS program as doctoral or professional degree students.
For example, not all students involved in the project enter 2-year institutions (only 63 out of 337, to be exact). Then, there are students at 2-year institutions who opt to terminate their education, at least temporarily, with an Associate’s degree. Since the initiation of the APA/NIGMS project, which began during the 1997/1998 academic year, 44 participants have transferred from 2-year institutions to 4-year or major research institutions, and 8 students terminated their education with an Associate’s degree.

Those 44 participants joined another 274 participants, who entered the Pipeline at a 4-year or major research institution. After graduation, participants could terminate their education with a Bachelor’s degree, as 69 of the total 318 participants chose to do, or continue their training. If participants chose to continue, which 249 did, three traditional junctions in the pipeline are usually considered. The first, taken by 28 participants, leads to completion of a Master’s degree. After obtaining their degree, the next step for the participants is to enter a doctoral program. Five of the 28 participants took this step. It should be noted that at each of these three levels of training (Associate’s, Bachelor’s and Master’s degree), students also have the option of terminating their training. Four of the 28 participants chose this option.

The second pathway, taken by 36 participants, leads from the Bachelor’s degree program directly into a doctoral program. The third option directs one into a professional degree (MD, DDS, JD, MSW) program. Eight participants chose this option. Three of these participants entered MD/PhD programs.

Once a participant enters a doctoral or professional degree program, the final step in the Pipeline is to obtain a degree. Thus far, five students have received doctoral degrees and two have received professional degrees.

The APA/NIGMS project continues to expand. These already impressive figures will continue to increase, as more and more students move through the Pipeline and the much-needed ethnic minority talent flows into the Biomedical and Psychological sciences.
DHHS Awards More than $65 Million to Eliminate Health Disparities

HHS Secretary Tommy G. Thompson announced the awarding of $65.1 million, by the National Institutes of Health's (NIH) National Center on Minority Health and Health Disparities (NCMHD). These funds support the advancement of health disparities research and the elimination of health disparities among racial and ethnic minority and medically underserved communities.

The NCMHD was designated by Congress to lead, coordinate, support and assess the NIH research effort to reduce and ultimately eliminate health disparities as they affect racial and ethnic communities and medically underserved individuals.

The following fiscal year 2003 awards were made by NCMHD:

New Endowment Program awards totaling $20 million have been made to four institutions for the purpose of facilitating minority health disparities research and other health disparities research. These institutions are all Centers of Excellence as defined by Section 736 of the Public Health Service Act. The grants will help these institutions to strengthen and build their capacity for minority health and other health disparities research.

Awards totaling $32 million have been made to 33 new eligible biomedical and behavioral research institutions under the Centers of Excellence in Partnerships for Community Outreach, Research on Health Disparities and Training (Project EXPORT). These awards will support health disparities research, with 23 institutions receiving funds to begin developing health disparities centers and 10 other institutions receiving planning grants. The program aims to build research capacity at designated institutions enrolling a significant number of students from health disparity populations and to promote participation and training in biomedical and behavioral research among health disparity populations.

New awards totaling $4.8 million have been made to five qualified biomedical and behavioral research institutions under the Research Infrastructure in Minority Institutions (RIMI) Program. The RIMI program assists non-doctoral degree institutions to develop their research
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

infrastructures, primarily through collaborations with research-intensive universities.

$8.3 million in new awards have been issued to 148 qualified health professionals under the Loan Repayment Programs, which are designed to increase the number of individuals conducting clinical or health disparities research, including researchers from health disparities populations.

CEMRRAT Update

APA CEMRRAT2 Task Force: Activities Highlights for the Year 2003

The APA CEMRRAT2 Task Force met twice in 2003, once via conference call on April 2nd, and again on June 30th in Washington, DC, for its only face-to-face meeting. During this year, the Task Force experienced changes to its membership, budget, and OEMA staffing. Due to the conflict situation in Iraq, Task Force member Victor De La Cancela, PhD, was called to active military service. As a result, Dr. De La Cancela notified OEMA that he would be unable to serve as the 2004 Task Force chairperson or be actively involved with the work of the Task Force until further notice. At the request of the Task Force, James E. Freeman, PhD, agreed to extend the term of his current leadership role. The Task Force further agreed that the membership vacancy should be filled, temporarily, and therefore requested that it's parent board, the APA Board for the Advancement of Psychology in the Public Interest (BAPPI), make an appointment with the understanding that the possible candidates should be advised that the appointment is temporary (until such time that Dr. De La Cancela’s military service status changes and he is able to return). BAPPI appointed former CEMRRAT member Ena Vasquez-Nuttal, EdD to the Task Force. In addition, the Task Force was advised that as a result of recent APA budget shortfalls, its 2004 budget has been reduced by 30 percent. Furthermore, OEMA staff member Adisa Ajamu resigned from his position, and Chanta Goode assumed his duties and responsibilities associated with the work of the Task Force. Current Task Force members are: A. Toy Caldwell-Colbert, PhD, Ena Vasquez-Nuttal, EdD, Victor De La Cancela, PhD (military service status), James E. Freeman, PhD (2004 chairperson), and Frederick Leong, PhD. The APA Office of Ethnic Minority Affairs (OEMA) continues to provide administrative staffing support to the Task Force.
During its 2003 meetings, the Task Force accomplished the following: (a) Established its 2004 CEMRRAT implementation grant funds priority categories and allocations; (b) identified winners of the 2003 Suinn Minority Achievement Awards (the Suinn Award is presented to those graduate programs exhibiting excellence in ethnic minority recruitment, retention, and training in psychology); (c) reviewed and endorsed the draft version of the introductory psychology textbook resource booklet developed by its Textbook Initiative Work Group (TIWG), funded by the APA Council of Representatives (C/Rs); (d) received a report about the production and distribution of its CEMRRAT2 Martha E. Bernal, PhD memorial bookmark; (e) defined the parameters and content areas to be included in its progress report to the C/Rs; (f) agreed to prepare a proposal to solicit convention program hours that would outline elements of a symposium to be presented during the 112th APA annual convention in Hawaii that will focus on “best practices” models/showcase innovative and dynamic projects that have been supported by its Implementation Grant Funds; (g) prepared comments/feedback to the APA Board of Educational Affairs (BEA) related to the establishment of an Accreditation Advisory Council and proposed accreditation issues to be discussed at the 2003 APA Education Leadership Conference (i.e., dissemination of information regarding the history of CEMRRAT, outline those concerns that have been raised in the past, emphasize the “added value factor” of diversity to high quality education, and request that the APA Committee on Accreditation and the newly created Advisory Council membership composition always include experts in multicultural competency, so as to ensure that ethnic minority issues are among highest priorities); (h) agreed to continue efforts to solicit support from the American Psychological Foundation for the possible development and submission of a grant application that will be used to support student travel to the APA annual convention in order for students to be present when their program is awarded the Suinn award (only student nominations of Suinn award winning programs will be eligible); (i) discussed projects and activities for future directions; (j) discussed strategies promoting the visibility of CEMRRAT-related activities through various APA communication venues; and (k) defined future challenges such as building linkages with ethnic minority serving institutions (i.e., HBCUs, Tribal Colleges, and Hispanic Serving Institutions), and promoting a greater emphasis on the infusion of ethnic minority issues into scientific training areas of psychology.

The Task Force expresses sincere appreciation to the APA C/Rs for its continuing support, whose funding contributes to the continued APA-wide
implementation of the CEMRRAT Plan for ethnic minority recruitment, retention, and training in psychology.

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**Request for Proposals**

**American Psychological Association**

**CEMRRAT Grants FY2004**

for

**Ethnic Minority Recruitment, Retention and Training**

The American Psychological Association’s Public Interest Directorate has been allocated $70,000 in Fiscal Year (FY) 2004 to continue implementation of the CEMRRAT Plan as recommended by the APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology (CEMRRAT). As in previous years, these funds will be used primarily to fund small grants. These small grants are intended to serve as “seed funds” to energize, empower, and support interested individuals, organizations, and educational institutions committed to enhancing ethnic minority recruitment, retention and training in psychology. Emphasis will be placed on the funding of innovative start-up initiatives rather than the maintenance of on-going projects.

The established funding priorities for FY2004 are:

**Training/Professional Development - Linguistic Minorities** - For activities that promote development of training programs (and associated professional development of faculty) that improve psychological services to linguistic minorities. (Approximately $4,000 is available.)

**Training/Science - Math and Science Research and Training** - For activities that serve to identify, demonstrate, document, or disseminate math, science, and research education and training procedures and strategies (including distance learning) that result in increased achievement and retention of students of color - especially in scientific psychology areas. (Approximately $4,000 is available.)
Faculty/Professional Development - For activities that serve to promote increased levels of multicultural competence in teaching, practice, and research among a program’s/department’s psychology faculty. (Approximately $15,000 is available.)

Student Undergraduate/Graduate: Grants to Departments for Innovative Programs - For activities related to developing innovative strategies for recruitment, retention and graduation of ethnic minority students in psychology. Applications that bear upon undergraduates and their matriculation to graduate programs in psychology are especially welcome. (Approximately $15,000 is available.)

Ethnic Minority Leadership Development - For activities that promote leadership skills and opportunities among ethnic minority psychologists. Applicants will be expected to provide matching funds equal to the amount requested. (Approximately $2,000 is available.)

For more information contact rwesterfield@apa.org, or go to http://www.apa.org/pi/oema/cemrratgrants.pdf.
PROFESSIONAL PRACTICE
AND COMMUNITIES OF COLOR

Commentary
The Time Is Now: Specialty Certification in Psychology
William D. Parham, PhD, ABPP

Specialty certification within professional psychology is no longer on the horizon. The day for psychologists to secure specialty training in order to meet the tremendous growth of constituency needs is well under way and the forecast for days to come predicts a warming trend toward (a) increased importance of post-doctoral education and training and (b) increased accountability of area-specific professional expertise.

Advances in psychological science, the perceptions of a growing base of consumers that psychology is valuable and necessary, and the ever-increasing demand characteristics of the myriad environments within which psychology provides services bait practitioners to claim their specific area of specialization. Fast dwindling are the days when “generalist” psychologists can practice their trade with the professional degrees of freedom that they’ve enjoyed for the last 40 years. Even a cursory review of association periodicals (e.g., Monitor, American Psychologist) as well as written media emanating from other city, state, national and provincial psychological associations over the last 5-10 years affirm this observation.

The American Board of Professional Psychology (ABPP) has been the leader in specialty certification in psychology since 1947. Clinical Psychology, Industrial/Organizational Psychology and Counseling Psychology constituted the first three fields of certification. The growth and maturity of professional psychology stimulated the expansion of ABPP boards, bringing the current total to 13. The 13 boards include: Behavioral Psychology, Clinical Psychology, Clinical Health Psychology, Clinical Neuropsychology, Clinical Child Psychology, Counseling Psychology, Family Psychology, Forensic Psychology, Group Psychology, Organizational and Business Consulting Psychology, Psychoanalysis in Psychology, Rehabilitation Psychology and School Psychology. To meet the evolving needs of the public relative to psychological services, the ABPP Board of Trustees (BOT) periodically considers petitions for the addition of new boards.

Though slight differences in the “start-to-finish” process exist among the 13 boards, all boards have agreed that becoming a board certified psychologist involves three phases. Phase 1 consists of a review of an applicant’s education and training background (usually conducted by ABPP central
office) and post-doctoral professional activities (usually conducted by peers within the ABPP board to which the applicant is applying). Phase 2 consists of a peer-reviewed evaluation of a candidate’s work that he/she deems as representative of their customary practice. Satisfactory performance on a criterion-referenced examination administered by peers and designed to allow a candidate to demonstrate their expertise and conversance with the professional and ethical elements of the specialty practice in which they have been engaged constitute the final phase of the ABPP process.

The benefits of becoming a board-certified psychologist are many, not the least of which includes increased financial compensation, enhanced opportunities to work in an expanding health care arena and an added measure of professional credibility. Becoming active within ABPP at this time also permits the new diplomat to contribute substantially to the direction in which the organization is headed. For example, given on-going changes in the demographic profile of America’s communities and consequentially in their needs for service, ABPP is engaged in an organizational self-examination, one component of which is an assessment of the degree to which each board and academy is aligned with the tenets of multiculturalism. Details of the ABPP plan to become a more multiculturally sensitive and aware organization appear in the Winter 2003 and Winter 2004 issues of the ABPP newsletter entitled: The Specialist. ABPP is also involved in the state and national legislative process especially in the areas of professional mobility and in achieving health service provider status on par with our psychiatric brethren. Finally, ABPP has liaison relationships and partnerships with several professional psychology organizations including but not limited to the Association of State and Provincial Psychology Boards (ASPPB) and the APA Committee on Accreditation (CoA). ABPP will continue to work collaboratively as leaders in moving the profession to higher standards of competence and conduct.

The time is now for upgrading professional skill sets by becoming a board-certified psychologist. Detailed information about ABPP, the 13 boards and related information including application materials can be found by accessing the organization’s web site using: www.abpp.org.
**APA Members of Color On National Advisory Councils/Committees (as of 12/18/03)**

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<thead>
<tr>
<th><strong>NATIONAL SCIENCE FOUNDATION</strong></th>
<th><strong>SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION</strong></th>
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<tbody>
<tr>
<td><strong>Social, Behavioral and Economic Sciences Advisory Committee</strong></td>
<td><strong>Center for Substance Abuse Prevention</strong></td>
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<td><strong>William Hall, PhD</strong></td>
<td><strong>Jean Lau Chin, EdD</strong></td>
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<td>University of Maryland</td>
<td>System-wide Dean</td>
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<td><strong>NATIONAL INSTITUTES OF HEALTH</strong></td>
<td><strong>California School of Professional Psychology, Alliant International University</strong></td>
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<td><strong>National Advisory Council for Human Genome Research</strong></td>
<td><strong>Center for Substance Abuse Treatment</strong></td>
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<td><strong>Pamela Jumper Thurman, PhD</strong></td>
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<td>APA Minority Fellowship Program</td>
<td>Research Associate</td>
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<td><strong>Research Advisers for Ethical, Legal and Social Issues</strong></td>
<td>Department of Psychology</td>
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<td><strong>Vivian Ota Wang, PhD</strong></td>
<td>Colorado State University</td>
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<td>Arizona State University, Tempe</td>
<td><strong>Advisory Committee for Women's Services</strong></td>
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<td><strong>Kim Nickerson, PhD</strong></td>
<td><strong>Deborah Jones-Saumty, PhD</strong></td>
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<td>APA Minority Fellowship Program</td>
<td>Chief Executive Officer</td>
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<td><strong>National Advisory Council on Drug Abuse</strong></td>
<td><strong>American Indian Associates</strong></td>
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<td><strong>Dorothy Hatsukami, PhD</strong></td>
<td><strong>U. S. PUBLIC HEALTH SERVICE</strong></td>
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<td>University of Minnesota School of Medicine</td>
<td><strong>Advisory Committee on Federal Statistics</strong></td>
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<td><strong>Jose Szapocznik, PhD</strong></td>
<td><strong>Vickie Mays, PhD</strong></td>
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<td>University of Miami School of Medicine</td>
<td>University of California, Los Angeles</td>
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**Congratulations to the 2004 APA State Leadership Conference Diversity Delegates**

Since the year 2000, $7,000 per year in APA CEMRRAT Grant Funds have been awarded to the APA Committee of State Leaders (CSL). These funds have been matched by the APA Practice Directorate and used to create the State Leadership Conference (SLC) Diversity Delegates Program. This Program seeks to increase participation of ethnic minorities in leadership roles in State Psychological Associations (SPAs) by fully or partially funding
state 'diversity delegates' to SLC. States Psychological Associations must apply for these funds and propose some type of state mentoring program for their diversity delegate. States whose applications are approved are able to send a diversity delegate to SLC where they participate in intensive state leadership training and networking opportunities. The program has proven so successful in increasing ethnic minority participation and leadership in SPAs that many SPAs are assuming the full cost of sending a diversity delegate to SLC. Below are the 2004 Diversity Delegates.

FIRST-TIME STATES (FIRST-TIME DELEGATES) - FULLY FUNDED BY APA
Iowa - Dr. Ronelle Langley
Utah - Dr. Janiece Pompa
Montana - Dr. Gyda Swaney
Colorado - Dr. Gina Navarrette
Florida - Dr. Gerardo Rodriguez-Menendez

RETURNING STATES - PARTIALLY FUNDED BY APA
Arizona - Dr. Evie Garcia
Kentucky - Dr. Joseph Aponte
Maryland - Dr. Roderick A. Bacho
Massachusetts - Dr. Terri Davis - 1st Time
Michigan - Dr. Amorie Robinson - 1st Time
North Carolina - Dr. Anthony Smith
Pennsylvania - Dr. Stephanie Kim Phillips - 1st Time
South Carolina - Dr. Kendra Ogeltree Cusaac
Virginia - Dr. Adelaide Simpson - 1st Time

ASSOCIATION-FUNDED STATES
California - Dr. Michael Ichiyama - 1st Time
Connecticut - Dr. Gretchen Vaughn
Georgia - Dr. Andrea Fleming - 1st Time
Hawaii - Dr. Karuna Joshi-Peters
Nevada - Dr. Jo Velasquez - 1st Time
New Jersey - Dr. Caridad Moreno
Ohio - Dr. Cathy McDaniels Wilson
Wisconsin - Dr. Martha Runge - 1st Time
New York - Dr. Dinelia Rose - 1st Time
Minnesota - Dr. Mia DeJohngh - 1st Time
PROFESSIONAL PRACTICE
AND COMMUNITIES OF COLOR


Some U.S. ethnic minority populations are underrepresented in health care professions, a situation that could prove problematic because ethnic minority health providers "are significantly more likely than their white peers to serve ethnic minority and medically underserved communities," according to an Institute of Medicine report released Thursday (Congress Daily, 02/05/04). According to the report, "In the Nation's Compelling Interest: Ensuring Diversity in the Health Care Workforce," Latinos represent 12% of U.S. residents but 3.5% of doctors, 3.4% of psychologists and 2% of nurses. One-eighth of U.S. residents are African-American but one-twentieth of U.S. physicians and dentists are African-American, the Associated Press (AP)/Las Vegas Sun reports. American Indians also are underrepresented in health care professions, the report says. About 19.8% of medical school graduates are Asian or Pacific Islander, a larger proportion than their percentage of the U.S. population, according to the report. The report recommends that health education institutions and accreditation groups include more minorities on their review boards and consider race, ethnicity and language skills in their admissions processes. Further, federal, state and local governments should increase funding for programs that increase diversity in health professions and educational institutions, according to the report (AP/Las Vegas Sun, 02/05/04)
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**Psychological Treatment of Ethnic Minority Populations**
by The Council of National Psychological Associations for the Advancement Ethnic Minority Interests (CNP AAEM I)

**Contents**

Foreword: *Precautions in the use of therapeutic recommendations*

Ch 1: *Cultural competence in the treatment of ethnic minority populations* by Derald Wing Sue

Ch 2: *Recommendations for the treatment of Asian American/Pacific Islander populations* by Gayle Y. Iwamasa on behalf of the Asian American Psychology Association

Ch 3: *Recommendations for the Treatment of African descent populations* by Linda James Myers, Anthony Young & Ezemenari Obasi on behalf of the Association of Black Psychologists

Ch 4: *Recommendations for the treatment of Hispanic/Latino populations* by Andres Baron & Maryann Santos de Barona on behalf of the National Lationa/o Psychological Association

Ch 5: *Recommendations for the Treatment of American Indian Populations* by Carolyn Barcus on behalf of the Society of Indian Psychologists

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Segregation of white and colored children in public schools has a detrimental effect on the colored children. The impact is greater when it has the sanction of the law... A sense of inferiority affects the motivation of the child to learn. Segregation with the sanction law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.

Whatever may have been the extent of psychological knowledge at the time of Plessy v. Ferguson, this finding is amply supported by modern authority. Any language in Plessy v., Ferguson contrary to this finding is rejected.

We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.


Commentary
Bertha G. Holliday, PhD

I think of myself as a child of the Civil Rights Era. If you don't understand that – you won't understand me. I was born in a Black segregated hospital in Kansas City, MO. During my early childhood, I lived a few blocks north (on the Black side) of that city’s 27th Street, which was the dividing line of Black and White neighborhoods. I went on my first picket line at age 4, protesting my kindergarten, which was located in a private dance hall because the Black elementary school I should have been attending was overcrowded – while nearby White schools sat half empty. After my morning kindergarten
class, my teacher would bundle up me and my classmates and direct us to the picket line where we would meet our parents, many of whom had left their jobs and gotten on buses and street cars to join the picket line during their lunch hours.

I remember celebrating the victory of that picket line with some of my kindergarten classmates and our parents: One of the nearby White schools would be declared a Black school for the next school year. In readying that school for its new students, many of its classrooms were cut in half, and many of its amenities were deemed unnecessary for Black children and removed (such as the indoor swimming pool and the dance studio where I had planned to become an official black ballerina). Nevertheless, my classmates and I declared this new Black school (and the hope it represented) – a PALACE!

So perhaps you can imagine just a bit of our heartbreak when shortly after our new school opened, it was mysteriously burned half down. After the shock and the tears and the removal of debris, we spent the rest of that year, going to our new school in half day double sessions, sitting two and three to a seat, and sharing one set of textbooks with 4 or 5 other classrooms. But our Black teachers didn't miss a beat. They were determined that we would be taught and taught well – and we were!

Given this history of my first two years of schooling, you might better understand why I remember the day in 1954 when the Brown decision was rendered almost as vividly as the day some 14 years later when Rev. Martin L. King Jr. was assassinated. The Brown decision declared de jure segregated schools as unconstitutional and called for the dismantling of the nation's segregated systems of public education with all deliberate speed.

Immediately after the Brown decision, the Kansas City, MO school district (which is less than 65 miles from Topeka) declared that all its schools would be integrated the following school year. And during the summer after the Brown decision, I remember making Momm a check the mail everyday to see if my notice of school assignment had arrived. I remember the day that notice came. It said I would go to Greenwood School. I asked Momma, “Where is Greenwood School?” And I remember feeling a bit stupid when she informed me that was the name of the school exactly two blocks up the street. I had passed that school at least two times everyday – but I had never been curious about its name: It was a ‘White’ school and hence outside of my world and thus of little significance.
I remember my first day at Greenwood School. Lord I was excited!! Lots of my friends were there. The faculty was well integrated and my White teacher, Miss Dickerson, was really nice. But there wasn’t a large number of White kids there. And that mystified me. Momma and Daddy explained that there had been a loophole in the local desegregation plan. And White children were able to transfer out of their neighborhood schools. So most of the White children who had previously attended Greenwood School had transferred to other schools in neighborhoods on the far east side of the city, where almost no Blacks lived. In the second year of integration, even more White children had transferred out of Greenwood. By the third year of integration, Greenwood was 99% black. And that would be the racial composition of my educational experience until I began college. So for me and my classmates, the promise of Brown was short-lived. Our futures were embedded in the reality of de facto school segregation.

Fifty years after Brown, we can see certain things with great clarity: The legacies of that decision are complex; resistance to social/educational/economic integration is deeply embedded in our collective and individual behaviors; and issues of racial and ethnic divides continue – and proliferate with changing social/economic ideologies and realities.

OEMA urges you to remember Brown. We urge you to begin a conversation with your friends, colleagues and students about Brown, and about psychology’s contribution and resistance to that decision. We urge you to envision the possibilities of this nation’s racial/ethnic and social futures – and what must be done to make those visions real.
**Facts about Brown vs. Board of Education**

- African American parents began challenging the legality of racially segregated public schools in 1849 in the Roberts case in Boston, MA.

- The strategy for the Brown case was conceived in 1950 by the President of the Topeka, KS chapter of the NAACP: 13 parents agreed to take their children to the school for White children nearest to their home and attempt to enroll them. Once they were denied enrollment, they were to report back to the NAACP and provide attorneys with necessary documentation necessary for a lawsuit. In 1951, the Topeka NAACP requested an injunction to forbid the segregation of Topeka’s public schools.

- In June 1951, in the U.S. District Court for the District of Kansas, the NAACP argued that segregated schools sent the message to black children that they were inferior whites; therefore, the schools were inherently unequal. The Board of Education argued that because segregation in Topeka and elsewhere pervade many other aspects of life, segregated schools simply prepared black children for the segregation they would face during adulthood, and that segregated schools were not necessarily harmful to Black children. The District Court observed that “segregation… in public schools has a detrimental effect upon the colored children… A sense of inferiority affects the motivation of a child to learn”. However the Court also noted that the precedent of *Plessy v. Ferguson*, which allowed separate but equal school systems had not be overturned by the U.S. Supreme Court. Consequently, the District Court felt it was ‘compelled’ to rule in favor of the Board of Education.

- While the Topeka case was moving forward in the courts, legal counsel for the NAACP headquarters was representing plaintiffs in school desegregation cases in Delaware, Virginia, South Carolina and Washington, DC.

- When the Topeka case made its way to the U.S. Supreme Court, it was consolidated with the four other NAACP school cases under the case name of Oliver L. Brown et. al. vs. The Board of Education of Topeka (KS). The lead attorney was Thurgood Marshall.
Thurgood Marshall and colleagues argued that racial separation, no matter how equal the facilities—caused psychological damage to black children. Thus, the case relied heavily on psychological evidence. The primary architect in the compilation and use of those data was African American psychologist Kenneth B. Clark, PhD.

On May 17, 1954, at 12:52 p.m., the U.S. Supreme Court issued a unanimous decision, that it was unconstitutional, violating the equal protection of the laws guaranteed by the 14th amendment, to separate children in public schools for no other reason than their race. The nation’s schools were ordered to dismantle segregated systems with all deliberate speed. This decision was the first to cite psychological data.

APA COMMEMORATES 50 YEARS OF BROWN VS. BOARD OF EDUCATION

An American Legacy: 50th Anniversary of Brown vs. Topeka Board of Education

2 hour Special Plenary Session at 2004 APA Convention

Organized by Harvette A. Grey, PhD, 2003 President, National Association of Black Psychologists, and Diane F. Halpern, PhD, 2004 President, American Psychological Association.

Participants will include: John Jackson, PhD (a historian who has published in History of Psychology--U Colorado-he gives historical context); Brewster Smith, PhD (He signed the social science document that was used in the case and testified as a psychologist); Minnie Jean Tricky (She was one of Little Rock 9. Her life was immediately changed by Brown v Board of Education); and Jackie Irvine, PhD (African American education scholar). Date, time, and location to be announced.
Division 9 (SPSSI) 2004 Convention Commemorates Brown

The theme of Division 9's (The Society for the Psychological Study of Social Issues) 2004 Convention is From Desegregation to Diversity. This 5th biennial SPSSI conference will explore the implications of societal diversity from research, social, policy and social justice perspective. The sister of the Brown plaintiff, Cheryl Brown Henderson, will serve as the conference's honorary chair, and the conference will include a reception honoring Congressman (and civil rights leader) John Lewis. The conference will be in Washington, DC on June 25 - 27, 2004. For more information go to: www.spssi.org/spssi-2004-Convention-index.html

APA’s CEO Announces Special Issue of the American Psychologist on Brown

Norman B. Anderson, PhD, APA’s Chief Executive Officer and editor of its flagship journal, recently announced the following: “There will be a special issue of the American Psychologist later this year devoted to the Brown decision. It will likely come out in the September 2004 issue.”
PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

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Section Overview

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.

OEMA Launches 2004 Survey of the Status of Psychology at Ethnic Minority-Serving Institutions

The Office of Ethnic Minority Affairs (OEMA) has developed a Psychology and Ethnic Minority Serving Institutions (PEMSI) survey project targeted to psychology departments and programs at Predominately Hispanic Serving Institutions (PHSIs), Historically Black Colleges and Universities – (HBCUs), Tribal Colleges and Universities (TCUs), and other predominately ethnic-minority serving institutions as identified by the 2003 United States Department of Education Office of Civil Rights’ Accredited Postsecondary Minority Institutions Listing. The project involves two surveys. The first (abbreviated) survey will be mailed to various institutional contacts at more than 300 targeted institutions. It is hoped this survey will serve to spark greater interest in OEMA and APA among academic and psychology chairs at these institutions.

The abbreviated survey will introduce the institutions both to the PEMSII project and APA’s desire to strengthen its relationship with ethnic minority-serving institutions, as well as to the specific goals of the survey project. This survey also will solicit responses to a few general questions about the institution, its organizational structure including the placement of psychology, and an appropriate institutional contact for receipt and completion of a second, more detailed survey.
PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

Upon receipt of a completed abbreviated survey, OEMA will forward a more elaborate survey that is divided into three sections: (a) Identifying information, (b) Institutional Context, which solicits information about student and faculty, characteristics and recruitment/retention strategies; and (c) Department/program Context, which consists of open-ended questions related to organization and reporting lines, and characteristics of undergraduate and graduate programs, students, faculty and training in psychology. These data will enable APA to better understand the needs of these institutions, and to more effectively reach-out and market its services and benefits to their students and faculty.

Promoting Psychological Research and Training on Health Disparities Issues (ProDIGs) Grantees Participate in the First Minority Fellowship Program Psychology Summer Institute (MFP/PSI), July 16-19, 2003

The ProDIGs initiative is administered by the Public Interest Directorate’s Office of Ethnic Minority Affairs (OEMA) in collaboration with the Minority Fellowship Program (MFP) with funding provided by APA’s Science Directorate’s Academic Enhancement Initiative. ProDIGs seeks to increase the capacity of ethnic minority serving postsecondary institutions and faculty to engage in health disparities research and to encourage student
involvement in health disparities research training at early levels of the educational pipeline. Targeting early career psychology faculty at ethnic minority serving institutions, ProDIGs awards small grants to support activities associated with the preparation of an initial research/curriculum development application for federal or foundation funding from such agencies as the Center for Mental Health Services (CMHS), Fund for the Improvement of Postsecondary Education (FIPSE), National Center for Minority Health and Health Disparities (NCMHD), National Institute on Drug Abuse (NIDA), National Institute on Mental Health (NIMH), the National Science Foundation (NSF) and others. A component of the grant is participation in the MFP/Psychology Summer Institute. The Institute provides grantees activities designed to enhance their professional development and research skills through the provision of goal-based mentoring, interaction with federal funding officials, and a series of specialized training modules. It is expected that grantees’ activities will be completed within 18 months after award and that the grantees will prepare a major funding proposal within 24 months.

Grantees participated in the first Psychology Summer Institute (PSI) held July 16-19, 2003 in Washington, D.C. The four-day Institute brought together selected Minority Fellowship Program (MFP) recipients (advanced graduate students to postdocs) and ProDIGs grantees. The event was attended by more fifty MFP and ProDIGs grantees, invited guests, federal representatives and speakers. An exciting component of the Institute provided ProDIGs grantees the opportunity to have their research concept papers critiqued by experienced researchers and federal representatives from agencies that focused on their specific areas of research. This unique experience afforded grantees the opportunity to strengthen and revise their concept papers based on the input they received, and to become more informed and familiar with the funding opportunities and officials in their areas of research for future grant submission. Federal representatives included officials of the Substance Abuse and Mental Health Services Administration (SAMHSA), the Center for Substance Abuse Treatment (CSAT), the Center for Substance Abuse
PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

Prevention (CSAP), Center for Mental Health Services (CMHS), National Institute of Child and Human Development (NICHD), National Institute of Drug Abuse (NIDA) National Health, Lung and Blood Institute (NHLBI), National Institutes of Diabetes and Digestive and Kidney Diseases (NIDDK), National Institutes of Health (NIH) and the National Institute of Mental Health (NIMH).

The Institute was organized into three thematic tracks based on specialized needs and professional experiences of the MFP and ProDIGs participants. Track One offered activities and mentorship for those participants supported by the MFP Mental Health Research (MHR) training grant funded by the National Institute of Mental Health (NIMH). Track Two offered activities targeted to participants supported by the Mental Health and Substance Abuse Services (MHSAS) training grant funded by the Substance Abuse Mental Health Services Administration (SAMHSA), and the third Track provided focused experiences relevant to the ProDIGs grantees. Within each track, training and mentoring were provided by experienced researchers. Trainers and mentors for ProDIGs grantees included: Mark Chavez, PhD, National Institute of Mental Health; Hector Myers, PhD, University of California, Los Angeles; S. Darius Tandon, PhD, Johns Hopkins University; Mark Appelbaum, PhD, University of California, San Diego; Jules Harrell, PhD, Howard University.

The 2002/2003 ProDIGs grantees are listed below.

Assistant Professor Vicki Mack, PhD of Clark Atlanta University. Project: The analysis of African American adolescents’ attitudes toward healthy-eating and lifestyle, their healthful behaviors, and their awareness and concerns about cancer.

Assistant Professor Angela Farris-Watkins of Spelman College. Project: HIV/AIDS prevention at Historically Black Colleges and Universities.

Assistant Professor Jocelyn Turner-Musa of Morgan State University. Project: Impact of family religious/spiritual beliefs on enhancing mental and physical health outcomes among African Americans with chronic kidney disease.
Assistant Professor **Jeffery L. Kibler** of Jackson State University. Project: *Alcohol use, post-traumatic stress and risky sexual behaviors*.

Chair, Assistant Professor and Graduate Program Coordinator **Lera Joyce Johnson** of Virginia State University. Project: *Virginia State University Collaborative Minority Serving Institution Sexually Transmitted Disease Research Program*.

Associate Professor **Phyllis Ford-Booker** of North Carolina A&T University. Project: *Health disparities in African Americans at Risk for coronary health disease: Factors influencing treatment seeking behaviors*.

Assistant Professor **Safiya Omari** of Jackson State University. Project: *Psychosocial, cultural, and environmental correlates of obesity and overweight in Black women in Mississippi*

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**Updates on ProDIGs Research Projects**

Awardees of Promoting Psychological Research and Training on Health Disparities Issues Grants (ProDIGs) are expected to engage in activities that are preliminary to developing a major research or training proposal (e.g., pilot studies). These activities also are to provide some of the grantee’s students at ethnic minority-serving institutions with experience in health disparities research. We provide the following progress reports that have been prepared by some of the 2002/2003 ProDIGs awardees in hopes of sparking broader interest in student-faculty collaboration on health disparities research.
Launch of STD/HIV Research Program at Virginia State University: Respect for Sensitive and Critical Issues
Lera Joyce Johnson, PhD - Virginia State University

Historically Black Colleges and Universities (HBCU’s) in the southeast region of the U. S. host future leaders from many major metropolitan cities and rural areas. The years that these young people reside at college can be viewed as a developmentally critical period because effective STD/HIV prevention efforts during that time period could potentially reverse the pandemic of HIV/AIDS among Blacks in the South. STD surveillance reports from the Centers for Disease Control (CDC) consistently report greater risks for STD’s and HIV/AIDS among African Americans, especially adolescents and young adults, and show the highest concentration of prevalence in the southeast United States. STD’s challenge to the immune system puts the host at greater risk of HIV infection, and risky behaviors that lead to contraction of STD’s are also associated with HIV transmission. Predominantly Black colleges and universities, where large concentrations of African American adolescents and young adults interact socially, could be important hubs of influence related to transmission of STD’s and HIV-- for better or for worse.

Our search of the literature has not yet revealed a developmental study of students at HBCU’s that examines how STD/HIV prevention efforts increase or decrease in this population over the four to six years of college/university attendance. Are HBCU’s breeding grounds for sexually transmitted diseases that continue to spread as these students return to their metropolitan or rural homebases, or do student health service prevention programs at HBCU’s serve as dampening influences in the spread of STD’s and HIV in the South? Dr. Andrew Kanu, expert in public health education and Chair of the Department of Health, Physical Education and Recreation, has joined me, Dr. Lera Joyce Johnson, Developmental and Experimental Psychologist and Chair of the Psychology Department, to form a multidisciplinary team to study social and behavioral influences on STD/HIV transmission and health seeking behaviors among students at Virginia State University. Virginia
State University is an HBCU with a student population that is 96% African American. Located in Petersburg, Virginia, VSU attracts students from New York to Atlanta.

Love, sex, and relationships are sensitive topics. We found that we had to alter our initial plan to collect data through focus groups because our students were not comfortable to discuss these intimate topics in the presence of familiar or unfamiliar peers. Our initial research design was to have graduate students conduct structured interviews with male and female students from each classification level - freshmen, sophomore, junior, senior and graduate - about STD/HIV symptoms, transmission, and prevention, and their health seeking criteria. Our graduate students found that participants refused to share candid conversation on these sensitive issues with others present. Individual interviews will require more time than focus groups, but the quality of the information obtained may be more straightforward and useful than that obtained in formal or informal social groupings.

We face a common challenge to find time to devote to research in an environment whose mission is in transition from teaching to research. Our funding proposals will need to attract funds for infrastructure as well as support for our research projects.

We are also aware that each HBCU has its own ambiance and character that attracts a certain genre of students. We want to expand our study to collaborate with other HBCU’s in the South to sample their populations regarding this developmental question. HBCU’s may be reluctant to allow data collection on this sensitive topic because outcomes might reflect negatively on the school’s image or the students who attend. We are looking for ways to collect and report aggregate data that would contribute to the reduction in health disparities without casting any negative reflection on the participating colleges or students.

The challenges to this research project are inherent to the sensitive nature of the topic. Privacy issues have demanded a change in our data collection format. We are professionally challenged to displace our familiar duties with time to devote to research and to attract external funds under conditions of limited research infrastructure and research history. We are encouraged by the support of APA to provide startup funds for our pilot project that will lead to externally funded research in health disparities.
The increasing rate of HIV/AIDS among African American women in the United States represents a significant public health problem (Centers for Disease Control and Prevention [CDC], 2003). The majority of HIV+ African American women contract HIV through heterosexual contact (CDC, 2003). Therefore, examination of psychological (e.g., posttraumatic stress disorder; PTSD) and behavioral (e.g., alcohol use) factors that contribute to sexual risk behavior in this population is warranted. Symptoms of PTSD are positively associated with alcohol use (Jacobsen, Southwick, & Kosten, 2001) and may be related to high-risk sexual behavior (Hutton et al., 2001; Rosenberg et al., 2001). However, the extent to which alcohol use/abuse is related to sexual risk behaviors among individuals with PTSD symptoms has not been determined.

The present report focuses on an ongoing study of associations between PTSD symptoms and sexual risk behaviors among African American women (age 18 and older), and the role of alcohol use in these relationships. Twenty women with high PTSD symptoms (score greater than 44), indexed by the Posttraumatic Stress Disorder Checklist – Civilian Version (PCL-C; Blanchard, Jones-Alexander, Buckley, & Forneris, 1996), and 7 non-PTSD control participants with low PCL-C scores (range = 18-24) were identified by screens conducted in undergraduate General Psychology classes (non-psychology majors) and in the community. Scores on the PCL-C range from 17-85, and good internal consistency, convergent validity, and diagnostic efficiency have been demonstrated for this survey (Blanchard et al., 1996). Participants also completed a computer-automated survey of alcohol use and high-risk sexual behaviors.
The PCL-C scores in our high PTSD symptom group ranged from 45 to 71. A moderate association was observed between PTSD severity and frequency of vaginal sex without a condom in the past three months, \( r(25) = .37, p = .07 \). The relationship between PTSD severity and alcohol use (per week) was small, \( r(27) = .23 \), and did not approach significance \( (p > .10) \). Alcohol use was also unrelated to sex without a condom. Thus, alcohol use did not appear to mediate the relationship between PTSD symptoms and unprotected sex in the total sample. Nonetheless, an interesting pattern was observed for a subsample of participants: Three participants with high PTSD symptoms that reported at least one binge-drinking occasion (> 4 drinks) in the past month were the only participants to report at least one past occurrence of sex while under the influence of a substance. This subsample also reported frequent unprotected sex in the past 3 months (range = 15-50 instances).

These preliminary results should be interpreted with caution - the conclusions are limited by the small sample size. Additional data from this study will determine whether our results generalize to a larger sample. Despite its limitations, this study provides preliminary insight into the health risk behaviors of African American women with high PTSD symptoms. Higher frequency of unprotected sex was related to greater PTSD severity. In addition, binge drinking may contribute to risky sexual behaviors among a small subset of African American women who experience posttraumatic stress. Identifying the roles of PTSD symptoms and alcohol use in sexual risk behavior has implications for treatments designed to reduce the risk of HIV/AIDS for high-risk individuals, such as those with PTSD symptoms.

References


Investigating Attitudes towards Obesity and Overweight Among African American Women in Mississippi
Safiya R. Omari, PhD - Jackson State University

The higher rate of overweight and obese African American women in Mississippi, coupled with the indications that weight loss/maintenance efforts in this population are declining is a cause of concern, particularly in light of the association between overweight and obesity and increased risk of developing heart disease, diabetes, and stroke. In this pilot study, the researcher is investigating some of the issues associated with obesity and overweight by allowing African American women in Mississippi, urban and rural, to discuss their views about body image, weight concern and health in a series of focus group discussions. The purpose of the project is to identify and understand specific psychological and socio-cultural factors that may impede the salience of the negative health implications of being overweight and obese in this population such that weight loss and exercise are not priorities.

Two focus groups, made up primarily of urban women, have been conducted so far. Themes related to body image, culture, and psychological factors emerged from these sessions. The participants perceived themselves to be overweight and, for the most part, were not satisfied with their weight. They stated African Americans as a group are generally more accepting of larger body size than other ethnic groups, and food is associated with a variety of emotions and social situations. Additionally, cultural values related to body image, food preferences, and food preparation were also central to

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Factors Contributing to Overweight and Obesity

Culture. When asked to discuss things about Black culture and communities that promoted obesity and overweight in Black women, issues related to food preferences and food preparation emerged as themes. Statements such as “I think we pass on a lot of things the way we were brought up...it’s hard to leave the fried chicken alone, and the fried fish, you know...”; and “It’s the preparation of the food, what we add to it...” are examples of this content. Additionally, participants indicated that culturally, it’s not acceptable to denigrate and humiliate individuals because they are overweight and/or obese. Some felt that this tolerance of obesity may inadvertently send the cultural message that it is okay to be overweight. This cultural attitude is depicted in the statement, “We don’t necessarily criticize people for being big, and people in fact, I mean, we praise children and people with fat babies...”

Psychological Factors. “When we get depressed, we eat... comfort food. When we’re happy, we eat. When we’re stressed, we eat.” This statement about the importance of food and the many roles it plays in the everyday lives of the women in these groups is powerful, primarily because it demonstrates how food is involved across the emotional spectrum, from depression to happiness to stress. Combined with their statements concerning a preference for fried foods and traditional methods of food preparation, the centrality of food in their everyday lives may be a significant contributor to the overweight and obese health concern in this population.

Lack of exercise. Although both groups acknowledged that exercise is a very important aspect of a healthy lifestyle, less than a third of the participants in the focus groups reported exercising regularly. Role strain was the most frequently given reason for failure to exercise, as exemplified in the following statement from one of the participants “…as Black women, we have too many roles. I think we’re doing this and doing that ... We don’t have time to go and exercise.”
These preliminary findings indicate that African American women may have their own culturally defined views about body image and food that significantly influence their attitudes about weight. They underscore the necessity of conducting additional research to clarify the relative importance of cultural and psychosocial contributors to the development of attitudes towards overweight and obesity in this population. It is expected that the additional focus groups will provide further support for these emerging themes and facilitate the development of culturally specific interventions to address overweight and obesity in this population.

The Impact of Family Religious/Spiritual Beliefs on Enhancing Mental and Physical Health Outcomes Among African Americans with End-Stage Renal Disease
Jocelyn Turner-Musa, PhD - Morgan State University

End-stage renal disease (ESRD), the stage of kidney impairment in which the kidneys have stopped functioning, is disproportionately represented among African Americans. The condition requires maintenance dialysis therapy or transplantation for survival. Given medical technologies designed to prolong the lives of persons with ESRD, there is an increased need to understand psychosocial factors that aid in sustaining their lives and that may render them vulnerable to stress associated with the illness. Among these factors are religious/spiritual beliefs.

Research suggests that religion and religious involvement may have beneficial effects on physical health, mental health, and survival. Data from national samples that African Americans report greater levels of subjective religiosity as compared to whites (Taylor, Mathis, & Chatters, 1999). Other studies have shown that religious beliefs are related to perceptions of various aspects of depression care among African American primary care patients (Cooper, Brown, Vu, Ford, & Powe, 2001) and positive health behaviors and survival among persons with HIV/AIDS (Ironson, Solomon, Balbin, Cleirgh, et al, 2002). Research examining religiosity/spirituality and health outcomes among African Americans has been sparse and often
times limited to religious behaviors such as church attendance. Further, most of these investigations have examined religious experience at the individual/private level and have not considered the family’s perspective in religious beliefs or practices. While individual level perceptions are important, families play a significant role in inculcating values and beliefs in its members, and discordance in religious beliefs or practices within a family may lead to poor outcomes for individual members or the family as a unit. This has not been sufficiently examined in the research literature.

The current pilot study attempts to address this dearth by utilizing data collected as part of a longitudinal study of family process and structure on disease progression and survival in a prevalent sample of African Americans receiving center-based hemodialysis therapy (Holder, Turner-Musa, Kimmel, Reiss, et al, 1998). The primary goals of the current project are to further analyze data from this study using qualitative and quantitative methods to better understand possible psychosocial mechanisms influencing disease course in this population. Specifically, the study examines:

- The extent to which religious beliefs aggregate within a family and how this relates to patient health outcomes
- Other factors deemed important to families in illness management or in causing stress.

The sample for the current project consists of 48 African American families with an adult member diagnosed with ESRD treated by outpatient hemodialysis therapy. There are 3 to 4 participants per family (including the patient) between the ages of 12 to 70 years old. Family members consist of the spouse, sibling, child, parent, or other relation to the patient member. Data utilized from the longitudinal study from which these data were drawn, include a demographic questionnaire and self-report measure of psychological distress completed by all family members including the patient member, a measure of disease severity, and a semi-structured Illness Experience Interview designed to assess the family’s religious and spiritual beliefs and experience in coping with chronic illness in a member. The interview was videotaped and took about 15-20 minutes to complete. In a preliminary study, the interviews were coded using a validated coding manual designed to assess the content, intensity, and integration of religious beliefs in the family. Preliminary analyses from the interview suggest that families share a belief in:
Their perception that the illness is a source of strength (56%)

Having a personal relationship with God (90%)

Being involved in a religious community (58%)

Currently, the interviews are being analyzed via the use of qualitative software for further exploration of factors deemed as important in managing chronic illness. These data will be analyzed with outcome measures to assess the relationship between family religious/spiritual beliefs on enhancing health outcomes of African Americans with ESRD. It is hoped that this information can be used to develop an intervention designed to incorporate the patient’s and family’s beliefs or ‘worldview’ about management of illness in educational sessions with the family to improve the quality of life of African Americans with ESRD.

References:


The devastating state of human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) in the African American community is disconcerting. That young African Americans form a significant portion of HIV/AIDS diagnoses poses a serious threat to the African American culture. Moreover, the general response, HIV/AIDS education, is problematic in light of the fact that research renders HIV/AIDS education ineffective for a particular sub-group of young African Americans. It has been demonstrated that the attitudes and behaviors of African American college students are not changed by HIV/AIDS education (Johnson, Gilbert, & Lollis, 1994; Montgomery, 1996). These findings point to African American college students as an underserved group.

In the face of such a tremendous dilemma, the role of Historically Black Colleges and Universities (HBCUs) can be powerful weaponry. HBCUs bring together large numbers of young African Americans. In so doing, they are easily a front line of defense. Also, the course of action has been made clear by a number of researchers (Barzargan, Kelly, Stein, Husaini, & Barzargan, 2000; Duncan, 2001; Taylor, Dilorio, Stephens, & Soet, 1997). The development of effective HIV prevention programs for African American college students will require: 1) investigations that include a representative sample of African American college students; 2) meaningful statements about risky behaviors among these students; 3) designing and conveying messages that impress the realities of HIV/AIDS as an indiscernible disease; 4) an understanding of the complexities associated with practicing safer sex; 5) inclusion of HIV/AIDS prevention strategies in the context of general health promotion activities; 6) students’ trust in confidentiality; 7) students’ trust for authorities; 8) an examination of general health beliefs; 9) ease of accessibility to information; 10) peer influence; 11) skills for negotiating safer sex; 12) an increase in specific knowledge about the subtleties of sexual transmission; 13) heightened awareness of the limited
protection of serial monogamy; and 14) gender-specific training regarding necessary behavioral change.

Despite the enormous potential of HBCUs for combating HIV/AIDS and the provision of a clear course of action for effective prevention, it is uncertain whether all, most, or very few HBCUs are involved in the implementation of HIV/AIDS prevention strategies of any kind. To this end.....

Description of the Project
A project has been funded by the Office of Ethnic Minority Affairs of the American Psychological Association and awarded to Angela Farris Watkins, PhD, Department of Psychology, Spelman College. Its purpose is to pilot an assessment of HBCUs that are engaged in HIV/AIDS prevention. There are four objectives: 1) to assess the current level of involvement of a representative sampling of HBCUs in HIV/AIDS prevention; 2) to examine the HIV/AIDS prevention strategies that are exercised at a representative sampling of HBCUs; 3) to determine general areas of need with respect to HIV/AIDS prevention (i.e., information, intervention, resources, and evaluation) based on the sample; and 4) to engage Spelman College students in health research with HIV/AIDS prevention for purposes of personal merit and academic scholarship.

Purpose and Procedures
The task of the project was to create a checklist of possible curricular and co-curricular HIV/AIDS prevention campus activities and to distribute the checklist to individuals at twenty-five randomly selected institutions. Campus Liaisons, individuals at these institutions whose job is to manage health related affairs, were contacted by letter and asked to participate. Twenty individuals completed the checklist, also listing activities that were not included on the checklist. The Campus Liaisons were also asked to indicate areas of need. Responses are currently under analyses.

This project supports the specific efforts of Spelman College to address the critical condition of HIV/AIDS among African American youth. Spelman College is one of the nation’s most highly regarded colleges for women and an outstanding historically Black college. This project will advance Spelman’s commitment to intellectual discourse and social responsibility.

Follow-up
Follow-up to this pilot will include an assessment of a larger sample of HBCUs. The expectation is that the results from the larger project will be valuable in persuading and empowering HBCUs in HIV/AIDS prevention. It
will also serve as an excellent tool for program building; for agencies, institutions, and individuals concerned with the prevalence of HIV/AIDS and the reduction of HIV/AIDS in the African American community.

For more information: Angela Farris Watkins, PhD; Box 346 Spelman College 350 Spelman Lane, SW Atlanta, GA 30314-4399; awatkin1@spelman.edu.
PUBLIC POLICY AND ADVOCACY

Legislative Update

Announcing CEMA's Coordinated Advocacy Campaign
By Lori Valencia Greene

Q: What do Senators Herb Kohl, (D-WI), Tim Johnson (D-SD), Dick Durbin (D-IL), Arlen Specter (R-PA), and Debbie Stabenow (D-MI) and APA’s Committee on Ethnic Minority Affairs (CEMA) have in common?

A: A concern about ethnic minority health disparities.

This past November, the APA Committee on Ethnic Minority Affairs (CEMA) began an historic partnership with the Public Interest component of the Public Policy Office (PPO) by implementing Phase 1 of PPO's Coordinated Advocacy Campaign. Members of CEMA met with their Senators' staff to express concern over the new minority health disparity legislation, the “Health Care Equality and Accountability Act” (H.R. 3459, S.1833). This 432-page bill mentions psychology once.

In 2000, PPO, in conjunction with many APA members, worked hard to get behavioral health, and specifically psychology, included in the Minority Health and Health Disparities Research and Education Act. That bill was passed by the House and Senate and signed by President Bill Clinton, with APA CEO Raymond Fowler, PhD as one of a handful of organization CEOs invited to the Oval Office for the signing ceremony. Dr. Fowler was the only one representing a predominantly white organization. It is disconcerting that once again, legislation has been introduced by our friends
in Congress that is not inclusive of behavioral health. Senators **Tom Daschle** (D-SD) and **Ted Kennedy** (D-MA) on the Senate side and the chairs of the ethnic minority caucuses on the House side, Representatives **Elijah Cummings** (D-MD), **David Wu** (D-OR), **Ciro Rodriguez** (D-TX), and **Dale Kildee** (D-MI) introduced the bill last month.

The new health disparity bill has eight titles covering a broad range of issues, such as specific diseases and conditions (including HIV/AIDS, infant mortality, heart disease, diabetes, and fetal alcohol syndrome), workforce diversity, culturally and linguistically appropriate healthcare, family care, data collection and reporting, the strengthening of health institutions that serve minority populations, accountability, and loan guarantees. The legislation has a provision requiring the Substance Abuse and Mental Health Services Administration to formulate a strategic plan for implementing the 2001 report by the Surgeon General entitled *Mental Health: Culture, Race, and Ethnicity A Supplement to Mental Health: A Report of the Surgeon General* and the 2003 report by the President's New Freedom Commission on Mental Health and to submit the report to Congress within six months. There are no specific provisions on implementation, nor funds authorized to implement the recommendations. The legislation establishes five new scholarship and fellowship programs, and psychologists are only eligible for one, the David Satcher Public Health and Health Services Corps.

PPO does not have the resources to bring APA members to Washington, DC, to advocate on Capitol Hill. Therefore, we have to be creative in devising methods that are user-friendly for our members, as well as economically feasible for our office. PPO's new campaign uses digital organizing and mobilization to grow and sustain advocacy efforts at the local level and targets Public Interest governance committees. During CEMA's spring meeting, PPO staff proposed organizing a series of lobby meetings over a specified period of time for CEMA members. They immediately stepped up to the plate, and Phase One of the campaign was born. This involved CEMA members recruiting at least three of their colleagues in their states to a lobby meeting, and serving as the campaign contact in that state. The primary goal in this instance was to achieve the inclusion of language related to behavioral and mental health throughout the minority health disparities legislation. Secondary goals were 1) to establish a relationship between CEMA members and their Senators, and 2) to provide a safe,
enjoyable, productive encounter for all. To that end, the following CEMA members hosted meetings with their respective U.S. Senators and/or staff: (1) Tawa M. Witko, PsyD with Tim Johnson (D-SD); (2) Elizabeth M. Vera, PhD with Dick Durbin (D-IL); (3) Stephen M. Quintana, PhD with Herb Kohl (D-WI); and (4) Karen H.C. Huang, PhD with Arlen Specter (R. PA). By all accounts, the meetings were successful and the goals were met (For photos, visit the PPO website at: http://www.apa.org/ppo/issues/pethnic.html#Health%20Disparities)

“My meeting with the Senator went well... They brought in the tribal liaison [staff] person ... We went over the main points [regarding inclusion of behavioral/mental health in proposed health disparities legislation] and then talked extensively about our state and services for Indian people.”

— APA member Tawa M. Witko, PsyD, of Kyle, South Dakota, on her meeting with Senator Tim Johnson’s Office as part of CEMA’s Coordinated Advocacy Campaign

This concerted effort is critical because PPO staff face yet another uphill battle to ensure that behavioral health is included in this new legislation. However, the challenges are greater this time than in 2000. Shrinking budgets and the wars in Afghanistan and Iraq continue to distract members of Congress. In addition, this is simply not a front-burner issue for the current administration as it was for the former one. However, PPO staff are excited about the campaign and regard it as a critical tool in our advocacy toolbox.

Lori Valencia Greene is a Senior Legislative and Federal Affairs Officer in the APA Public Policy Office. For more information about the campaign, the health disparities legislation, or how you can get involved in advocacy, contact Lori Valencia Greene at 202-336-5931 or via email at lvalencia-greene@apa.org.

For more information on APA’s ethnic minority advocacy activities, go to:
FOR YOUR INFORMATION...

Announcements

Obituaries

Anthropology Professor John Ogbu dies at age 64

John Uzo Ogbu, professor of anthropology at the University of California, Berkeley, a path-breaking scholar in the fields of minority education and identity, died of a heart attack after undergoing back surgery on Wednesday August 20, 2003. He was 64.

Ogbu is known for his work that attempted to understand how race and ethnic differences played out in educational and economic achievement. He stirred controversy in 1986 when he coauthored a study that concluded African American students in a Washington, DC, high school didn't live up to their academic potential because of the fear of being accused of "acting white."

At the heart of his work was the way Ogbu differentiated among minority groups. "Voluntary minorities," he said, come to a new environment with their collective identity intact. "Involuntary minorities," he said, such as African Americans, formed their collective identity after coming to the New World and in the context of oppression by a dominant society. His distinction became part of the groundwork for understanding and debate on race and ethnic differences in educational and economic achievement.

In the late 1990s, Ogbu played a prominent role in the debate about the place of "ebonics" or black American English. As a member of a task force on African American education in Oakland, Calif., he stressed that beliefs held about "standard" or "proper" English required in the classroom were incompatible with black vernacular English that is spoken at home and outside school. Ogbu considered ebonics a distinct and not inferior form of black English, and encouraged teaching of ebonics as a way to help African American students transition to traditional English.

An avid researcher, Ogbu published several books, numerous articles and chapters in books, with his writings translated...
into French, German, Japanese, Italian, Mandarin, Spanish and Croatian. Ogbu was born in 1939 in the small village of Umudomi in the Onicha Government Area in Nigeria. The son of farmers, he attended Hope Waddell Training Institute. He later went to Methodist Teachers' Training college and taught Latin, mathematics and geography for two years in a missionary high school.

As part of his plan to become a minister, he attended the theological seminary at Princeton University. There he realized that he needed to know more about his own country, and turned to anthropology. Transferring to UC Berkeley, Ogbu earned his BA in anthropology in 1965, his master's degree in 1969, and his PhD in anthropology in 1971. He began teaching in UC Berkeley's Anthropology Department in 1970, was awarded tenure in 1976 and was promoted to full professor in 1980.

Other than anthropology, his passions included reading and writing poetry, remaining active with the Nigerian community in the U.S. and in Africa, and his family, said wife, Marcellina Ogbu. In addition to his wife, Ogbu's survivors include four daughters, Grace Ogbu, Christina Ogbu, and Cecilia Ogbu, all of Oakland, and Elizabeth Ogbu of Cambridge, Massachusetts; and a son, Nnanna Ogbu of Los Angeles. He also leaves several brothers and sisters.

His family requests that donations be made to the John Ogbu Memorial Library Fund at P. O. Box 740, 6114 La Salle Ave., Oakland, CA. 94611. Ogbu initiated the project to develop a library for scholars in Nigeria years ago.

Prepared by Kathleen Maclay, University of California, Media Relations

Doctoral Student, Career Center Assistant Alina Oh Will Be Missed

Elizabeth Hendell, Seton Hall University

Alina Oh, a third year doctoral student at Seton Hall University, will be remembered for her ambition, strong faith, love for her family and artistic talents.

The South Orange resident, 34, died on November 21, 2003. Oh was enrolled in the counseling psychology PhD program, and served as a graduate assistant in the Career Center. Born and raised in Korea until the age of
eight, Alina Oh was very involved in Asian-American issues.

Alina Oh received her Bachelor of Arts in social science from the University of California at Berkeley. Her research interests included family influences on the career decision-making self-efficacy of Asian-American college students, acculturation and biculturalism, spirituality and well-being and the career aspirations of Asian-American women.

She was a student member of the American Psychological Association, the Society for Counseling Psychology division for the Psychological Study of Ethnic Minority Issues, the Asian American Psychological Association and the New Jersey Psychological Association.

The counseling psychology PhD program is working on a memorial project to recognize Alina Oh's contribution to multicultural research.

**Request for Assistance**

*A CPA Star Needs Us…*

Dear Colleagues:

Former California Psychological Association (CPA) President Star Vega is currently undergoing intensive chemotherapy due to a very sudden return of her Acute Lymphoblastic Leukemia (ALL). After being in total remission for 3 years, she has begun treatment at the City of Hope Cancer Center in Duarte, CA.

Her team of leukemia specialists has determined that she requires a bone marrow transplant in a few weeks, due to the highly virulent nature of her cancer. Unfortunately, it's unlikely that a compatible donor will be found in the current National Marrow Donor Program (NMDP) Registry [http://www.marrow.org](http://www.marrow.org).

If you’d like to help Star receive a life saving marrow transplant, please pass on the following information about being tested as a marrow donor. A sample is collected by drawing a small amount of blood as in any standard laboratory procedure. It's quick, painless, and free of charge. The results are entered into the NMDP Registry, so even if you're not a match with Star, you may be compatible with someone else in equal need of help. Frequently asked questions (FAQ) about marrow donation are at [http://www.marrow.org/FAQS/marrow_faq.html](http://www.marrow.org/FAQS/marrow_faq.html)

"Stars-Listserve", an open listserv dedicated to help Star Vega recover from leukemia, is
FOR YOUR INFORMATION...

now online. You may join or leave the listserv anytime by using a simple web-based form at: www.listwerx.com/starvega.htm. Please share this information with your friends and colleagues.

Prepared by
Miguel E. Gallardo, PsyD, (949) 824-6586
University of California, Irvine Counseling Center

Kudos!

CHOICE Outstanding Academic Title Awarded to Ethnic Minority Handbook

Guillermo Bernal, PhD, Joseph E. Trimble, PhD, Kathy Burlew, PhD, and Fred Leong, PhD, editors of the Handbook of Racial and Ethnic Minority Psychology, recently announced the Handbook had been selected as a CHOICE Outstanding Academic Title in the January 2004 edition. CHOICE is a major publication within the library community. Every year, CHOICE subject editors single out for recognition the most significant print and electronic works reviewed in CHOICE during the previous calendar year, and the resulting prestigious list of publications reflects the best in scholarly titles and attracts extraordinary attention from the academic library community. In awarding Outstanding Academic Title status, the editors apply the following criteria to reviewed titles:

- overall excellence in presentation and scholarship
- importance relative to other literature in the field
- distinction as a first treatment of a given subject in book or electronic form
- originality or uniqueness of treatment
- value to undergraduate students
- importance in building undergraduate library collections

All of the royalties from the sale of the Handbook go directly to Division 45's treasury. Kudos to the Handbook editors and more than 80 contributors for a job well done!!

Congratulations to Psychology's New Leadership!!

Hoorah!! — OEMA has learned that Melba J. T. Vasquez, PhD, was elected President-elect designate of the Texas Psychological Association (TPA). Dr. Vasquez will serve as TPA President in 2006. She is the first Latina...first woman of color...first
person of color to serve in this role. — Kudos!

Jan Owens-Lane, PhD was recently chosen by the membership of the Connecticut Psychological Association (CPA) to be its President-elect. Dr. Owens-Lane is the first African American female psychologist to earn the top leadership position in CPA. She attributes her election victory directly to her participation in the APA State Leaders Committee’s Diversity Initiative, which is jointly funded by the OEMA-administered CEMRRAT Grant Fund and the APA Practice Directorate.

2003 Florida International University President’s Access and Equity Award presented to Marvin Dunn, PhD

Marvin Dunn, PhD received the 2003 Florida International University President’s Access and Equity Recognition Ceremony. The award recognizes members of the community who have made outstanding contributions to improve the University environment for ethnic minority group members, women, and persons with disabilities. In addition to the award, Dr. Dunn will receive $1,000.

The current president of the National Latina/o Psychological Association, Patricia Arredondo, EdD, will be honored by the American Counseling Association (ACA) as a “living legend,” representing the multicultural counseling approach, at the 2004 ACA convention in Kansas City, Missouri, to be held March 31-April 4, 2004. Dr. Arredondo will be a part of the keynote panel made up of other equally notable people such as Albert Ellis, William Glasser, and John Krum boltz. — ¡Felicidades Dr. Arredondo!

Latina APA Journal Editor

The former chairperson of the Department of Education at Brown University, Cynthia Garcia-Coll, PhD, has just become the new editor of the journal of Developmental Psychology, an APA journal. ¡Felicidades!

OEMA extends its sincere congratulations to a newly minted PhD and former staff member, Nicole M. Monteiro, PhD. Dr. Monteiro earned her doctorate in clinical psychology from Howard
University, in December 2003. Hurrah, good Dr.!!!

Research & Training Issues

Scholarships, Fellowships, Grants, and Institutes

Institute for Research Minority Training on Mental Health and Aging

The Institute for Research Minority Training on Mental Health and Aging (IRMMA) is actively recruiting ethnic minority post-doctoral fellows to be trained in mental health and aging research. Eligible ethnic minority candidates must have earned a doctoral degree and be interested in both mental health and aging research. For additional information and application procedures, please contact: Warachal E. Faison, MD. Assistant to the Director, Institute for Research Minority Training on Mental Health and Aging (IRMMA), Alzheimer's Research and Clinical Programs, Medical University of South Carolina, (843) 740-1592 x 12.

Free Masters Degree at Morgan State University

Morgan State University is offering to pay full tuition for its two year Master of Arts in Teaching (M.A.T.) Program for qualified candidates. This program is TOTALLY TUITION FREE and GUARANTEES EMPLOYMENT during and after the program for those who qualify. Eligible candidates must have earned a Bachelor's degree in one of the social/life sciences, have a cumulative grade point average of 3.0 for all undergraduate work, take the Miller Analogies Test and submit three letters of recommendation. Those selected to participate in this program, tuition will be paid in full for this 2-year program, and will be able to teach grades K-12 while in the program earning the salary of a beginning teacher. In addition, eligible candidates are guaranteed an additional three years of employment with the Baltimore City School System. Go to www.Morgan.edu to print the Graduate School application and/or www.SITESUPPORT.org for more details.
Postdoctoral Fellowship Available
Drug Abuse and Brain Imaging Training, Harvard Medical School

A postdoctoral position is available in the Drug Abuse and Brain Imaging Training Program jointly sponsored by the McLean Hospital/Harvard Medical School and Boston University School of Medicine NIDA T32 Training Grant. The position is based at the Brain Imaging Center at McLean Hospital, in Belmont, MA. This transactional research position offers training in the acquisition and analysis of magnetic resonance imaging (MRI), spectroscopy (MRS), and functional magnetic resonance imaging (fMRI) data from animals and humans.

The fellowship is for 2-3 years and training will culminate with the applicant's submission of an R01 or K award application. Applicants must have completed a doctoral degree, training in behavioral pharmacology, toxicology, or a related field, and have research experience and strong writing skills. The successful applicant will be proposed for academic appointment as a Research Fellow, Department of Psychiatry, Harvard Medical School. Competitive salary and benefits offered. McLean Hospital is an Affirmative Action, Equal Opportunity, ADA Employer.

Ethnic minorities and women are strongly encouraged to apply. Send CV and statement of research interests to: Ronna J. Shostak, BPRL, McLean Hospital, 115 Mill St., Belmont, MA 02478, or email to shostak@mclean.harvard.edu.

Congressional Hispanic 2004 Congressional Summer Internship

The Congressional Hispanic Caucus Institute (CHCI) has made available applications for its prestigious 2004 Congressional Summer Internship, 2004-05 Public Policy Fellowship and 2004 Scholarship Awards benefitting Latino youth.

The applications can be accessed on-line by visiting www.chciyouth.org or by contacting the Institute at 1-800.EXCELDC. Application deadlines are January 31, 2004 for the internship; March 1, 2004 for the fellowship; and April 15, 2004 for the scholarship.

Recipients receive a one-time scholarship of $2,500 to attend a four year or graduate-level academic institution or $1,000 to attend a two-year community college.
Culture, Brain, and Development Fellowships – 2004

The FPR-UCLA Center for Culture, Brain, and Development (CBD) invites applications for two postdoctoral fellowships for the Fall, 2004. Post-doctoral fellows will conduct research and participate in seminars with CBD trainees and faculty in Anthropology, Psychology, Applied Linguistics, Education, Psychiatry, and the Neuroscience program (including the Brain Mapping Center). Fellows will receive a stipend of approximately $31,000, plus benefits, along with $3000 in research funds, available by application. Review of applications for postdocs will begin on February 2, 2004 and continue until the positions are filled. Applicants must have earned a doctoral degree by September 1, 2004. For further information about this program and participating faculty, see the CBD website: www.cbd.ucla.edu, and/or call the CBD office (Andrew Galperin, coordinator) at 310 825-5326. Materials should be sent to: CBD Fellowship CommitteeDepartment of Anthropology, UCLA, Box 951553, Los Angeles, CA 90095-1553. (The Foundation for Psycho-cultural Research http://www.thefpr.org/also has a separate but similar program with post-doctoral fellowships that can be used at any university. Contact the FPR separately through their website regarding this program.)

Clinical Health Psychology Postdoctoral Fellowship - VA Connecticut Healthcare System

The VA Connecticut Healthcare System of West Haven, CT is pleased to announce the availability of two positions in their APA-accredited Clinical Health Psychology Postdoctoral Fellowship Program, beginning September 2004. The duration of the fellowship is 1 year and the current stipend is $37,000, plus healthcare coverage. There is also the possibility of funding to support travel for educational purposes.

The fellowship program subscribes to the guidelines for the specialty of Clinical Health Psychology advanced by the American Psychological Association. The fellowship program espouses a strong scientist-practitioner model and emphasizes training in research and scholarship, advance practice skill development, teaching and clinical supervision, and program development and policy guideline implementation.
The U.S. Department of Veterans Affairs requires U.S. citizenship, successful completion of an APA-accredited predoctoral internship program, and completion of all doctoral requirements prior to the beginning of postdoctoral fellowship training. Ethnic Minority applicants are particularly encouraged. Additional information can be obtained via: www.avapl.org/training/West Haven/index.htm or by contacting Dr. Lisa M. Frantsve at: Lisa.frantsve@med.va.gov (203-932-5711 x2303).

To apply, send: (1) a copy of your vita; (2) 3 letters of recommendation; (3) a letter of interest describing career goals; and (4) copies of 2-3 published, in-press, and/or professional writing samples to: Robert D. Kerns, PhD, Chief, Psychology Service (116B), VA Connecticut Healthcare System 950 Campbell Ave., West Haven, CT 06516.

Research Opportunities for Junior Investigators

The HIV Center for Clinical and Behavioral Studies, at New York State Psychiatric Institute and Columbia University, is actively seeking postdoctoral fellows as well as advanced graduate students in social sciences to join its ranks as Junior Investigators. Ethnic minority individuals are especially encouraged to apply.

For further information about the Postdoctoral Fellowship in Behavioral Sciences Research in HIV Infection, please visit the fellowship website at http://www.hivcenternyc.org/training/tra_bigf.html or contact Dr. Theo Sandfort, Training Director, at tgs2001@columbia.edu or 212-543-5925. Information about other career opportunities, especially for ethnic minority junior researchers, can be requested from Dr. Alex Carballo-Dieguez, Co-Director of the Research Capacity Development Core, at ac72@columbia.edu or 212 543-5261.

NIMH-Sponsored Postdoctoral Fellowships in Stress and Trauma Research

The National Center for Posttraumatic Stress Disorder (PTSD) at the VA Boston Healthcare System announces the availability of up to four NIMH-supported postdoctoral fellowships to begin September 1, 2004. The fellowships have a two-year term and are designed to train psychologists in the scientific
study of stress, trauma, and PTSD. The primary objective of the training program is to prepare individuals for academically-oriented careers with emphasis on studying the effects of exposure to traumatic stressors.

Applications will be accepted until all positions are filled. The salary and benefits package is competitive, and supplemental funds are provided to support further course work and other educational opportunities, conference attendance, and travel.

Application should include a personal statement of professional goals and interests, a curriculum vita, and three letters of reference. Minority candidates are strongly encouraged to apply. Applicants must have completed all requirements for the PhD prior to starting the program. Graduate training in clinical psychology is preferred, but applications are welcome from candidates in related fields. Applications should be submitted to Daniel King, PhD, National Center for PTSD (116B-5), VA Boston Healthcare System, 150 South Huntington Avenue, Boston, MA, 02130. The VA Boston Healthcare System is an equal opportunity employer.

Longitudinal Research Project Seeks Postdoctoral Fellow

A postdoctoral research fellow is sought for an on-going NIH-funded longitudinal research project on psychological and cultural factors influencing academic outcomes in ethnic minority college students. Existing data provide extensive opportunities for writing and publication. Candidate should have strong statistical background in multivariate and longitudinal methods, documented writing ability, organizational skills. Experience with diverse populations and qualitative methods desirable. The position is for a two-year appointment beginning fall 2004. Applications will be reviewed from April 30 until the position is filled. Send statement of interests, vita, three letters, and representative papers or publications to Dr. Jean Phinney, Dept of Psychology, California State University, Los Angeles, CA 90032-8227. For further information, contact Dr. Phinney at jphinne@calstatela.edu

Minority Postdoctoral Research Scholar Position at the University of Iowa

The University of Iowa College Of Education is pleased to announce
the availability of a two-year ethnic minority postdoctoral research scholar appointment to begin August 2004. The purpose of the postdoctoral program is to develop emerging ethnic minority scholars for careers in college/university research and training. For more information about academic programs and faculty research interests, applicants are encouraged to visit the College’s web site at www.education.uiowa.edu.

Candidates must be U.S. citizens or permanent U.S. residents, a member of an underrepresented ethnic minority group, and have completed the doctoral degree within the past two years or no later than Summer 2004. Applicants should submit the following materials: (1) Personal statement of interest (500 words); (2) Statement of research agenda and goals; (3) Official transcripts; (4) Three letters of recommendation; and (5) Curriculum vita. Materials should be sent to: Chairperson, Postdoctoral Research Scholar Search Committee, College of Education, N459 Lindquist Center, The University of Iowa, Iowa City, IA 52242. Review of applications will begin on December 1, 2003 and screenings will continue until the successful candidate is hired.

2004 W. K. Kellogg Foundation Scholars in Health Disparities

The W. K. Kellogg Foundation and the Center for the Advancement of Health are pleased to announce recruitment for the 2004 cohort of W. K. Kellogg Foundation Scholars in Health Disparities.

This program challenges postdoctoral investigators from a variety of disciplines such as economics, sociology, political science, public health and law, to examine the causes and consider policy solutions for health disparities in race/ethnicity and socioeconomic status. Research topics funded by this program include the ways by which social, economic, political, environmental and educational inequalities and institutional racism play a role in the creation of health disparities, and the development of policy initiatives that might reduce these disparities.

The program provides selected individuals stipends of up to $52,500 per year for one year, plus benefits and a research budget for travel, computer, courses, supplies and other research related expenses. Scholars also have the option to apply for a second year, if desired.
FOR YOUR INFORMATION...

For further information and application materials, visit the Center website at: http://www.cfah.org or contact Barbara Krimgold, Director of the Scholars program, bkrimgold@cfah.org of April Oh, Program Manager, aoh@cfah.org after October 15, 2003.

Summer Research Training in Clinical Psychology for Ethnic Minority Students

The University of Oregon Summer Research Training Program in Clinical Psychology is an internship that provides ethnic minority undergraduate students with training under the guidance of a faculty member. Funded in part by the National Institute of Mental Health, the 6-week mentorship program will run from June 14 to July 23, 2004. The purpose of the program is to prepare students for graduate study in clinical psychology. Candidates must be U.S. residents, have completed their junior year by July 2004 and submit a completed application by April 1, 2004. For more information visit the website at: http://darkwing.uoregon.edu/~gnhall/summer/index.htm or contact Gordon C. Nagayama Hall, PhD, University of Oregon, 1227 University of Oregon, Eugene OR 97403-1227; 541/346-4969; email: gnhall@darkwing.uoregon.edu. Summer Research Training in Clinical Psychology for Ethnic Minority Students.

Post Doctoral Research Associate - University of Puerto Rico-Behavioral Research Institute

The University of Puerto Rico, Medical Sciences Campus, Behavioral Sciences Research Institute is seeking to hire a post doctoral ethnic minority candidate (Latino, Afro Caribbean) for an ethnic minority supplement that will be part of a multi site research grant. The supplement is geared towards training the candidate to become an independent researcher in the area of asthma and mental health disparities. Eligible candidates should have earned a doctorate degree in Psychology, Sociology, Epidemiology, Public Health, Social Policy, or Social Work; must know Spanish or be willing to learn it, be of Latino or Afro Caribbean origin; and demonstrate a serious commitment in becoming an independent researcher. Some research experience in recommended but not required. For additional information, please send your resume to Glorisa Canino, PhD, director of the Institute at
William Randolph Hearst Endowed Scholarship

The Nonprofit Sector Research Fund, a grantmaking program of the Aspen Institute in Washington, DC, annually offers the William Randolph Hearst Endowed Scholarship. The scholarship, which is based on academic excellence and need, is open to both undergraduate and graduate students who are members of ethnic minority groups. Though this program, the Fund seeks to introduce a diverse group of students to issues relating to philanthropy, volunteerism, and nonprofit organizations. Recipients may arrange with their colleges or universities to receive academic credit for this experience.

The student selected to participate, must be able to intern for 10-12 weeks full-time during the summer at the Washington, DC, office of the Aspen Institute. All travel and housing costs must be covered by the student.

A scholarship grant of between $2,500 and $5,000 will be awarded, depending on the recipient's educational level, financial need, and time commitment. There is no application form for this scholarship. A letter of interest, resume, transcript, a letter from the appropriate college/university financial aid office clarifying demonstrated financial need, and two letters of reference should be sent to: Jill Blackford, Program Coordinator, The Aspen Institute, One Dupont Circle, Suite 700, Washington, DC, 20036. Applications must be received no later than March 15, 2004. Applicants will be notified by the end of April 2004.

NIH Grant to Support Meetings and Networks for Methodological Development in Interdisciplinary Research

The Institutes, Centers, and Offices of the National Institutes of Health (NIH) invite applications for meetings or networks to develop methodologies that will facilitate interdisciplinary health research among behavioral or social scientists and investigators in the biomedical, mathematical/computational, physical sciences and/or engineering. NIH is especially interested in applications that identify a topic in human health/well-being research that can be significantly advanced by using an interdisciplinary
FOR YOUR INFORMATION...

approach bringing together a new combination of disciplines and by developing innovative, interdisciplinary approaches and methods.

This RFA will support, over a 1- or 2-year period, scientific meetings or networks to explore and/or develop innovative methodologies or technologies in the behavioral or social sciences, with the ultimate goal of better integrating these disciplines into interdisciplinary health research. Applications are required to focus on a specific research topic related to human health or well-being and to include participation by investigators from a minimum of two disciplines, at least one of which is a behavioral or social science. A definition of behavioral and social sciences research for the NIH can be found at http://obssr.od.nih.gov/funding/definition.html. Letter of Intent Receipt Date: March 26, 2004; Application Receipt Date: April 26, 2004.

For additional information regarding, RFA, RM-04-014, Meetings and Networks for Methodological Development in Interdisciplinary Research, please go to the following web site: http://grants1.nih.gov/grants/guide/rfa-files/RFA-RM-04-014.html.

Duke’s PREMIER Postdoctoral Fellowship Opportunity

Duke University has announced the availability of a newly created postdoctoral fellowship program. Known as PREMIER, the program focuses on training ethnic minority postdoc interested in careers in mental health interventions. For more information, go to website: http://psychiatry.mc.duke.edu/premier/. Also contact: David C. Steffens, M.D., MHS, Associate Professor of Psychiatry and Medicine, Director, PREMIER Research Training Program, Duke University Medical Center, Room 3547 Third Floor, Blue Zone, Duke South Hospital, Durham, NC 27710, Phone: 919-684-3746, Fax: 919-681-7668, Email: steff001@mc.duke.edu.

Ethnic Minorities Seeking Dissertation-Year Support

Eight new dissertation-year fellowships ($24,000-30,000 from September 2004 to August 2005) are available from the Northeast Consortium for Faculty Diversity. Students from underrepresented ethnic minority groups-who are
approaching their dissertation writing stage or already in this stage—are encouraged to apply immediately for this Visiting Scholars-in-Residence support.

The deadline for applications has been extended to March 1, 2004.

For additional information about program and application procedures, please go to www.diversityoncampus.com/D2.html. The program director can be reached at moody@diversityoncampus.com.

National Science Foundation Minority Postdoc Fellowships

This program seeks to prepare underrepresented minority scientists within four years of receipt of their doctoral degree for leadership positions in academia and industry. Applicants must be U. S. citizens, nationals, or lawfully admitted permanent residents and recipients of the doctoral degree within the past 4 years. The postdoctoral fellowships are designed to permit Fellows to choose a sponsoring scientist and a research and training environment most beneficial to their scientific development. Support is for 2 years and includes a $36,000 per year stipend, $9,000 per year research allowance, and a $5,000 institutional allowance. If the post-doc secures a tenure-track position within a year following the NSF post-doc, start-up research funds are available on a matching basis with the employer institution. Deadline for proposals is the first Monday in December. For additional information, read the Program Announcement at: http://www.nsf.gov/pubs/2001/nsf00139/nsf00139.html and/or contact John Perhonis, Program Director (jperhoni@nsf.gov); (703) 292-7279.

Call for Papers

4th Annual NCCEP/GEAR UP Conference

The National Council for Community and Education Partnerships (NCCEP) announces a request for proposals for its 4th annual NCCEP/GEAR UP national conference scheduled for July 25-28, 2004 in Washington, DC. This year's conference theme is "Cultivating Student Success," and is expected to convene an estimated 2,000 K-16 educators, administrators, business and foundation leaders, policymakers, and others who wish to learn more about creating and sustaining collaboratives that can spur
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systemic change in education. Guidelines for submitting proposals, as well as the application form, can be found at the following website: http://www.edpartnerships.org/events/cfp04.cfm.

The Fourth Annual Institute for the Study and Promotion of Race and Culture

Diversity Challenge for 2004: Making Race and Culture Matter in Community-Focused Interventions – October 2004, Boston College, Submission Deadline: April 16, 2004. We invite proposals that reflect some aspect of your experience in studying, teaching, or applying strategies in educational, mental health, or organizational settings with a racial or cultural focus. Presentations should focus on developments in research, theory, or community and social justice initiatives as they pertain to identifying challenges in racial or cultural communities. Topics may include, but are not limited to, applications of theory as well as current research and practice related to (a) enhancing relations within racial/ethnic communities, (b) improving the quality of life for individuals in specific communities, and (c) actualizing innovative and strategic interventions in racial/ethnic communities to create positive changes. Proposals that deal directly with the Diversity Challenge theme, “Making Race and Culture Matter in Community-Focused Interventions,” receive first consideration. Five (5) copies of your proposal must be received by April 16, 2004. For more information about the conference and proposal submission, go to: http://www.bc.edu/bc_org/avp/soe/isprc/conference.htm

Call for Papers: 2004 Critical Research Issues in Latino Mental Health

Abstract submissions are being sought from investigators for the 2004 Critical Research Issues in Latino Mental Health conference. The conference will be held on October 15 & 16, 2004 in San Antonio, Texas. The theme of this year's conference is, “Mental Health and Addictions Among Latinos: Integrating Assessment and Treatment.” For additional information regarding submissions and the conference, please contact: Alejandro Interian, PhD, interial@umdnj.edu, UMDNJ-Robert Wood Johnson Medical School Department of Psychiatry, 675 Hoes Lane, D306, Piscataway, NJ 08854, (732) 235-3959.

Theme: The Psychology of Race/ethnicity, Gender, Sexual Orientation, and Disability: What Works, with Whom, and under What Circumstances?

Goals for the Conference/Summit:
(a) examine training/teaching, research and practice issues related to race/ethnicity, gender, sexual orientation, and disability;
(b) present evidenced based methods, interventions, and practice on what works with whom and under what circumstances;
(c) stimulate difficult dialogues (including bilingual, sign language, vocabulary) between and within racial/ethnic groups, gay men and lesbian women, the physically challenged, and women and men; and
(d) concentrate on methods and strategies to reduce bias, prejudice, and discrimination and increase proven knowledge in our relationships with each other and with the larger community through evidence based methods.

Program Proposal Format
To be considered, each proposal must contain the following information and must be received by July 9, 2004:
1. Cover Page
2. Presenters’ Page
3. Summaries – Includes 4 copies of 500-word general program summary and 4 copies of 500-word summaries for each presenter with titles
4. Audiovisual Equipment Request
5. Accommodations Request

Send All Proposals Electronically To:
l vazquez@nmsu.edu. If you have any questions, please feel free to contact Luis A Vázquez, PhD through email or phone at 505/646-2121.

For Additional Information, go to:
www.multiculturalsummit.org.

Call for Reviewers — National Multicultural Conference and Summit 2005

The planners of the 2-day National Multicultural Conference and Summit, 2005 (NMCS, 2005) are seeking qualified reviewers. NMCS, 2005 will address research, education and training, practice, and public interest issues within the context of the theme: THE PSYCHOLOGY OF RACE/
ETHNICITY, GENDER, SEXUAL ORIENTATION, AND DISABILITY: WHAT WORKS, WITH WHOM, AND UNDER WHAT CIRCUMSTANCES? The Summit will bring together many outstanding psychologists, counselors and various helping professionals who have worked in the areas of race relations and ethnicity, gender, sexual orientation, and disability.

The Summit will be held in Hollywood, California, January 26-27, 2005, at the Renaissance Hollywood Hotel. Proposals for presentations, symposia, student posters, or difficult dialogues are due to the Committee by July 9, 2004. All reviews are due by September 13, 2004. If you would be interested in reviewing for this exciting conference, please contact Luis A. Vázquez, PhD, Office: 505/646-2121, FAX: 505/646-803, Email: lvazquez@nmsu.edu

For more information and reviewer application go to: www.multiculturalsummit.org

Call for Nominations and Awards

APA Committee on Ethnic Minority Affairs

The American Psychological Association's Committee on Ethnic Minority Affairs (CEMA) is seeking nominations for two new members to begin 3-year terms of service on January 1, 2005. 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 American Indian/Alaskan Native female and an African American/Black female 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 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, 2004, to the APA Office of Ethnic Minority Affairs at the APA address.

2004 Jeffrey S. Tanaka Memorial Dissertation Award in Psychology

The Committee on Ethnic Minority Affairs (CEMA) continues to strive for increased research that will promote a better understanding of the complex issues facing communities of color (i.e., African Americans/Blacks, Asian Americans/Pacific Islanders, American Indians/Alaskan Natives, Hispanics/Latino(a)s). To this end, CEMA sponsors an award for the most outstanding dissertation in psychology which addresses concerns relevant to populations of color. The Jeffrey S. Tanaka Memorial Dissertation Award in Psychology is so designated in the memory of an outstanding scholar and psychologist of color whose career stressed the critical importance and relevance of the role of culture and ethnicity in the scientific understanding of behavior. Dr. Tanaka was actively involved in APA, where he was a Fellow of the Division of Evaluation, Measurement, and Statistics, and Member of the Divisions of Personality and Social Psychology, and the Society for the Psychological Study of Ethnic Minority Issues. He was chair-elect of the Committee on Ethnic Minority Affairs at the time of his death on November 3, 1992.

CEMA welcomes applications from ethnic minorities, as well as non-ethnic minority individuals
who have filed their dissertations in 2002 and 2003, on research involving one or more of the following areas:

- **Contribution which enhances the understanding of people of color**
- **Contribution to the enhancement of psychological service delivery systems to persons of color.**
- **Development of new concepts and/or theories relevant to populations of color.**
- **Development of new and creative methodological paradigms which promote more effective research on and for communities of color.**
- **Creative approach in methodology sensitive to the unique values, beliefs, and needs of communities of color.**

Selection will be made by a CEMA appointed Dissertation Award Selection Subcommittee utilizing an anonymous review process. **Evaluation of abstracts and dissertations submitted will be based on the following criteria:**

(a) Potential impact upon ethnic minority populations; (b) completeness and clarity of abstract/dissertation; (c) Creativity of project; and (d) Effectiveness of research design.

Semi-finalists will be chosen from an initial review of all abstracts submitted and requested to provide copies of their entire dissertation for the final selection process. The author of the dissertation determined to be the most outstanding shall win a $500 cash prize, $300 travel award, and will be invited to present her/his work at the APA Annual Convention.

To apply, please send a total of five (5) copies of a 1000 word abstract [four (4) must be anonymous copies; only one copy should indicate author’s name, current address, and daytime telephone number] to the APA, Office of Ethnic Minority Affairs, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6029. In addition, please ensure that the title of the dissertation appears on
all copies of abstracts submitted. **Submissions must be postmarked by April 1, 2004**

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Two Awards Division 12 Section IV: Mentoring and Student Research

Division 12 Section IV (Clinical Psychology of Women) seeks nominations for two awards (a mentoring award and a graduate student research award) to be presented at the Division 12 Awards Ceremony at APA in Hawaii this August. Nominators and nominees do not have to be members of Section IV.

The Mentoring Award acknowledges the importance of mentors to female clinical psychologists. The award will be given to a female or male psychologist who has aided women in clinical psychology to succeed in their careers. Nominations may be made by one person, but letters of support from others who have been mentored also will be considered in selecting the winner. A letter of nomination describing the mentor's helping behavior, together with the nominee's vita, should be mailed so that they are received by May 29, 2004 (emailed submissions not accepted).

The Student Research Award is given to acknowledge an outstanding graduate student whose research efforts are devoted to the study of the clinical psychology of women. Research must be completed at the time of submission of the application for the award. The award recipient will be honored at the annual meeting of the APA in Hawaii. It is not necessary for the award recipient to be present at the awards ceremony. Applications must be mailed so that they are received by May 29, 2004 (emailed submissions will not be accepted).

Applications for the Student Research Award should include the following information: (1) Cover sheet with name, address, telephone number, fax number, and e-mail address where the applicant will be able to be reached in June 2004; (2) maximum 500-word abstract describing the research related to the clinical psychology of women;
and (3) Curriculum Vitae. Send submissions to the Chair of the Section IV Professional Awards Committee: Faith-Anne Dohm, PhD, GSEAP – CNS 221, Fairfield University, 1073 North Benson Road Fairfield, CT 06824. Questions related to this announcement may be emailed to Dr. Dohm. fdohm@mail.fairfield.edu.

Early Career Award for Outstanding Contributions to Practice in the Field of Child Maltreatment

The Section on Child Maltreatment of APA Division 37 (Child, Youth, and Family Services) is pleased to announce its Early Career Award for Outstanding Practice Contributions in the Field of Child Maltreatment. The award will be presented during the 2004 APA annual convention in Hawaii. Self-nominations are welcome. Nominees should be professionals who have made substantial contributions related to practice and/or other direct services relevant to child maltreatment, and who have demonstrated the potential to continue such contributions. Nominees must have received a terminal degree (e.g., PhD, EdD, JD, DSW, MSW.) no more than 8 years prior to August 2004. Nominees need not be current APA Section on Child Maltreatment members. To Nominate: Send 4 copies of: (1) A statement (no more than 3 pages) outlining the nominee's accomplishments to date and anticipated future contributions. This statement should describe the nominee's major accomplishments related to the field of child maltreatment, and it should specify the importance and impact of the nominee's work; (2) The nominee's current curriculum vitae; (3) One letter of support; and (4) If possible, other relevant supporting material, as appropriate (e.g., no more than two articles authored by the nominee). Nomination Deadline: All materials should be received (in one package) by June 15, 2004. Send Nominations or Direct Questions to: Bette L. Bottoms, Chair of the Section Awards Committee, Department of Psychology (MC 285), University of Illinois at Chicago, 1007 W Harrison St., Chicago, IL
2004 Dissertation Grant Award

The Section on Child Maltreatment (Section 1 of Division 37, APA) announces its annual dissertation award. A $400 prize will be awarded to one successful graduate student applicant to assist with expenses in conducting dissertation research on the topic of child maltreatment. Applicants are requested to submit: (1) a letter of interest, indicating how the applicant would use the award funds toward the completion of the dissertation research; (2) a 100-word abstract; and (3) a five-page proposal summarizing the research to be conducted. Application Deadline: June 15, 2004. For additional information and/or to submit application materials, please contact: Mark Chaffin, PhD, Director of Research, Developmental and Behavioral Pediatrics, University of Oklahoma Health Sciences Center, P. O. Box 26901, Oklahoma City, OK 73190; Ph: 405-271-8858; Fax: 405-271-2831; mark-chaffin@ouhsc.edu.

Upcoming Conferences and Conventions

February 2004

February 26-29, 2004 Association for Women in Psychology Conference

Wyndham Hotel Philadelphia
“Perspectives on Women’s Well Being: Feminist Psychology, Science and Practice.” The program for the Association for Women in Psychology conference is up on our website: http://www.webmavens.org/awp2004/theme.htm

March

March 19-21, 2004, California School Boards Association

Celebrating Educational Opportunities for Hispanic Students - Manchester Grand Hyatt, San Diego, California. For
additional information, please contact: Andrea Johnson at: ajohnson@csba.org; or call 800 266-3382x 3275  
http://www.csba.org/ce/celebrating/


Cincinnati, Ohio, Higher Education in Changing Times. For additional information about the conference, please visit the NBGSA website:  
http://www.nbgsa.org and/or contact: Tamara C. Bertrand, Tallahassee Community College, 444 Appleyard Drive, Tallahassee, FL 32301; president@nbgsa.org.

April


16th Annual Meeting - National Consortium on Racial and Ethnic Fairness in the Courts, Washington Court Hotel on Capitol Hill, Washington, DC

April 16-17, 2004, 1st National African American Relationships Conference

Sheraton Colony Square Hotel, Atlanta, GA -Hosted by the National African American Relationships Institute (NAARI) at Georgia State University. For further information visit website at www.aarelationshispinstitute.com. Register on-line by March 1, 2004 to get the conference rate  

June


2004 Convention; “From Desegregation to Diversity” –, Washington Court Hotel, Washington DC. The fifth biennial conference of the Society for the Psychological Study of Social Issues will explore implications of societal diversity from a research, social, policy, and social justice perspective. The conference theme commemorates the 1954 Brown v. Board of
Education U. S. Supreme Court decision mandating the racial desegregation of U. S. public schools. However, the conference program will incorporate international representation and perspectives on a broad array of topics, including:

- education, achievement and affirmative action
- social justice and fairness
- prejudice and racism
- conflict, violence and peace.

For convention highlights and updates, visit our website:
http://www.spssi.org/spssi_2004_Convention_index.html

July

July 28 - August 1, 2004, American Psychological Association

APA Annual Meeting in Honolulu, HI. For more information, call (202) 336-6020 or go to www.apa.org/convention.

August

August 10 - 15, 2004
The Association of Black Psychologists


January 2005

2005 National Multicultural Conference and Summit

The Planning Committee for the National Multicultural Conference & Summit, 2005 is pleased to announce that NMCS, 2005 will convene at the beautiful Hollywood Renaissance Hotel, Hollywood, California in January 27-28, 2005. The theme for the 'Summit' is: The Psychology of Race/Ethnicity, Gender, Sexual Orientation and Disability: What Works, For Whom and Under What Circumstances. Updated information regarding all aspects of NMCS, 2005 will be posted in a timely manner at:
www.multiculturalsummit.com or www.multiculturalsummit.org
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Important Resources

Books


Soothe Your Nerves: The Black Women's Guide to Understanding and Overcoming Anxiety, Panic, and Fear, Angela Neal-Barnett, PhD, author: Fireside/Simon and Schuster) is available in bookstores nationwide or can be ordered at www.risesallyrise.com.

Practicing Multiculturalism: Affirming Diversity in Counseling and Psychology (2004) Timothy B Smith, Ed., Allyn & Bacon. Contributing authors include Cynthia Garcia Coll, PhD, Paul Pedersen, PhD, Alberta Gloria, PhD, Nolan Zane, PhD, Gargi Roysircar, PhD, William Liu, PhD, Chalmer Thompson, PhD, Don Pope-Davis, PhD, and Patricia Arredondo, EdD. Additional information and/or order forms are available at: http://www.ablongman.com/catalog/academic/product/0,4096,020533640X,00.html

The Double Lives of Black Women in America - New book attempts to shed light on the roles of Black women in our society. Over the past few years, USA Today reporter Charisse Jones and clinical psychologist Kumea Shorter-Gooden, PhD, have conducted a comprehensive study involving 400 black women of all ages and socioeconomic backgrounds to learn what it's really like to be African American and female. Their research is revealed in a new book titled, Shifting: The Double Lives of Black Women in America. Harper Collins Publishers.
Defining Difference: Race and Racism in the History of Psychology, Edited by Andrew S. Winston. Contributors seek to understand the relationship between changes in the field of psychology and broader social change by mapping the changing discourse for “defining difference” through race. Contributors analyze essentialism and the history of the concept of race, ideas of race in the work of 19th- and 20th-century psychologists, psychological discourse on topics such as “mixed-race” people, political uses of racial research, and international perspectives on psychology and race. They also examine the prominence and persistence of American research on racial differences in intelligence as well as the work of Kenneth Bancroft Clark and Horace Mann Bond in combating racism in science and society. Hardcover. 314 pages. 2004 APA Books. APA Members/Affiliates: $39.95; List: $49.95 Item #: 437-6011; ISBN: 1-59147-027-7. To order contact: American Psychological Association Order Department, PO Box 92984, Washington, DC 20090-2984, Phone: (202) 336-5510; Fax: (202) 336-5502, Toll-free: (800) 374-2721; TDD/TTY 202-336-6123. Email: order@apa.org; Internet: www.apa.org/books.


Recently Published! Ensuring Linguistic Access in Health Care Settings: Legal Rights & Responsibilities - National Health Law Program August 2003
This comprehensive manual (a revision of the 1998 original) shows advocates and providers how to overcome language barriers to obtain appropriate medical care for their clients. It outlines language access
responsibilities under federal and state law, as well as in the private sector, and offers recommendations for addressing identified problems. To order a copy, call (310) 204-6010 or nhelp@healthlaw.org. For more information, go to http://www.healthlaw.org/publications.shtml

No More Clueless Sex by Drs. Gail and Lewis Wyatt
To find out more about this new book, please go to: www.askdoctorwyatt.com

Handbook of Racial and Ethnic Minority Psychology

The Handbook of Racial and Ethnic Minority Psychology represents the enormous progress of ethnic psychology as a major field within American psychology. It covers the breadth of psychology viewed through the lens of racial and ethnic minority experience. The stellar collection of contributing authors provide readers with a comprehensive work that focuses on the professional, methodological, social and developmental, clinical, and applied and preventive issues shaping the field today. Highlighting leading research and application in the area of ethnic minority psychology, the Handbook will help set the direction of scholarly work in the area for years to come. Royalties will go to the Division 45 - The Society for the Psychological Study of Ethnic Minority Issues. 2002 Hardcover 720 pages. ISBN 0761919651. $99.95

From Brotherhood to Manhood: How Black Men Rescue Their Relationships and Dreams from the
Invisibility Syndrome, Anderson J. Franklin, PhD


On The Web

SAMHSA Releases Training Manual for Developing Competitive Grant Applications

In an effort to provide new grant applicants with the guidance needed to prepare competitive grant applications, the Substance Abuse and Mental Health Services Administration (SAMHSA) released the manual, “Developing Competitive SAMHSA Grant Applications: A Participant Manual”. The Participant Manual was developed for use in workshop settings, and also to be used as a reference guide. The Participant Manual is designed to help all potential applicants including community and faith-based -, competitive federal grant applications. The full document is available online at www.samhsa.gov and is available from SAMHSA/Es National Clearinghouse for Alcohol and Drug Information at 1-800-729-6686 and SAMHSA/Es National Mental Health Clearinghouse at 1-800-789-2647. The Participant Manual offers both workshop
assistance and take-home reference materials.

The Commonwealth Fund Resources Related to Racial Disparities in Health Care

Many studies have found that Blacks, Hispanics, Native Americans, and Asians receive less adequate and less intensive health care than Whites, and many find such disparities persist even after adjusting for health insurance status, age, sex, income, and education. To make this body of evidence widely available, Physicians for Human Rights (PHR) has created an annotated bibliography of key articles in the peer-reviewed literature on racial and ethnic disparities in health care. The project was supported by The Commonwealth Fund. Users can search by 17 disease or clinical categories and by clinical trials, research methods, and other parameters.


In addition, a panel on racial and ethnic disparities convened by PHR has issued policy and research recommendations emphasizing the role of the federal government in identifying and monitoring such disparities. The Commonwealth Fund has supported a number of research reports on racial and ethnic disparities that might be useful to those interested in the topic.


http://www.cmwf.org/programs

ACM HA 2003 Summit Proceedings

The report of the proceedings of the 2003 Summit, “Reducing disparity: Achieving equity in behavioral health services,” is now available on line at the following website: http://www.acmha.org/summits/summit_2003.htm

U. S. Commission on Civil Rights Report Reveals Unmet Needs among American Indians

The United States Commission on Civil Rights, an independent agency charged with monitoring federal civil rights enforcement, recently released the report, “A Quiet Crisis: Federal Funding and Unmet Needs in Indian Country. Based on a detailed analysis of the budgets and expenditures of the six major federal agencies responsible for American Indian programs, the report reveals significant disparities between the federal funding of programs serving Native peoples and those serving other Americans. When inflation is factored in, the report finds that funding for many individual programs for Native Americans actually has decreased over time. More alarmingly, the report finds that American Indians rank at, or near, the bottom of virtually every social, health, and economic indicator, including health care, education, public safety, housing, and rural and economic development. The report also notes that Native peoples throughout the United States experience poverty and unemployment rates more than twice the national average; have a lower life expectancy than any other group; and are twice as likely as other Americans to experience hunger. View report at: http://www.usccr.gov/pubs/na0703/na0731.pdf. For more
information contact Danielle Lewis at (202) 833-9771.

EthnoMed Home Page http://www.ethnomed.org/. The EthnoMed site contains information about cultural beliefs, medical issues and other related issues pertinent to the health care of recent immigrants to Seattle or the U. S., many of whom are refugees fleeing war-torn parts of the world.

RESILIENCE Link to the new website

The APA Board of Directors Task Force on Promoting Resilience in Response to Terrorism has put up a website, in which you can download or order the fact sheets that we have produced to help psychologists help varied groups enhance their resilience. These groups include children, adults, older adults, people of color, adults suffering from serious mental illness, first responders, military families, primary care providers, and mental heath workers. The site is http://www.apa.org/psychologists/resilience.html. This is an excellent resource for your colleagues, so please let them know about it. This project was funded by APA, the American Psychological Foundation, and Verizon, Inc.

SAMHSA ADS Center – Resource Center to Address Discrimination and Stigma

The Substance Abuse and Mental Health Administration (SAMHSA) ADS Center will help individuals, organizations and governments design and implement programs to reduce discrimination and stigma associated with mental illnesses in the community, workplace, and the media. For additional information, please go to: http://www.adscenter.org/.

Transformation Book Store Online

The Multicultural Pavilion http://edchange.org/multicultural — a website on multiculturalism and multicultural education for
OEMA COMMUNIQUÉ

educators and activists—announces the availability of a new online resource. The Transformations bookstore is a new site that allows visitors to browse and/or shop for books and movies related to diversity, multiculturalism, social justice, and equity issues.

http://www.edchange.org/transformations