Communique

Reparations

January 2005

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American Psychological Association
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The Communique is now available on the OEMA Website.
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SPECIAL SECTION CENTERFOLD: REPARATIONS: REPAIRING THE PSYCHOLOGICAL HARM?
Engaging the Hard Work of Diversity
Bertha G. Holliday, PhD

I have always advocated diversity and multiculturalism as highly effective means for systems change. Ask any teacher of a multicultural classroom, and he/she will tell you that devising a plan for diversifying (integrating) classrooms and institutions is unquestionably a challenge that requires a great deal of will and skill. But greater and more difficult challenges are involved in managing multicultural classrooms and institutions.

Diversity and multiculturalism involve bringing new perspectives, needs, and interests into the mix. And this means that former politics, privileges, prerogatives, and expectancies must shift somewhat. These shifts often are triggered by the raising of new issues and unforeseen conflicts. The challenge to the classroom teacher, or the institutional/corporate administrator, or the organizational leader is to effectively manage these new issues/conflicts (derivatives of diversity) in a manner that is experienced by all as equitable, and serves to strengthen the classroom/institution/corporation/organization and its mission/product/outcomes through full inclusion of diverse perspectives, knowledge, skills, networks, and behavioral styles.

Over ten years ago, in 1994, the American Psychological Association reaffirmed its commitment to diversity by adopting a resolution that declared the recruitment, retention and training of ethnic minorities as one of the organization's highest priorities. In 2002, APA approved Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists. Sparked by these two major policies and others, APA now finds itself in a whirlwind of effort related to managing an increasingly diverse organization and its transformation into a genuinely multicultural association. APA is now engaging the hard work of diversity.

Some of the benchmarks of this whirlwind of activity include the following.

★ APA President Ronald Levant, EdD, has authorized a Presidential Task Force on Enhancing Diversity in APA. Chaired by former APA President Richard Suinn, PhD, the 11-member task force will examine issues related to (a) APA being a more welcoming association and (b) models for resolving conflict among diverse groups.

★ CEO Norman Anderson, PhD, has finalized his Five Points of Emphasis and has charged each of APA’s Executive Directors to engage in activities supportive of these emphases. One of the points is “Increasing the diversity and knowledge base of our profession”.

★★★
At its August 2004 meeting, APA’s Council of Representatives was asked to “receive” the final report of the APA delegation to the 2001 UN World Conference Against Racism (WCAR) in Durban, South Africa. This request was met with concern by some that the conference and its report involved anti-Semitism. A task force, chaired by organizational consultant and APA Board Member Sandra L. Shullman, PhD, was appointed to review the report and related concerns, and to provide related recommendations.

The fourth (and largest) Multicultural Summit and Conference will be conducted January 27-28 in Hollywood, CA.

Jessica Henderson-Daniel, PhD was recently the first African American woman elected to the APA Board of Directors, while the number of ethnic minorities on APA’s Council of Representatives has tripled during the past two years.


Through funds provided by APA’s Commission of Ethnic Minority Recruitment, Retention and Training Task Force (CEMRRAT2 TF) and Committee of State Leaders, a Diversity Initiative was initiated by the APA State Leadership Conference to increase the participation of ethnic minorities in state psychological association leadership. Two participants in this initiative were subsequently elected to the presidency of State Psychological Associations.

The National Latina/o Psychological Association conducted its first annual conference presided by NLPA Chair Patricia Arredondo, EdD in Phoenix, AZ in November 2004.

This issue of the Communique is in celebration of engaging the hard work of diversity. In addition to bringing readers up-to-date on numerous association issues and programs, and providing helpful information items, this Communique also introduces a new ongoing section. This section: “Reflections: U.S. Psychology in Global Contexts” will consist primarily of essays submitted by readers describing their experiences of working and using their professional skills and knowledge in global contexts. In addition, we have initiated a new column in the “Recruitment, Retention and Training” section. This new column “Student Concerns”, will highlight articles by ethnic minority student leaders in psychology.
The highlight of this *Communique* is its special section on “Reparations: Repairing the psychological harm?”, in which eight psychologists discuss: The psychological and other harm resulting from the experience of colonialism, imperialism, oppression, or enslavement of a specific racial/ethnic group; that group’s history of claims for reparation (repairing the harm); and the authors’ opinions of the extent to which reparations can address and repair psychological harm. It all makes for exceptionally informative and exciting reading!

Alberto Figueroa-Garcia and I look forward to seeing you at the Multicultural Summit. And of course, we always welcome your calls and emails. We at OEMA wish you a blessed and hopeful New Year. And of course, as always---

I wish you health, and peace, and power.
ASSOCIATION REPORTS

OEMA Takes Part In The Opening Ceremony Of The Smithsonian Institutes National Museum of the American Indian

Dennis R. Bourne, Jr., BA and Sherry T. Wynn

More than 80,000 people gathered on the National Mall to join in The Procession of Nations, which marked the opening of the week-long festivities to celebrate the opening of the National Museum of the American Indian on September twenty-first. About 25,000 American Indians, wearing traditional garb and representing 500 tribes and Native communities, marched from the Smithsonian Castle to the museum site. Built in a prime location on the National Mall, just opposite the U. S. Capitol, the $220 million museum is itself a work of art. The designers used colors, materials, and forms found in American Indian lands throughout the diaspora. Boasting an impressive collection of 800,000 tribal American objects, the museum offers a glimpse into the proud (and sometimes tragic) history of the American Indian that visitors can see, touch, and hear. The grounds serve as an exhibit as well, modeling various habitats indigenous to the Washington Metropolitan region. The OEMA staff was honored to share in this special and historic occasion.

Even before opening its doors, the National Museum of the American Indian began serving its purpose: educating the world and celebrating the first inhabitants of North, Central and South America, their cultures and their traditions.

Efforts are underway to determine if APA might hold a special reception at the National Museum of the American Indian during the 2005 APA Convention in Washington, DC. Should these efforts be successful, be sure to attend and view this very, very special space.
I met with Ms Quantah from the Sewanaka Tribe at the National Mall in Washington, DC during the 2000 Million Man March. She was adorned in Native American apparel, and I offered to have a picture with her. She handed me her blessings in the form of a prayer and we said so long. At the opening ceremony of the Museum of the American Indian, I crossed paths with her again, almost at the same spot where we met some four years ago. She could not remember me, she could not speak, but my mere evocation of her prayer sufficed for her to recognize and tenderly embrace me. What a good karma! - Benjamin Siankam, OEMA Special Projects Manager

Oh Great Spirit, TEACH us to always appreciate and be thankful for your magnificent creation, Mother Earth. LEAD us to the path that our ancestors walked, the path of respect for all our people. PERMEATE our heart with love, so that we will be alerted to every opportunity to do good. EMBRACE us with strength and determination to complete every task that is set before us. GUIDE us so that in the sunset of our journey, all the hopes and dreams we carry on our shoulders, will become a path for future generations beside still and peaceful waters. (Sewanaka Prayer-Quantah Rose Eleazer Cuffee)
APA Council of Representatives Elects First African American Female to the APA Board of Directors

The APA Elections Committee is pleased to announce that Jessica Henderson Daniel, PhD has been elected as one of two newly elected members-at-large of the APA Board of Directors (B/Ds). Her term will begin January 1, 2005, and end December 31, 2007. Dr. Daniel’s election marks an important milestone as she will become the first African American/Black female psychologist elected to the APA B/Ds. The final vote counts are as follows in the order of finish:

*Jessica Henderson Daniel, PhD  47 votes
Ronald H. Rozensky, PhD  47 votes
Susan Krauss Whitbourne, PhD  35 votes
James H. Bray, PhD  24 votes
Lisa L. Harlow, PhD  17 votes
Glenn A. Ally, PhD  13 votes
Congratulations to the Newly Elected Members of Color in APA Governance!

The 2004 Board and Committee ballot was sent to members of the 2004 APA Council of Representatives on November 1. The election closed Wednesday, December 1. The ballots have been tallied and the APA Election Committee has certified the results. Individual board and committee tally sheets are available upon request.

**Committee on Structure and Function of Council (CSFC)**
Slate I: Janet E. Helms, PhD

**Finance Committee**
Slate I: G. Rita Dudley-Grant, PhD

**Policy and Planning Board (P&P)**
Slate II: Derald Wing Sue, PhD

**Committee on International Relations in Psychology (CIRP)**
Slate II: Juan Jose Sanchez-Sosa, PhD
Slate III: Thema S. Bryant-Davis, PhD

**Board of Educational Affairs (BEA)**
Slate IV: Cynthia A. Hudley, PhD

**Board of Professional Affairs (BPA)**
Slate II: Jennifer F. Kelly, PhD

**Committee for the Advancement of Professional Practice (CAPP)**
Slate IV: Josephine D. Johnson, PhD

**Board for the Advancement of Psychology in the Public Interest (BAPPI)**
Slate I: Ena Vazquez-Nuttall, EdD
Slate III: Mark Pope, EdD

**Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)**
Slate III: Reiko H. True, PhD

**Board of Convention Affairs (BCA)**
Slate I: Christine C. Iijima Hall, PhD
Slate II: Cheryl A. Boyce, PhD
Slate III: Gayle Y. Iwamasa, PhD

**Committee on Rural Health (CRH)**
Slate I: E. Mario Marquez, PhD
Slate III: Anita B. Brown, PhD
APA Committee on Ethnic Minority Affairs

Celebrating 25 years of Representation and Participation in APA Governance

This year marks the 25th anniversary of the mission of the APA Committee on Ethnic Minority Affairs. First established as an ad hoc committee in 1979, the first standing governance group (membership elected by the APA Council of Representatives) to officially represent ethnic minority issues in psychology as prescribed by the Association by-laws, was the Board of Ethnic Minority Affairs.

In those early years, BEMA worked tirelessly to attend to the multitude of critical issues facing ethnic minority constituencies in the Association and the field. BEMA brought together many knowledgeable experts to help identify problems and construct solutions. Consequently, much of BEMA’s agenda focused on “bringing psychologists of color to the table,” and once there, garnering support for ethnic minority-related concerns. Thus, BEMA established special focus groups such as the Task Force on Minority Education and Training, the Task Force on Communication with Minority Constituents, and the Committee on Ethnic Minority Human Resources Development to tackle barriers in the Association and within the discipline. Much of what was achieved during BEMA’s early years created the foundation for the future of ethnic minority psychology in the APA governance structure.

Among BEMA’s accomplishments are the crafting of a resolution opposing English-Only legislation that was adopted as Association policy by the APA Council of Representatives (C/RS) in 1989, and the production of an important document, entitled, Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations, in 1990.

In 1990, the Association reorganized into directorates, and the Public Interest Directorate was formed. BEMA too was reorganized during this period, and was returned to its committee status, reporting to the newly created Board for the Advancement of Psychology in the Public Interest (BAPPI). CEMA has continued the legacy of BEMA to address those critical issues facing ethnic minority constituencies.

The following are among CEMA’s milestones:

- Developed and presented the first APA Public Interest Directorate mini-convention focusing on ethnic minority issues.
• Crafted and prepared a draft report on a *Survey of Ethnic Minority Participation in the APA Editorial Pipeline*
• Proposed and secured APA C/Rs funding to support the creation of the APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT), and upon its dissolution, successfully obtained funding to establish the APA CEMRRAT 2 Task Force.
• Secured APA C/Rs funding for CEMRRAT 2 Task Force Textbook Initiative Work Group.
• The Jeffrey S. Tanaka Memorial Dissertation Award in Psychology
• Meet with members of the Practice Directorates Committee of State Leaders (CSL) to enhance the CSL’s Diversity Initiative, which has been able to involve the participation of ethnic minority members in state and provincial psychological association leadership.
• Lobbied for the creation and management of an ethnic minority-focused public policy legislative agenda in the APA Public Policy Office that included dedicated human resources.
• Urged BAPPI to support the APA Division 45 request to the APA C/Rs for the collection of data and information related to diversity in the APA publications and communications editorial pipeline, as well as in psychology course content and training.
• Developed and presented feedback to APA Presidential Task Force on APA Governance related to its interim report, and strongly recommending 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.”
• In collaboration with the APA Committee on International Relations in Psychology (CIRP) crafted the *APA Resolution on Racism and Racial Discrimination A Policy Statement in Support of the Goals of the 2001 World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance* that was adopted by the APA Board of Directors in June 2001.
• Were among the members of the official APA delegation to the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia, and other related Intolerance that took place in Durbin, South Africa, in September 2001.
• In collaboration with the APA Committee on Psychological Tests and Assessments (CPTA) created a bibliography on ethnic minority testing and assessment issues.
• Collaborated with APA Division 45 in the creation of the *Resolution on Racial/Ethnic Profiling and Other Racial/Ethnic Disparities in Law and Security Enforcement Activities* that was adopted as Association policy by the APA C/Rs in February 2001.
• Development of a proposed resolution recommending the immediate retirement of American Indian mascots, symbols, images, and personalities by schools, colleges, universities, athletic teams, and organizations.

Today, CEMA’s mission continues to focus on the needs of APA’s members of color. It’s goals and objectives span many important concerns of its constituencies related to education and training, science, practice, publication, public policy, social justice, and equity. As the need for culturally competent psychology becomes greater, CEMA’s role in organized psychology will only expand. If you would like to learn more about CEMA and other ethnic minority issues in psychology, please contact OEMA.

CEMA Honors its 2004 Jeffrey S. Tanaka Memorial Dissertation Award Recipient: Tiffany Yip, PhD - Postdoctoral Fellow, University of Michigan, Ann Arbor, MI

The 2004 APA CEMA Jeffrey S. Tanaka Memorial Dissertation Award in Psychology competition was completed in June 2004. This year’s winner was Tiffany Yip, PhD, University of Michigan, for her dissertation research titled, “Situational Variation in Ethnic Identity and Psychological Well-being: A pilot study of Chinese American students” (New York University, 2003). In addition, Honorable Mention recognition was accorded to Glen McCabe, PhD, Winnipeg, Manitoba, Canada, for his dissertation research entitled, “Finding the healing path: The therapeutic conditions of Aboriginal traditional healing” (University of Manitoba, 2003). The award presentation ceremony took place on Thursday, 29 July 2004, in the South Pacific Ballroom of the Hilton Hawaiian Village Beach Resort and Spa. CEMA chairperson, Tawa M. Witko, PsyD, welcomed guests, offered congratulatory remarks to participants on CEMA’s behalf, and presented an award plaque to Dr. Yip. It was explained that the $500 award check would be mailed to Dr. Yip after the APA convention.

The 2004 CEMA Selection Subcommittee, composed of Elizabeth M. Vera, PhD (chairperson), Steven M. Quintana, PhD, and Alvin N. Alvarez, PhD, reviewed 19 dissertation abstracts and from these, three were selected as semi-finalists, to submit full dissertations for the final selection process. The winner and honorable mention were chosen from three semi-finalists’ pool.

The following are remarks prepared and presented by Dr. Yip during the award ceremony.
I am especially grateful to receive an award that honors a brilliant scholar and a wonderful man. I had the pleasure of meeting Dr. Abigail Panter at a conference two weeks ago. In the course of discussing the unique problems of multilevel statistics, Abigail mentioned that she was a student of Dr. Tanaka's from NYU. I told her that I would be receiving this award today. She just lit up. Abigail proceeded to describe Dr. Tanaka’s warmth, generosity, thoughtfulness and his strengths as a mentor. It is a testament to Dr. Tanaka’s legacy and passion for scientific methodology and statistical methods that I met Abigail due to a common interest in multilevel analyses. How wonderful it is that his interests continue to bring people together.

I entered graduate school with an interest in how people identify with their ethnic group. As a Chinese American, I focused on this group because I felt that I could speak best about the Chinese American experience in the United States. As I got to know the literature on ethnic identity a little better, I was not satisfied with the way that researchers discussed it as developing across the lifespan, but remaining fairly stable once a sense of ethnic identity is achieved. My own experience suggested that feelings of ethnic identity were much more dynamic and fluctuated daily if not situationally.

For individuals who choose to make ethnic identity important to their identity, ethnic identity shapes the way individuals experience their environment. It influences the extent to which ethnic identity is salient across situations and it shapes how individuals feel in these situations.

I would also like to say that I am especially grateful to receive this award because the importance of conducting research on ethnic minorities is not always appreciated. This is especially true for research that focuses on a single ethnic group. I believe that there is a lot to be learned by studying universal psychological processes, but I also think that it's imperative that we study the unique experiences of different racial and ethnic groups in the US. I enjoy the work that I do, and in the spirit of this award, I look forward to continuing this line of research in my career.

Again, thank you for this tremendous honor. I feel privileged to accept this award.
New Product: CEMA/CPTA Bibcomtext

Members of APA’s Committee on Ethnic Minority Affairs (CEMA) and Committee on Psychological Tests and Assessment (CPTA) are pleased to announce the availability of an inventory of assessment related references for women, people with disabilities, and cultural/ethnic/linguistically diverse populations.

Developed by a joint CEMA/CPTA sub-committee, the reference inventory was designed as a resource for information on non-traditional populations affected by testing and assessment practices. Intended as a document with broad application, the reference inventory was developed to assist a variety of audiences including, practitioners, researchers, academics, and the general public.

The CEMA/CPTA reference inventory includes the following documents:

- Bibliography on Relevant Literature Addressing Testing and Assessment of Cultural, Ethnic, and Linguistically Diverse Populations (CEMA/CPTA)
- Reference on Testing People of Color, Women, Language Minorities, and People with Disabilities (CPTA)
- Books and Chapter Pertaining to Neuropsychological Assessment Cross-Culturally, with Minorities, and with Non-English Speaking Individuals (CPTA)


Council of National Psychological Associations For The Advancement Of Ethnic Minority Interests

The Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) convened two meetings in 2004, one in March, at APA headquarters in Washington, DC and the other on the first day of APA’s 112th annual convention in Honolulu, Hawaii. These meetings bring together the presidents (or her/his representative) of the four ethnic minority
psychological associations, APA and APA’s Division 45 representative to address issues of mutual concern.

The Council’s agenda continues to focus on issues critical to psychologists of color in organized psychology. The following are among the Council’s ongoing priorities:

(a) Determining each Association’s leadership and/or membership interest and/or willingness to: (1) become an “affiliate” of the APA; and (2) to accept a seat on the APA Council of Representatives if such an offer is extended;

(b) Each Association’s decision to endorse the Association of Black Psychologists (ABPsi) *Reparations Statement*, and call for the development of a resolution on this issue to be presented by APA Division 45 to the APA Council of Representatives for adoption consideration;

(c) Review and comment on a resolution, prepared by the Society of Indian Psychologists (SIP) requesting the immediate retirement of all American Indian personalities as official symbols and mascots and forwarding a letter of endorsement from each Association to APA Division 45 for the preparation of appropriate materials that will be presented to the APA C/Rs for adoption consideration;

(d) Each Association’s willingness and/or interest in sharing materials/information to be included in the APA PsychEXTRA database;

(e) Seeking opportunities to promote the increased acquisition and development of publications related to cultural diversity;

(f) Address relevant issues regarding the translation of professional practice/psychological service delivery materials into languages other than English;

(g) Receiving update reports on the activities of each association;

(h) Receiving a status report on the development of the Council’s web page; and,

(i) Ongoing development of plans to establish linkages with APA divisions and the creation of a newsletter exchange network.

In addition, the Council has completed work on two brochures, one addressing research issues in communities of color and the other focusing on the delivery of psychological services to ethnic minority populations. Both brochures are available by contacting OE MA. The next publication in the Council’s series will address tests and assessments, and the final brochure in the series will focus on education and training issues.

CNPAAEMI membership in 2005: Frederick T. L. Leong, PhD, President, Asian American Psychological Association (AAPA); James Savage, PhD, President,
Association of Black Psychologists (ABPs); Azara Santiago-Rivera, PhD, President, National Latino/a Psychological Association (NLPA); Rebecca Foster, PhD, President, Society of Indian Psychologists (SIP), Eduardo Morales, PhD, President, Society for the Psychological Study of Ethnic Minority Issues (APA Division 45); and Ronald F. Levant, EdD, President, APA.

The next CNPAAEMI meeting will convene on January 26, 2005, one day prior to the VI National Multicultural Conference and Summit in Hollywood, California. If you would like more information about the Council and/or its member org

A Mighty Debate in Division 12 (Clinical Psychology) on the Proposed Amendment to Create a Dedicated Ethnic Minority Slate for Representatives to the APA Council of Representatives. Article VIII, Section D

In 1998, Asuncion Austria, PhD, in her role as the representative to Division 12’s Board from that Division’s Section VI (Clinical Psychology of Ethnic Minorities), successfully lobbied the Division 12 Board to pass a resolution stating that “…all sections, committees, and task forces of Division 12 [will] strive to include persons who represent the ethnic and gender diversity of the Society of Clinical Psychology [Division 12]”. In 1999, Division 12 established a Task Force on Diversity Representation, which subsequently proposed the establishment of designated slates for ethnic minorities. The proposal was not approved. But more than two years later in January 2002, Division 12’s Board approved a resolution “that the Society of Clinical Psychology consider a dedicated slated for ethnic minorities for each election whenever there is more than one position available.” Division 12 currently has four representatives to APA’s Council. The following Pro/Con statements were developed to accompany the Division membership ballot necessary for the bylaw change required to implement a dedicated minority slate for a Division 12 representative to APA’s Council of Representative. The proposed bylaw-change subsequently was defeated.

Arguments for the change

In 2001, APA’s Council of Representatives encouraged Divisions to be more inclusive of ethnic minorities and voted to approve a motion to increase ethnic minority participation on Council. They also encouraged Divisions, and State and Provincial Associations to submit one or more slates of nominees comprised solely of ethnic
minorities. Given that few ethnic minorities have been elected to leadership positions in the 16 elected offices of Division 12, the Division's Board of Directors approved the Bylaws amendment on a dedicated ethnic minority slate in 2003. Because Bylaw changes must be approved by the general membership with pro and con statements, the pro statement is as follows:

The 21st Century population in the U. S. is undergoing radical transformation with people of color now representing one third of our citizens. Our society is among the most ethnically diverse in the world and international relationships are increasing. This diversification of America brings with it challenges and changes in our society, especially as different lifestyles and worldviews collide. There will be changes in American life, and clinical psychologists, must be prepared to serve as leaders in teaching, research, and clinical service to this great diversity. Attention to diversity is necessary to address these developments.

Despite the Society's commitment to diversity as evidenced by the number of resolutions passed on this issue, ethnic minority members continue to be underrepresented on the Board of Directors and on Council. A review of the Society's election slates for the Board of Directors and for Council, from 1990-2000 revealed that only seven ethnic minorities had been nominated (out of a total of 49 nominees) and only one ethnic minority had been elected to Council. This deficit reflects several systemic problems. An examination of the history of the Division's governance suggests that very few members of ethnic minorities have held leadership roles in the past several years (a problem endemic to all APA leadership). Multiple data sources about recruitment and retention of minority psychologists indicate that when an organization is perceived as primarily White, it is only the unusual ethnic minority psychologist who is able to overcome this systemic perception of exclusion. The combination of these two factors (the recycling of leadership roles and perceptions of systemic exclusion) has limited the participation of ethnic minority psychologists in the Division's Board of Directors and Council representation. The limited participation must be placed in proper perspective.

Some would say that it is difficult to identify a sufficient number of ethnic minority group members to run competitively for office in the Division, but that is not true. Several very prominent and well-known ethnic minorities have run repeatedly for office, but have lost to members of the majority culture. The creation of a dedicated minority slate for one office out of 16 on the Board of Directors is a step toward rectifying this exclusionary problem.

Ethnic minority members of APA migrate to Divisions where they feel accepted and where their research, teaching, and practice issues are valued. Many of the ethnic minority leaders in APA are clinical psychologists, but do not join Division 12 because of the perceived notion that they can never be elected to a governance position. Despite the good intentions of many who want to see increased diversity, all available evidence from APA and its Divisions shows that diversity will not increase unless some systemic solutions are established. It is felt that representation and diversity will not be achieved unless great effort is taken; thus, the Division Board of Directors voted overwhelmingly
to revise the by-laws to include ethnic minority representation and to submit this to the membership for a vote.

Voting YES to this proposal will enable the Society to take the lead in finding a solution to the systemic problem of under-representation by including ethnic minority leadership. It is a modest proposal that will help the Society to search for, and elect top psychologists who will add diversity. Any number of the leaders and members of this division have stated that diversity would enrich our division by bringing an appreciation of cultural differences, a greater acceptance of those different from white middle-class members, bringing new training ideas given the populations we are serving in the U. S., and generating cross-cultural research which includes ethnic-minorities. Someone once wrote that our organization needs to be a microcosm of the population we serve and passage of this by-law change is a step toward meeting that goal.

In summary, the creation of a designated ethnic minority slate promotes Division 12's commitment to diversity beyond an aspirational goal. We all benefit with the inclusion of new voices into our leadership.

**Arguments against the change**

The intent behind this proposed amendment is to increase ethnic minority representation on the Division 12 Board of Directors and the APA Council of Representatives. This is an important goal that is supported by all who have been involved in the debate over this bylaws amendment. We differ, however, in whether we see the creation of a dedicated ethnic minority slate as an acceptable means to work towards this worthy goal. Articulating and understanding arguments against a flawed means of achieving a highly valued and important goal is a challenge in today's world. The leadership and membership of the Division are capable of acting in a socially responsible and ethical manner without requiring them to engage in ethnic-separatism inherent in the proposed amendment.

Those of us who marched in the streets in the 60s fought fiercely for a system that could not deny opportunities for jobs, offices and other valued resources to any individual based upon ethnicity, religion, gender, sexual orientation, or other characteristics irrelevant to legitimate qualifications for access to such things. Favoritism for straight, Caucasian males was seen as an evil to be discarded in our system. That should remain our goal today. One concern with the proposed amendment is that the creation of a slate specifically dedicated to ethnic minority candidates actually works contrary to the intention of avoiding exclusionary patterns in filling important leadership positions. While presumably eliminating elections that exclude certain groups through voting, it substitutes an unavoidable de facto exclusionary system that forces racially based voting by design.

The proposed creation of an ethnic minority slate perpetuates the elevation of ethnicity above the acquired characteristics that are most relevant to the position for which elections are held. The fact that a dedicated slate favors members of ethnic groups that have been historically discriminated against in our society does not compensate for the
loss of freedom that it imposes upon current members of the society who neither have participated in discriminatory behavior in the past, nor happen to belong to one of the designated minority groups. The proposed dedicated slate is designed to base opportunity specifically on ethnicity, and it therefore reduces opportunities available to those of other ethnic or demographic backgrounds issues unrelated to serving in the offices in question. Such discrimination is antithetical to the philosophy of a color-blind system that provides equal opportunity to all members, regardless of ethnic, racial, or other characteristics irrelevant to leadership positions.

Some argue that creating a dedicated ethnic minority slate sends a message that the Society is serious in its dedication to increasing minority representation in governance. Others contend that whether this amendment sends such a message is debatable at best, and that the stronger and more persuasive message sent by this action is that the Society does not believe that members of ethnic minority groups are capable of demonstrating their competence for leadership positions to the same degree as are those who are not defined as minorities. This is a message demeaning to those elected from such slates, to all members of groups defined as ethnic minorities, to the Division leadership, and to the membership at large. It assumes either that minorities are incapable of competing on a level playing field, or that those voting cannot fairly evaluate a candidate’s qualifications because they are blinded by racial and ethnic stereotypes. These are strongly negative messages, inconsistent with the long-standing values of the Society.

Defining membership in a particular set of ethnic groups as a primary qualification for candidacy for an office decreases opportunities for those not included in the arbitrary definition of the group of favored members. This includes white Anglo-Saxon males, who have been disproportionately elected as Council Representatives in the past, but it also affects members of other groups who have also been underrepresented in leadership positions, and who would also provide diversity in the Society’s leadership, such as gay and lesbian members, women, people with visual or hearing impairment, those confined to wheelchairs, etc. Creating a dedicated ethnic minority slate is a blunt instrument for achieving more diverse representation, as it creates a clear competitive advantage to members of certain favored groups.

Finding effective, fair, and philosophically and ethically sound means of increasing the representativeness of governance bodies in the Division and in APA is both a critically important and tremendously difficult proposition. Creating a system of quotas based on race and ethnicity is not an appropriate answer. If it has been difficult to identify a sufficient number of ethnic minority group members to run competitively for office in the past, the creation of a dedicated minority slate offers no solution to that problem. A more effective and ethically defensible solution is needed. One element in such a solution might be for the Society leadership to develop an organized and sustained effort to identify young clinical psychologists of color (and members of other underrepresented groups) who show promise of having the skills and motivation necessary to serve as leaders in the profession. We should be providing the support and mentoring needed to help these promising young professionals to attain the kinds of background experiences and qualifications needed to compete successfully for offices in the Society.
and in APA without needing to prop them up with dedicated slates. This approach would ensure that the leadership of organized psychology is more diverse through explicitly promoting skills and experience and mentoring people to a competitive level rather than assuming that different standards must be created for those we hope to recruit to a more diverse and representative governance.

We should not have to “rig the system” in order to elect qualified ethnic minority members to office, and thus achieve the important goals towards which we are all striving. Creation of ethnic minority slates is an easy way out of the difficult situation we face, but one fraught with unintended inequities and pitfalls.

The Coalition for Psychology in Schools and Education

Created by the American Psychological Association's Education Directorate in 2002, the Coalition for Psychology in Schools and Education (CPSE) provides psychologists with an integral role in the ongoing national debate regarding PreK-12 education policy. The Coalition seeks to promote cooperation among a growing number of APA Divisions, APA governance groups and affiliates who are working together to improve schools. The mission of the Coalition is to develop and strengthen linkages between psychology and education to serve all students' emotional and academic needs. The Coalition strives to demonstrate to educators and policymakers that psychologists and psychological science have much to offer in solving current educational problems. A 2001 briefing provided by the National Research Council at an American Educational Research forum on the reform agenda for U. S. public schools, left psychologists out of the picture. This omission, along with the timing of the No Child Left Behind Act (NCLB), the reauthorization of both the Higher Education Act and IDEA, and the inclusion of education in the revised mission statement of APA, precipitated the establishment of the CPSE. With the support of the Education Directorate, the Coalition’s founding members were able to meet in 2002 and 2003 to develop a mission and set goals for enhancing education and teacher training for children and youth.

The Coalition has focused on a number of projects, including ways for psychologists to help implement NCLB passed by Congress in 2001. No Child Left Behind promotes greater accountability, better assessment, teacher quality and student achievement -- all areas where psychologists have expertise. The Coalition is playing a role in applying psychological research that relates to NCLB's provisions on child and family development, teaching and learning, assessment, and tutoring. At the 2003 APA Convention in Toronto, Coalition members held a session -- "Psychologists leave no child behind: An interdivisional call to action" -- that addressed psychology's role in education
and identified research needs for NCLB. The 2003 Convention session also generated ideas on how interdisciplinary collaboration can solve problems in schools and education. The Coalition continues to promote the application of psychological research to teaching and learning in schools through several ongoing projects.

Another major activity of the CPSE is the development and dissemination of a survey that examines teachers' needs for professional development that could be provided by organized psychology. This survey was funded by the APA Council of Representatives. The survey gathers information about teachers' perceptions of professional development in several areas, including classroom management, instructional practices, classroom diversity, family and community outreach, and other teaching skills and knowledge informed by psychological science. The survey will help form APA professional development courses for teachers based on the needs teachers identify. Coalition members who helped develop the survey discussed the survey at the 2004 APA Convention in Hawaii.

The Coalition is also developing a model for improving collaboration among psychologists, K-12 teachers and school districts. The model will be used to develop a diagnostic tool to help K-12 schools identify strengths and weaknesses with respect to teachers' pedagogical clinical practices and desired student outcomes, including mental health, academic achievement and learning, life skills, values and dispositions. The Coalition model addresses the value of psychologists as uniquely situated to identify and treat the mental health and academic needs of children and as a bridge for parents and communities to be better connected to schools. The model also highlights the need for psychologists to understand school environments before they can effectively work in schools. It identifies a number of communication barriers between psychologists and teachers such as a lack of shared focus at the classroom level. Historically, psychologists have worked either as clinicians at the individual student level or as researchers at the macro level. Teachers, on the other hand, have focused on the classroom level. Thus, the model broadens the focus of psychologists from the individual student to a systemic level. The model also recognizes the iterative process of theory informing practice and practice informing theory and research. This model will be based on psychological research shown to improve achievement and prevent learning difficulties for all children. The Coalition will meet again in December to continue its work on the model.

The Coalition has a number of other projects underway, including an online teacher training course on classroom assessment. Additional online courses addressing the topics of individualized instruction and classroom management
are in the planning stages. The Coalition is offering sessions at the 2005 AERA (American Educational Research Association) and AACTE (American Association of Colleges of Teacher Education) Conferences and invites affiliates and division representatives to attend the meetings and become increasingly involved in the Coalition. The Coalition appreciates OEMA’s participation in this important collaborative effort, bringing psychologists together to improve our nation’s educational agenda.
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

APA/NIGMS Grant Project Update

The APA/NIGMS Project is administered by APA’s OEMA with funding provided by the National Institute of General Medical Sciences. The project seeks to increase the numbers of ethnic minority students engaged in biomedical research in psychology by developing training partnerships among 4 major research universities and 10 predominately minority 2-year and 4-year institutions that are organized into 5 Regional Centers of Excellence.

NIGMS Gives OEMA/APA The Green Light for Three More Years

Great news!!! The Office of Ethnic Minority Affairs (OEMA) was successful in its efforts this year to secure an additional three years of funding for its APA/NIGMS grant project entitled “Developing Minority Biomedical Research Talent in Psychology.” This latest funding award, in the amount of $1.6 million, marks the second funding renewal award by NIGMS to this program.

The initial grant award was made to OEMA by NIGMS in September 1996. In July 2000, OEMA received its first renewal. To date, the total dollar amount awarded to APA OEMA from NIGMS has been $3.9 million. This amount also includes a number of supplemental funding awards made to the OEMA for the APA/NIGMS project at various stages since 1996.

The unique aspect of the APA/NIGMS project is the fact that it emphasizes two major approaches to ethnic minority recruitment, retention, and training in the biomedical areas of psychology: systemic and pipeline.

Its systemic approach encourages and involves:
- The building of multi-institutional partnerships that facilitate the sharing of skills, knowledge and resources;
- Engagement of partners in collaborative strategic planning, and
- Modification of the cultures and programs of academic departments.

Its pipeline training approach focuses on increasing professional representation of persons of color in the biomedical areas of psychology by:
- Increasing the size of the educational pool at all levels of the educational pipeline,
- Improving the rate of retention of persons of color by actively engaging students in specialized training at higher levels of the pipeline; and
- Providing educational and career experiences, academic support, training, and mentorship that effectively prepare students for educational transitions.
The core means by which these approaches are achieved is through the development and nurturing of partnerships at five regional centers of excellence comprised of four major research institutions and 10 predominately ethnic minority serving 2- and 4-year institutions.

Programs and activities are forged by the 14 participating institutions with special consideration given to the unique characteristics of their respective regional center, type of institution, and student and faculty distribution and make up. Among the important expected outcomes of the partnerships is the design and develop of activities specifically geared toward students of color to strengthen their capacity to pursue biomedical research careers in psychology, improve students’ rate of retention, and support institutional linkages among all three institutions that comprise each respective RCE.

To date, a total of 419 students have been involved in intensive research mentoring since 1997. Approximately 305 research presentations have been made by these students both at regional, national conferences as well as local university campus-sponsored events. Some 20 students have authored scientific articles prepared for journals. Forty-five students are pursuing doctoral degrees in biomedical science, biomedical psychology, and non-biomedical areas of psychology. Of those 45, 17 are pursuing biomedical psychology and other areas of biomedical sciences.

As OEMA enters its first year of renewed funding, the APA/NIGMS Project will commence regional strategic planning meetings to assist members of each institutional core team to gather and discuss continuing activities and to develop new and innovative approaches to encourage and retain students of color at their respective institutions and across the RCE. In preparation for these regional meetings, institutions were queried on the activities that they will engage in the future or currently have identify as a major priority. Their responses are provided below:

*We would like to hire a graduate student coordinator for our summer program. This person’s job will be to mentor both undergraduates and community college students and serve as a liaison between faculty mentors and our participating students* - Florida International University

*Truman College would like to collaborate with Psi Beta, and our Academic/Cultural Club Student Center to offer members and other participating students seminars and other programming designed to their awareness of and interest in the biomedical aspects of psychology* - Harry S. Truman College
Sponsor two training workshops and course module on conducting social and behavioral research using the Internet for MSU research investigators and instructors of research methods and statistics courses - **Morgan State University**

Offer a course to familiarize ethnic minority undergraduate students with research and career opportunities in psychobiology and prepare them to enter into biomedical research and psychology careers - **Miami Dade College**

Develop a respectful and nurturing environment for fostering interest of Native American students into the field of psychology/human services - **Sinte Gleska University**

Actively encourage ethnic minority students to attend and present their research at research conferences each year in addition to providing travel support to those students who are presenting their research at these conferences - **University of California, Los Angeles**

Develop and implement an orientation program for Native American undergraduate and graduate Psychology students and their families in addition to develop and implement an outreach program for Native American high school and undergraduate students with a potential interest in psychology. - **University of South Dakota**

University of Miami will continue to conduct the Psychology Research Initiatives Mentorship Experience (PRIME) which prepares ethnic minority students for graduate school leading to careers in the scientific study of psychology. Students will learn, (a) the standards of research in psychology, (b) how to prepare and deliver a scientific presentation, and (c) tips for applying to graduate programs. **University of Miami.**
Request for Proposals
American Psychological Association
CEMRRAT Grants FY2005
for
Ethnic Minority Recruitment, Retention and Training

The American Psychological Association’s Public Interest Directorate has been allocated $100,000 in Fiscal Year (FY) 2005 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. Eligible applicants for these grants are state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals. 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. It is anticipated that approximately three or four proposals will be funded under each of the five priority areas (see below). Applicants must be APA members at the time funds are awarded. So long as proposals are determined to be consistent with the identified funding priorities and the CEMRRAT Five Year Plan, they will be funded on a first-come-first-served basis. It is hoped that those activities that receive funding will serve as demonstration models. Consequently, progress reports will be expected to be submitted annually by December 1, and a final report must be submitted 60 days upon completion of the funded activity.

The established funding priorities for FY2005 are:

**Training/Professional Development - Linguistic Minorities** - For activities that promote development of training programs (and associated professional development of faculty) that improve services to linguistic minorities. Examples of such activities include: a) collecting, publishing and disseminating model programs that focus on training for services with linguistic minority populations, b) designing, documenting, and evaluating mental health services, research and professional psychology training programs focused on linguistic minorities, and (c) establishing practicum or mental health services research training in settings serving linguistic minorities. (Approximately $5,000 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 $10,000 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. Individual professional development will be considered only if applicant presents evidence of limited institutional support or resources for such activities. (Approximately $20,000 is available.)

Student Undergraduate/Graduate: Grants to Departments for Innovative Programs - For activities for undergraduate and graduate departments and professional schools 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 $20,000 is available.)

Ethnic Minority Leadership Development - For activities that promote leadership skills and opportunities among ethnic minority psychologists. These funds are targeted to APA governance groups, divisions and their respective sections, and other organized entities of psychology that wish to undertake such leadership training and development activities. Applicants will be expected to provide matching funds equal to the amount requested. (Approximately $5,000 is available.)

There is no standard application form. The application (no more than five pages) should describe:

(a) problem to be addressed and what is to be done (goals and activities), (b) how these goals are to be accomplished (procedures), (c) expected outcomes or findings, (d) a justified budget for the funding amount requested, and (e) rationales as to how the proposed effort is consistent with the CEMRRAT funding priorities and the provisions of the CEMRRAT Plan. [NOTE: In general, CEMRRAT funds may not be used to support travel, unless such travel is strongly justified and integral to project objectives.] Applications will not be accepted prior to January 1, 2005.

Questions should be directed to:

For more information contact bsiakam@apa.org, or go to http://www.apa.org/pi/oema/programs/cemrrat2_grant_fund_announcement.pdf
New OEMA Publication

Toward an Inclusive Psychology: Infusing the Introductory Psychology Textbook with Diversity Content

By APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology Task Force (CEMRRAT2) Textbook Initiative Work Group

Joseph E. Trimble, Chair
Michael R. Stevenson and Judith Worell, Co-Chairs

This booklet is for those publishers, authors and teachers of introductory psychology interested in advancing psychology as an inclusive science. The booklet describes major principles for incorporating diversity into textbooks through the infusion of race/ethnicity/culture, gender, sexual orientation, disability and aging into the content of introductory psychology textbooks. It also provides specific examples of how each of these five diversity areas might be incorporated into the 20 most frequently occurring chapters in introductory psychology textbooks.

STUDENT CONCERNS

In recognition of the increased numbers and activism of ethnic minority students in psychology, the Communique is establishing a Student Concerns column that will showcase informational articles by ethnic minority students leaders in psychology. We encourage your submissions to afigueroa@apa.org.

Students Organize To Help Shape The Future of the National Latina/o Psychological Association (NLPA)

Diana Naranjo, Graduate Student, Arizona State University and Student Liaison to NLPA

Students gathered together in a small hospitality suite in November 2004 and waited to see what would happen next. The National Latina/o Psychological Association (NLPA) inaugural convention was in full swing, and for many students, it was already fairly overwhelming. So, when we came to the
mentoring session, specifically devised to address OUR needs and the two professors running the session asked us directly, “What can NLPA do for you?” there was a wave of silence for a second. Once that second passed you could not get us to stop talking. Ideas were thrown around about ways to have mentoring networks, have workshops specifically for students, and about a million other great suggestions. When someone from the group offered up a different type of suggestion, not so much an action item, but an overarching structural suggestion, “Maybe we could have a student organization, you know, something modeling APA GS, something where students can get together and sort out all of these ideas and find a way to serve our needs” silence came over the room again. What a wonderful idea, people began to shout out ideas about what this student group could be accountable for. Before we knew it, the hour came to an end and we had to tear ourselves away and drift out back into the conference. However, we knew that the next day we had the hospitality suite booked again, and at that time we could better plan so that the momentum that started would not be lost.

We all had a better idea about what a student organization could offer, especially after having time to think it over and after having attended the rest of the conference. We immediately got down to business. A list was read about the ideas from the previous session, with things like, create a webpage that would be a venue for many activities like posting personal profiles of all student members that are linked to their research interests, schools, and a bio, so that other students can find out info or even just connect. Have discussion boards on this website that periodically change and address issues such as research, mentorship, social adjustment to school, practicum, internships, and applying to graduate school. Hold officer meetings via the internet. We could have links to a directory about internships and graduate programs that are focused on Latino issues, have links to other student organizations, and have links to fellowships and scholarships that are available to students. We discussed making an infrastructure for mentoring via the webpage. We thought it was essential to have a student listserve so that students can openly communicate across the country about student issues that perhaps they feel more comfortable doing on a Listserv mainly for students.

Mainly, it was decided that as students we would like to see an organization that is accountable for issues that students face, such as mentoring students from a “familia” perspective, where older students mentor younger students at every stage of undergraduate, graduate, and early professional levels. We would like to have students who are involved in this organization throughout the country work on recruitment of new members. We would like to see this group have a hospitality suite at the next national conference which would be a central
hub for students and activities put on by the student group. Eventually, we would like to have elected officers and a standing representative on the NLPA executive committee.

Not only would we like to see these things happen, but many of the students expressed an interest in getting involved, and becoming accountable to see these ideas become a reality. It was inspiring to be a part of this movimien to and feel the excitement and commitmen t generated by the students. It is a tribute to NLPA, and a tribute to budding Latino psychologists that so many people want to share their time, energy, and devotion to making a student group happen.

For information about NLPA’s student activities, contact:

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New Mexico First State to Implement Prescribing Law for Psychologists

The following news release was issued by the New Mexico Psychological Association

(Albuquerque, December 14, 2005) — New Mexico will soon become the first state in the nation to implement a prescribing law for psychologists. Regulations that will implement a state law granting appropriately trained psychologists in New Mexico the authority to prescribe psychotropic medications were filed with the Administrative Law Division of the New Mexico State Records Center and Archives on Wednesday, December 8. The regulations become effective on January 7, 2006.

"This is an historic day in the sense that for the first time in the country's history, rules and regulations have been filed allowing appropriately trained psychologists to prescribe psychotropic medications," said E. Mario Marquez, Ph.D., legislative chair of the New Mexico Psychological Association (NMPA). "New Mexico prescribing psychologists are paving the way for the other states to provide a new means of offering quality mental health care."

The new regulations--developed by a joint committee of physicians and psychologists -- allow appropriately trained and licensed New Mexico psychologists to prescribe psychotropic medications. To receive a prescribing certificate in New Mexico, psychologists must complete at least 450 hours of coursework; an 80-hour practicum in clinical assessment and pathophysiology; a 400 hour/100 patient practicum under physician supervision; and pass a national certification examination. The academic component includes psychopharmacology, neuroanatomy, neurophysiology, clinical pharmacology, pathophysiology, pharmacotherapeutics, pharmacoepidemiology, as well as physical and lab assessments.

According to the prescription privileges law, after completing coursework, supervised training and passing a national exam, psychologists licensed to practice in New Mexico are eligible for a two-year conditional prescription certificate allowing them to prescribe under supervision of a physician. At the end of two years, if the supervisor approves and the psychologist's prescribing records pass an independent peer review, the psychologist can apply to prescribe independently. Only at that point will prescribing psychologists work independently, albeit in close collaboration with the patient's physician.
"There are more than 40 psychologists in New Mexico who already have completed the training or are currently enrolled in a training program," says Elaine LeVine, PhD, Director of the Southwestern Institute for the Advancement of Psychotherapy/New Mexico State University Collaborative, the New Mexico psychopharmacology training program for psychologists. "These psychologists are very experienced practitioners who also completed seven years of doctoral training including two years of supervised practice in order to become licensed as psychologists before undertaking the extensive training in psychopharmacology."

The collaboration provisions of the regulations codify good clinical practice. This collaboration includes not only having the psychologist initiate contact with the patient's physician when medication is warranted, but also having the physician initiate contact with the patient's psychologist when any changes in the patient's medical condition might affect the treatment being provided by the psychologist.

"Currently, many individuals and families face waiting periods ranging from several weeks to five months or have to travel long distances in order to see a psychiatrist," says Ed Snyder, PhD, NMPA President. "With the adoption of these regulations, the New Mexico psychologists who have completed, or will complete the required didactic and practicum training will be in a position to provide badly needed psychological and psychopharmacological treatment services, working in collaboration with patients' primary treating health care practitioners."

New Mexico was the first state to enact a prescribing law for psychologists in March 2002, following the passage of similar legislation by the Legislature of the Territory of Guam in 1998. Louisiana passed similar legislation in May 2004.

**NLPA — The True Meaning of Familismo**
Patricia Arredondo, EdD, President, NLPA

Professionalism, enthusiasm, collegueship, and personalismo characterized *Strengthening Psychology through Latino Family Values*, the inaugural conference of the National Latina/o Psychological Association (NLPA). Nearly 300 students and professionals met from November 18-21, 2004 at the Scottsdale Plaza Resort in Scottsdale, Arizona. Participants came from across the U.S., Mexico, Japan, and Guatemala to present symposia, research papers and posters.
Some Highlights

A few of the many highlights of this remarkable gathering of our hearts, minds, and spirits came from Dr. José Cervantes who led the opening ceremony ritual, inviting participants to declare our intentions for the conference. We were blessed with the autobiographical presentations by senior psychologists who reminded us about the responsibility of being a Latina/o psychologists. On the panel of distinguished psychologists were G. Miguel Arciniega, PhD, J. Manuel Casas, PhD, Oliva Espin, PhD, and Ena Vazquez-Nuttall, EdD.

One of our keynote speakers was not a psychologist but a film actor and director, John Carlos Frey. Not only did he give a moving talk about his ethnic identity development process as a young man of Mexican and German heritage, but he also reminded us that there are many barriers that Latinos must continue to break down, like in the film industry. I will always remember walking in to the ballroom on Friday evening about 9:30 p.m. and seeing more than 120 participants watching the John Carlos’ award-winning film, The Gatekeeper. This film stirred our hearts and minds with its depictions of the indignities suffered by illegal immigrants. This is a “must-see” film for all psychologists.

Our Awardees

Unlike other conference when nominations for awards are difficult to attract, NLPA had wonderful nominations for our first award ceremonies. Awardees included Rachel Navarro from the University of Missouri-Columbia for the Cynthia de las Fuentes Student award ($500 as well); Dr. Salvador Santiago Negrón, President of Carlos Arvizú University in San Juan, Puerto Rico for the Star Vega Distinguished Service Award.

La amistadad of APA

The reinvigoration of NLPA was supported during the past two years by APA leadership such as Dr. Norman Anderson, CEO and Dr. Henry Tomes, Executive Director of the Public Interest Directorate, and Dr. Bertha Holliday, Director of OEMA. This continued for the conference. Dr. Diane Halpern, president of APA presented a posthumous citation to Dr. Alfredo Castañeda, the first Chicano psychologist in the U.S. — an historical moment. Dr. Ron Levant, president-elect of APA offered us the integrative health approach for consideration. Also in attendance were Dr. Barry Anton, member of the APA Board of Directors, Dr. Merry Bullock, Dr. Annie Toro, other important APA staff.
The Passage

The conference also signaled the passing of leadership. We want to acknowledge Dr. Azara Santiago-Rivera, president-elect for 2005-2007. She will build on the success of the past — 400 members in less than 2 years, 21 Lifetime Members, and a successful inaugural conference. Student members have also stepped forward, initiating a student-centered dimension to NLPA. Diana Naranjo from Arizona State University and many others are demonstrating the type of leadership that exists among all students. They are the future of psychology. Adelante siempre!!
U. S.-Born Mexican Americans and Non-Hispanic Whites at Increased Risk for Psychiatric Disorders

Findings Raise New Questions About Influence of Culture

According to the results of a National Institutes of Health (NIH) study, reported in the December issue of the Archives of General Psychiatry (Volume 61), Mexican Americans and non-Hispanic Whites born in the United States have a higher risk for developing psychiatric disorders than their foreign-born counterparts who have immigrated to the United States. The psychiatric disorders included alcohol and drug use disorders, major depression, dysthymia, mania, hypomania, panic disorder, social and specific phobia, and general anxiety disorder.

Based on the 2001-2002 National Epidemiologic Survey on Alcohol and Related Conditions (NESARC), the analysis is the first to consider immigration status in conjunction with psychiatric morbidity. The study found that non-Hispanic Whites' lifetime rate of experiencing a psychiatric disorder (51.2 percent) was far greater overall than that for all Mexican Americans (36.7 percent). Psychiatric disorders were more prevalent among U. S.-born survey participants (47.6 percent among Mexican Americans and 52.5 percent among non-Hispanic Whites) than among their foreign-born counterparts (28.5 percent and 32.3 percent, respectively). Lifetime rates of alcohol use disorder and specific mood and anxiety disorder among U. S.-born Mexican Americans and non-Hispanic Whites were nearly twice those of their foreign-born counterparts. Drug use disorder rates among U. S.-born non-Hispanic Whites were more than twice those of their foreign-born counterparts, whereas the corresponding rates among U. S.-born Mexican Americans (12 percent) were eight times those of Mexican Americans born outside the United States (1.7 percent).

Identifying the specific components of various cultures that may reduce possible negative effects of acculturation on mental health or protect against psychopathology holds great promise in helping to guide future prevention and treatment efforts, the authors conclude.

A copy of the study is available at http://www.archgenpsychiatry.com.
NOW AVAILABLE!!

**Psychological Treatment of Ethnic Minority Populations**
by The Council of National Psychological Associations for the Advancement Ethnic Minority Interests (CNPAAEMI)

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*A MUST Companion to the APA Multicultural Guidelines!*

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To order, contact OEMA at 202-336-6029 or oema@apa.org
REFLECTIONS: U. S. PSYCHOLOGY IN GLOBAL CONTEXTS

Section Overview

Thirty years ago when I was in graduate school training in community psychology, I felt as though I was on the frontier (on good days) or on the fringe (on bad days) of psychology. Back then, talking about the community contexts of psychology and such issues as competent and pathological communities, culture and behavior, intergenerational trauma, and systems change, were pretty radical stuff for psychologists. In fact, some of my colleagues and professors simply wrote us want-to-be community psychologists off as non-psychologists. These days I am feeling much more near the mainstream — for the frontier is rapidly shifting. Psychology is moving beyond community to global contexts.

And so we have become curious: What are the experiences of psychologists with multicultural/ethnic minority sensibilities when they attempt to use U.S. (Western) psychology in global contexts?... What are the strengths and weaknesses of our knowledge and skills in such contexts — and what other opportunities and limitations are encountered?... As a means of encouraging exchange of information regarding such experiences, we have initiated this section on “Reflections: U.S. psychology in global contexts”.

Our maiden article in this section was graciously provided by an old colleague of mine, Martin R. Wong, PhD, who compares his earlier experiences in Nigeria with his more recent experiences in Kashmir.

This section is totally dependent on your contributions. We hope you will email (oema@apa.org) 500 — 750 word descriptions of your global psychology experiences.

Nigeria and Kashmir
Charleston, SC

I went to Nigeria with the Peace Corps January 1963. I went to Kashmir with Doctors Without Borders (Medecins Sans Frontieres (MSF)) forty years later in January 2003.

Nigeria was a land of promise in 1963. Everyone was excited about what could be accomplished in a united states of Nigeria with the wonderful diversity of 227 tribal languages and four or more religions. The ebullience was to be choked
soon thereafter by an internal war and continued to be stifled for years by a series of self-serving, mismanaging and corrupt dictatorships.

In 2003 Kashmir too was a land whose aspirations have been stifled and whose local economy had been shattered by 14 years of ongoing conflict. At one time it was a multicultural society of Indians, Kashmiris, Lebanese, Pakistanis, Muslims, Hindus, Sikhs, and others. After fourteen years of warlike confrontation it had been turned into an almost unitary Kashmiri-Muslim state. True, when I got there Indian troops from every corner of India were everywhere, each with his own AK-47 but these were not part of the society.

Our job as MSF volunteers was to provide psychological services to civilians who, after the years of conflict, needed it. To this end, we opened up two small counseling centers, and trained a number of local people in psychology to work as counselors in these centers. We also made almost daily visits to surrounding villages to give information about stress and tension, and to publicize our services.

I soon realized that we were literally bringing organized psychology to Kashmir for the first time. As a discipline that suggested that it was all right to go to some person other than a family member and discuss one’s private business, psychology ran counter to the cultural norms. The need, however, was there. We preceded the start of a brand new graduate psychology major at the University of Kashmir and none of them, not even the faculty, had ever been trained clinically.

It was a small effort, only an opening into what might have become something larger to stanch the psychological bleeding of the civilian population who had to live with the threat of almost daily shootings, bombings, and possible raids their village.

Everything went well until a number of events occurred which seemed to imply that some of the independence-minded militant organizations and perhaps some of the local clerics were not happy with what we were doing. At about the same time that these things were happening in Kashmir, an unrelated event occurred close by in Afghanistan—five of our people riding in a land rover clearly marked with the MSF logo were machine-gunned and killed in what had to be a planned attack. The combined events could not be ignored—within days our people in Kashmir and Afghanistan were evacuated.
It was a sad day. MSF operations were shut down and the Kashmir efforts were halted. It was a re-run of the pulling out of the Peace Corps in Nigeria when the Biafran war broke out—another tragedy of the inanity of war.

APA Council Adopts Resolution Addressing International Psychology

At its July 2004 meeting, the APA Council of Representatives adopted as APA policy The Resolution on Culture and Gender Awareness in International Psychology. The resolution is posted on the APA Web site at http://www.apa.org/international/resolutiongender.html. It is intended to facilitate awareness and reflective consideration for psychology and psychologists engaged in international projects. The impact of globalization and a contemporary shift in psychology’s dominant paradigm have created challenges that are addressed by the resolution.

The mutual and collaborative model called for in this resolution is important to psychology for it offers guidance in postmodern perspectives in theory and research and strong models of psychological work grounded in social justice. It also offers helpful resources to more fully reorient our perspective toward the best interests of all peoples and to support U. S. psychology as a respected player and partner in the global community.
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.

Promoting Psychological Research and Training on Health Disparities Issues at Ethnic Minority Serving Institutions (ProDIGS)

ProDIGS Grantees Attend the APA Minority Fellowship Program’s Psychology Summer Institute July 17-21, 2004 in Washington, DC

In 2004, ProDIGs grants were awarded to five persons:
PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

★ **Carlotta M. Arthur PhD**, Assistant Professor, Meharry Medical College for research on *Psychological stress, optimism and wound healing in African Americans*.

★ **Ling-chuan Chu, PhD**, Assistant Professor, Delaware State University for research on *Body image and weight-related issues among African American college students*.

★ **Su Yeong Kim, PhD**, Assistant Specialist, University of Hawaii at Manoa for research on *Adolescent adjustment in Chinese immigrant families*.

★ **Glen Milstein, PhD**, Assistant Professor, The City College of the City University of New York for research on *Church-based intervention to reduce mental illness stigma and disparity of mental health care among Latinos*.

★ **Susan R. Sy, PhD**, Assistant Professor, Mount St. Mary's College for research on *Mental health in daughters of immigrant families*.

Brief descriptions of these projects may be found at: http://www.apa.org/pi/oema/programs/pemsi_prodigs_grantees.pdf

The 2004 grantees attended and participated in the second annual Psychology Summer Institute (PSI) administered by the APA Minority Fellowship Program office. The five-day event took place in Washington, DC. Their attendance was funded by the Academic Enhancement Initiative of APA's Science Directorate. The PSI included one-on-one mentoring from federal government representatives, career development information and training, as well as numerous networking opportunities for participants. Specialized programming, divided into three tracks focused on ProDIGS, Substance Abuse Mental Health Services or SAMSHA, and the National Institute of Mental Health (NIMH), and were based on the needs and research interests of the participants. Each specialized track provided participants with a unique opportunity to glean information and insight from Institute experts in attendance as well as through networking and exchanges amongst themselves.
The program included individual sessions that involved: (a) mentoring and synthesis whereby the PSI attendees’ research was critiqued and subsequently revised/refined, (b) effective grant writing skills, (c) program evaluation, (d) current research trends in the three thematic tracks, (e) qualitative research, and (f) funding opportunities through the federal government. Other sessions focused on emerging issues in ethnic minority research, cultural competence in research and services, and successful publishing skills.

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**Request for Proposals (RFP)**

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

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

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

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

**Purpose**

The proposed project seeks to increase the capacity of ethnic minority serving postsecondary institutions and faculty to engage in health disparities research and to encourage student involvement in health disparities research training at early levels of the educational pipeline. Such enhancement of capacity will take the form of small grants
(and a program of professional development activities) targeted to early career faculty at these institutions for the purpose of supporting activities associated with the preparation of an initial research or program/curriculum development application for federal or foundation funding (e.g., from such agencies as Center for Mental Health Services [CMHS], Fund for the Improvement of Postsecondary Education [FIPSE], National Center for Minority Health and Health Disparities [NCMHHD], National Institute on Drug Abuse [NIDA], National Institute on Mental Health [NIMH], the National Science Foundation [NSF] and others). It is expected that approximately 5 to 7 grants, each in the approximate amount of $5000 to $6500 will be awarded each year. Approximately half of the grants will be for preparation of research applications, and half will be for preparation of program/curriculum development applications. All program/curriculum development application efforts must incorporate provisions for student research training, and whenever possible, research training applications also should include student researchers. All ProDIG applicants (research and program/curriculum development) will be required to submit a detailed concept paper (2 to 4 pages) of their proposed research or program/curriculum development effort.

Awardees may use their small grants for such purposes as: course reduction to free up time for grant preparation; conduct of pilot study; consultation with research/curriculum experts; survey/instrument design; data collection; student assistance; faculty mini-retreats/workshops, etc. All awardees also will be expected to attend a mandatory 5 to 7 day professional development institute in Washington, DC during the summer of 2005 at which concept papers will be critiqued, major trends in health disparities research will be discussed, and opportunities to network with federal funding program directors and federal research institute staff will be provided. Additional funds will be provided for travel costs associated with institute attendance. It is expected that awardees will submit a funding application to a federal agency or private foundation within 24 months after award of the small grant.

**Research and Education/Training Objectives**

**Background**

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

**Topics for Consideration for Research and Program/Curriculum Development**

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

## Grant Award Criteria

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

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

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

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

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

## Eligible Applicants

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

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

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

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

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

While there is no formal application to complete, applicants should consider including the following materials with their submission:

- Cover memo and recent curriculum vitae.
- Letter(s) of support from your respective academic department/program.
- Detailed budget of your proposed research or program/curriculum development effort.

Request and Deadline for Applications

Questions should be directed to Sonja Preston of the APA Office of Ethnic Minority Affairs (OEMA) at 202-336-6029 or spreston@apa.org.

Deadline for receipt of complete applications is **FEBRUARY 21, 2005**

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**The Psychology in Ethnic Minority Serving Institutions (PEMSI) Survey**

Dennis R. Bourne, Jr., BA, OEMA Research Assistant

The APA Office of Ethnic Minority Affairs (OEMA) launched its Psychology in Ethnic Minority Serving Institutions (PEMSI) Initiative in May 2002. The goal of the initiative is to promote interest in and visibility of psychology programs in ethnic minority serving institutions: Historically Black Colleges and Universities (HBCU’s), Hispanic Serving Institutions (HSI’s), Tribal Colleges and Universities (TCU’s), and other institutions which serve a predominately ethnic minority student population.

As part of this initiative, OEMA developed the PEMSI Survey to better understand the current state of psychology education and training at ethnic minority serving institutions. The survey, administered in two parts, included questions related to student and faculty demographics at the institutional and department level, the organizational placement of the psychology program or department, and the type and number of psychology courses offered. The institutions were also asked to describe their efforts to recruit and retain students of color and how APA could assist them in their efforts.

The first portion of the PEMSI survey requests specific contact information and a basic description of the institution and its psychology program/department/
division. This one-page survey has been mailed and e-mailed to 315 institutions across the United States who had been identified as predominately minority-serving institutions by the 2003 and most recently, the 2004 edition of the United State Department of Education Office of Civil Rights’ Accredited Postsecondary Minority Institutions Listing. To date, 85 institutions have completed and returned the abbreviated PEMSI survey yielding a respectable response rate of 27%. With more completed surveys arriving daily, that rate is expected to increase.

The second portion of the PEMSI survey is slightly longer at 4-6 pages, depending on whether it was to be completed by a 2-year or 4-year institution, requests a more detailed description of the institutions and their respective psychology program, including a count of students and faculty by various demographic groups. This portion of the survey is sent to institutions upon receipt of the shorter survey. To date, 20 of the 85 institutions have returned this longer portion of the survey. As with the short survey, this response rate, currently at 23%, is expected to continue to increase.

The survey data offer an exciting opportunity to understand and examine the current state of psychology at ethnic minority serving institutions across the country. This will enable APA to better understand the needs of these institutions, and to more effectively tailor and market its services and benefits to their students and faculty.

For more information on the PEMSI Survey contact Dennis Bourne at dbourne@apa.org.

HBCU Counseling Center Conference

Under the leadership of Myra Waters, PhD of Morgan State University (MSU), the 2nd annual Counseling Center Conference for Mental Health Professionals at Historically Black Colleges and Universities was hosted by the MSU Counseling Center Staff in Hunt Valley, Maryland on November 11 - 13, 2004. The conference’s participants represented more than 25 institutions and 15 states. Keynote presentations were provided by Richard Rowe, MPA of the Association of Black Charities, Annette Pimm, MD, MPH of Johns Hopkins University and the American Psychiatric Association, and Melva Green, MD who is a consultant to the MSU Counseling Center. OEMA’s Bertha Holliday, PhD also provided greetings on behalf of the American Psychological Association.
Some of the topics that shaped the conference’s agenda included: Mental health of African American male students, depression in young people of African descent and its treatment, psychotherapy with African American college women, developing alcohol and drug abuse activities, and integrating physical and mental health care services on campuses.

For more information about future HBCU Counseling Center Conferences, contact Myra Waters, PhD at 443-885-3002 or mwaters@moac.morgan.edu
As a member of the newly founded Language Access Coalition, APA cosponsored a congressional briefing entitled: *Quality of Care and Patient Centered Communication for Limited English Proficient Individuals* (LEP), on December 9, 2004. Speakers included patients and family members whose health care had been adversely affected by the lack of access to language services in hospitals throughout the United States. One such speaker offered a particularly poignant example of a young Puerto Rican man with serious mental illness who has been involuntarily hospitalized for the past 25 years. The lack of Spanish language services has impeded appropriate assessment and intervention, contributing to the deterioration of his condition. Other speakers were hospital administrators, physicians, and community advocates. From a public hospital administrator’s perspective, the main challenges include addressing the complexities of the immigrant population, which is mostly poor and uninsured, and the disparity between the rapid growth of this population and the slower expansion of the health care system. The physician’s perspective highlighted the linguistic and cultural complexities involved in communicating with LEP patients, as well as the barriers involved in credentialing refugees to offer language services for those who speak languages that are either uncommon in the United States or do not have written traditions.

The speakers also addressed the issue of initiatives currently being implemented to incorporate language service in hospitals and community health centers. These include: hiring full-time interpreter staff; having telephone translation assistance for uncommon languages, and for evening and weekend services; conducting language specific multi-disciplinary clinics; having clinic signage in multiple languages; and hiring interpreter staff in acute care settings on a shift basis instead of a patient-by-patient basis for areas with large numbers of LEP walk-ins. Additionally, collaborations through creating citywide health consortia allow for translated materials to be shared. Another collaborative effort is exemplified by the creation of an Immigrant Health Task Force by the Minnesota Department of Health. Finally, the development of language specific videotapes to address the needs of LEP patients with low literacy, along with incentives for staff to take language training, has also proven useful.
The speakers also made recommendations for initiatives that would be helpful to implement in the future. One of these includes training medical students in how to work with interpreters. They also suggested compensation for interpreter fees through Medicaid, and addressed the time constraints on Medicaid visits for LEP patients.

This briefing highlighted an important issue for the health and well being of ethnic minority communities and was the first of many advocacy efforts by the Coalition, in which APA’s Public Interest Policy staff will continue to be actively involved. The Coalition is currently comprised of 16 national health, language, and advocacy organizations.

Top Ten Reasons why Behavioral and Social Science Research is Needed to Eliminate Health Disparities
Lori Valencia Greene - APA Public Policy Office

Behavioral and social science research holds the key to eliminating health disparities. Behavioral research refers to overt actions, underlying psychological processes (e.g., emotion, motivation, and cognition), and bio-behavioral interactions (e.g., effects of stress on health and effects of brain injury on behavior). Social science research includes the study of culture, socioeconomic status, geographic location, bio-behavioral factors, and multiple levels of social contexts (e.g., small groups and cultural/national systems).

1. In the year 2000, six of the ten leading causes of death for all age groups in this country were behaviorally based: diet, stress, sedentary lifestyle, smoking, violence, and accidents. In addition, many behavioral factors are now known to increase individuals' risk for disease, physical disability, and early death.

2. Abundant research shows that tobacco and alcohol consumption, obesity, inadequate physical activity, unprotected sex, and poor nutrition are risk factors for numerous diseases, including cancer and heart disease, diabetes, stroke, disease of the liver and lung, and AIDS. Although the adverse health effects of such factors are now widely recognized, the prevalence of these behaviors in American society remains high and is, in some cases, rising. That is the bad news. The good news is that effective interventions have been, and are being, developed to help modify risk factors. These interventions must be made widely available and widely known in
order to impact the substantial cost that unhealthy behavior inflicts on our society.

3. While racial and ethnic disparities in health are to a great extent the result of socioeconomic disparities among these groups, *minority racial and ethnic status is associated with adverse health outcomes beyond those explainable by socioeconomic differences*. This disparity is best illustrated by data indicating that for most causes of death and disability, ethnic minorities suffer from poorer outcomes relative to whites, even at equivalent education and income levels. Research has found that these disparities may result from racism and discrimination, including racism inherent in the health care system, and the ways in which racism and discrimination restrict socioeconomic opportunity and elevate stress among their victims.

4. *Language mismatches are a fertile source of racial and ethnic disparities in care*. The 2000 Census found that 17.6% of the U. S. population five years of age and older speaks a language other than English at home — a total of 44.9 million persons plus an additional 19.5 million persons in Puerto Rico. Research from the federal Agency for Healthcare Research and Quality demonstrated that *language barriers represent at least as much of a health barrier for Hispanics as does being uninsured*. Linguistic concordance between patient and provider is important, as language allows the provider to construct an accurate medical and social history and assess the patient’s belief about health and illness. Language is also an important tool for clinicians to establish an empathic connection with patients and to reach agreement with patients on treatment decisions and prescribe a course of action.

5. *Emotional stress and certain behavioral characteristics of individuals contribute to the development, progression, or clinical manifestations of many diseases, including coronary heart disease, hypertension, viral infection, autoimmune disorders, and possibly, bronchial asthma and cancer*. Among these psychosocial risk factors are certain personality traits, such as hostility and related aspects of anger and its expression; mood disturbances (e.g., clinical depression); the accumulation of forms of life stress, such as job strain; a relative lack of social resources; and heightened responses of the body to stress.
6. On the other hand, other behavioral attributes, such as optimism, are effective strategies for coping with stress, and meaningful sources of social support and affiliation afford some degree of protection against disease and can promote recovery from illness. Current research also reveals much about the biological mechanisms that mediate psychosocial influences in disease. For example, certain reactions of the neuroendocrine system (the physiological system that helps the body respond to stress) to a stressful social environment contribute to cardiovascular disease. Furthermore, prolonged exposure to social stressors (e.g., job-related stress, marital problems, or poverty) can lead to abnormalities in how the immune system functions.

7. Individuals must increasingly assume a major portion of the responsibility for monitoring their own health status and, when ill, for managing significant aspects of their treatment, recovery, and rehabilitation. Just as infectious disease has declined as a major cause for premature death, there has been a rise in chronic, and frequently degenerative, conditions common to an aging population. These conditions often require people to follow rigorous and complicated medical regimens, sometimes over decades. Recently behavioral scientists have developed interventions to help people manage illness effectively. Some of them include devices that help people to follow complicated schedules for taking their medications or to administer tests at home to measure their health status; manipulating environmental cues to prompt people to perform health care behaviors; counseling to enhance individuals' motivation to follow their medical regimen; and training health care providers to better educate patients regarding the demands of treatment.

8. The goals of research on health and behavior: are (a) to determine how attributes of habit, personality, and social environment contribute to the development and course of disease; (b) to establish practical behavioral strategies to reduce disease risk; and, (c) to assist in preventing, improving, and managing illness.

9. Behavioral and social science research has:

a. Developed survey research techniques that enhance our understanding of health status variations among ethnic and racial minority populations
b. Constructed theoretical models that make possible more sophisticated research about why health disparities exist

c. Investigated access to health services, utilization rates, and patient attitudes towards health care as important factors in prevention and treatment

d. Assessed the extent of racial and ethnic differences in healthcare that are not otherwise attributable to known factors such as access to care (e.g., ability to pay or insurance coverage)

e. Evaluated potential sources of racial and ethnic disparities in healthcare, including the role of bias, discrimination, and stereotyping at the individual (provider and patient), institutional, and health system levels

10. Many groups, including some racial and ethnic minorities, individuals with low English proficiency, low-income, impoverished, and working poor families, individuals living in rural communities, and those without health insurance experience poorer overall health and barriers to accessing appropriate and timely health care. But as noted in the Institute of Medicine’s 2002 report, "Unequal Treatment," these problems are compounded for some racial and ethnic minority groups because of a number of factors, including historic and contemporary racial and ethnic discrimination, segregation, and inequality in many aspects of American life, including in employment, education, and housing. These factors disproportionately and negatively affect the health and well being of many in communities of color, and therefore should constitute a special focus of the federal government’s efforts to reduce health disparities.

To close the health disparity gap, biomedical and behavioral and social science research must work hand in hand, and socioeconomic policies that improve the status and life circumstances of socioeconomically and racially/ethnically disadvantaged populations must be implemented.

Welcome Our New SPSSI Scholar!

The APA Public Interest Directorate Public Policy Office (PI-PPO) is pleased to welcome its newest resource, Karen Chen, PhD, the recently appointed APA Division 9 - Society of the Psychological Study of Social Issues (SPSSI) -
Scholar. Dr. Chen recently completed her doctorate in social psychology at the University of Michigan. Her primary interests are in group disparities, underserved populations, and immigration. Her dissertation examined the role of social identity on performance of a positively-stereotyped task. One of the groups she studied was Asian Americans and the positive stereotype that they excel in math, which she found not necessarily to be to their benefit.

Dr. Chen also worked with James Jackson, PhD, on cognitive and affective predictors of negative racial attitudes. In addition, she served as Director of the Midwest Asian American Students Union and spent two summers as a research assistant at the Urban Institute in Washington, DC. Dr. Chen is the recipient of an APA Minority Research Fellowship (MFP) among other awards. Her public policy activities for the Public Interest Directorate will most likely include working with Lori Valencia-Greene on health disparities and HIV/AIDS, as well as with others on hate crimes and high-stakes testing. Her ultimate goal is to serve the community in either an academic or nonprofit/advocacy setting.
FOR YOUR INFORMATION...

Announcements

Obituaries

Russell Leslie Boxley, PhD
December 16, 1946 — December 26, 2004

Born in the Bronx, New York City, to Calvin Armsgtread Boxley and Florence Caroline Bolling Boxley, with roots in the Caribbean, he is survived by his brother Kenneth and his sister Andrea, his son Daniel and his daughter Amanda, several other young people for whom he was a significant paternal figure or ‘godfather’, and a large host of friends, colleagues and former students. After completing his undergraduate degree at the State University of New York at Oswego where he played varsity basketball, he crossed the country to attend the University of Washington where he earned his PhD in Clinical Psychology.

When he earned his doctorate in 1973, Dr. Boxley stood among that small group of Black psychologists who were to open the doors to the graduate schools and psychology departments for increasing numbers of students of color. This first ‘Class’ of early 1970s PhDs would be the ones on whose shoulders the growing numbers of students would inevitably have to stand, as they were the models for other students to aspire to achieve their own advanced degree.

His first post-doctoral faculty position brought him to Boston University. His energy, exuberance and keen intellect were apparent to the students and faculty from early in the job search process.

Beyond his teaching at B.U., however, Dr. Boxley’s presence in Boston came at a critical time in the city’s history. Those were the first difficult years of court-ordered school desegregation when the school buses taking children to schools in racially different neighborhoods were being stoned and pelted with Molotov cocktails on a daily basis. Dr. Boxley drew on his previous externship work with the Los Angeles Police Department before he came to BU and on the relationships he was developing in the Boston Police Department to establish psychological criteria for selecting those police officers who would serve as the buffer between the attacking protesters and the children on the school buses. In addition to the tactical unit selection process, he also designed and implemented ventilation and emotional stress release sessions for those police officers.

At the same time, Dr. Boxley had been asked by the Boston Police Commissioner Robert DiGrazia to design procedures for the
psychological screening of all police recruits so as to scientifically and systematically diversify the Police Department, racially and culturally, in a manner that would be professionally defensible. This effort would eventually lead to the state-wide implementation of pre-employment psychological screening processes for police officers, firefighters and correction officers to replace the previous long-standing method of selecting new employees for these agencies based mainly on family, neighborhood and political connections. This activity alone has been responsible for infusing professionalism into the hiring process in these agencies. Not only does he stand among the first dozen psychologists to offer psychological services to police and fire service agencies, but he was certainly one of the first persons of color to act on a vision of changing the culture and diversity of those institutions. For the next thirty years of his career, he would continue the effort to make police and fire service agencies more community-responsive and diverse while offering systematic direct support for the men and women in those professions, particularly those affected by life-threatening trauma.

In 1983, on the heels of the Atlanta Child Murders, he was contracted by Public Safety Commissioner George Napper of the City of Atlanta, to assist in designing and implementing psychological services for the Atlanta Police, Fire and Correction Services. Then he began his service as the Department Psychologist for the Los Angeles Fire Department. For ten years from 1987 to 1997, Dr. Boxley strove to do in the Los Angeles Fire Service what he had been able to develop in the Boston and Atlanta police and fire departments, but with even greater sophistication and integration.

In his research and in his publications and presentations, Dr. Boxley was insistent on the importance of multicultural or ‘ethnic minority’ psychology, and an unfailing advocate for increasing the numbers of ethnic minority psychology faculty as well as students.

And all the while he was establishing the Boxley family. Despite his hectic professional schedule, his children, Daniel age thirty and Amanda now fifteen, were never far from his thoughts. Both his children say that they feel held in the safety of his love and the strength of his desire for their fulfillment. In this last year that his health took a serious and complicated turn for the worse, it has been Amanda and her mother, June, along with his close neighborhood friends, Dr. Gibbs and his family and Dr. Nancy Herrera, who have truly taken care of him, just as he has always taken care of others. Generous to the end, he has directed that his extensive collection of psychology books be donated to a graduate psychological institution. His contributions to psychology and to public safety live on in the
For your information...

Scholarship, leadership and professional creativity of those colleagues and students he has touched. He will be missed by all of those who count him as a mentor, pioneer and friend.

— by Guy Seymour, PhD

Dr. Rogelio Díaz-Guerrero: Champion of International Psychology

It is with a heavy heart that I share with you the passing of my beloved husband, Dr. Rogelio Díaz-Guerrero that took place on December 8, 2004 in Cuernavaca, México. I want to share with you that he died as he lived: lovingly, with much peace, surrounded by his loved ones.

His thoughts in the last moments of his life were framed by his persistent and profound concern with the work of psychologists. I want to share with you his message to all his colleagues in the field, a field he loved and was particularly proud of and to which he dedicated his life through countless and invaluable contributions: continue with much commitment in the contribution of psychological knowledge for the purpose of comprehending human beings, continue advancing psychological inquiry and the dissemination of psychology, always based yourselves on the respect of cultures, values, and be oriented toward improving the quality of life.

The Sociedad Interamericana de Psicología (SIP or Interamerican Society of Psychology) was a significant part of his life. He had a profound recognition for SIP’s achievements, particularly of the shared goals and objectives of its members. As a co-founder of SIP, his permanent endeavor was to create a positive impact of psychology for the development and well-being of the Americas. His example has been followed for a long time by his students and colleagues and his legacy is a commitment for all of us, commitment that without a doubt his son, Dr. Rolando Díaz-Loving, will spearhead in his upcoming presidency of SIP.

Finally, with the conviction of a shared sorrow that his absence leaves us with, I want to also share the certitude of the great commitment to continue his work.

A warm embrace to all.

— by Lucy Rodríguez de Díaz-Guerrero, México’s National Representative Sociedad Interamericana de Psicología (www.sipsych.org)
Albert Roberts, PhD
(1946 — 2004)

It is said amongst the Bantu-Kongo people that a person is a living sun, a force of perpetual energy and veneration, capable of illuminating life’s dark spaces, creating sonorous shadows and human sunrises. On July 22, 2004, after over a half-century on the African horizon, Dr. Albert Roberts, Chair of the Howard University psychology department, and one of Black Psychology’s brightest suns/sons set. He arrived at Howard at 25, and for the next thirty-three years he illuminated the department with his dexterous mind, iridescent wit, and abiding passion for the trivia of student life, scholarly excellence, and service through sacrifice.

Like most stars, Dr. Roberts emanated light, heat, warmth, and near inexhaustible energy. It is the measure of the man that most every story about Al Roberts begins in a smile and ends in deep, soul wetting laughter. He was a brilliant man- not in just terms of his intellectual talents- but in terms of the ways he always seemed to illuminate and provide clarity for other peoples efforts. Whether it was as a loving Father who never seemed to miss his sons soccer games, or as devoted husband of 35 years, or as mentor to numerous graduate and undergraduate students; or as a colleague or staunch supporter of the Association of Black Psychologists or realtor or just being a good friend, Dr. Roberts represented the very best of what it means to be human, healing and profoundly powerful.

Dr. Roberts’ premature departure leaves an outline of remembrances in our universe that neither time nor perspective can ever fully fill. Nor should it. However, if open, observant and obedient to the best of his incandescent example, this outline of remembrances provides an inspiration for continued connection with him and all those who have similarly made their sojourn to the community of the Ancestors. Albert Roberts, scholar, student advocate, community servant, intellectual, psychologist, father, husband, brother and friend who devoted his life to uncovering the poetry and beauty inherent in African beingness was 58. Nature abhors a vacuum, as do humans. His light and warmth will be missed, but never forgotten.

— by Adisa Ajamu

Josie Torralba Romero
1944 – 2004

It is with great sadness that we share the news of the passing of another trailblazer. Josie Torralba Romero, co-founder of the National Latino
FOR YOUR INFORMATION...

Behavioral Health Association (NLBHA), and President of the Board of Directors, passed away peacefully on Thursday, November 4, 2004 from acute leukemia at her home in Gilroy, California.

Josie’s death was a loss to many, many people around the country in the field of mental health. She had enormous dedication and love for our Latino community and worked hard all her professional life as a champion on their behalf, particularly families who suffer from mental illness and substance abuse. She was a passionate advocate for culturally and linguistically appropriate services and made each of us want to do more, because of her example.

One of Josie’s greatest dreams was to see NLBHA established and flourishing. She was a major player, not just in the formation of NLBHA, but also in the work involved in the progress we have made. Josie was also the heart and guiding spirit behind the formation of National Alliance of Multi-Ethnic Behavioral Health Associations (NAMBHA --an alliance of the four racial/ethnic Associations including NLBHA).

Our lives were all enriched by this wonderful person who came into our lives for so brief a time.

by — A Marie Sanchez
Executive Director, National Latino Behavioral Health Association

Kudos!

Congratulations to Pam Reid!

Another African American psychologist joins the ranks of senior administration in higher education. Our own Pamela Trotman Reid, PhD was recently installed as the Provost and Executive Vice President at Roosevelt University, in Chicago, Illinois. Hurrah!! Go to the web for more information: http://www.roosevelt.edu/provost/announcement.html

Arredondo Named an Associate Vice President at ASU

APA Board for the Advancement of Psychology in the Public Interest chairperson, Patricia Arredondo, EdD has been named Associate Vice President and Senior Academic Advisor for University Initiatives at Arizona State University. Her promotion serves to further corroborate Dr. Arredondo’s tremendous ability and extraordinary talent. Our heartfelt congratulations!

Newly elected ethnic minority members to the APA Committee on Early Career Psychologists

The Board of Directors selected six members for the new Committee on Early Career Psychologists from the slates defined in the Association Rules. The members of color are:
Kudos to Our Developing Ethnic Minority Leaders!

Former OEMA intern and DP2kB Summer Institute (Eastern Region) Participant Cherice Carter, reports that she is doing well at Prince George's Community College and should be transferring to Howard University in the fall of 2005. She continues to be interested in clinical psychology.

APA Public Interest Directorate Announces 2005 Award Winners

2005 Distinguished Contributions to Psychology in the Public Interest (Senior Career) Award winner - Margaret Beale Spencer, PhD

2005 Distinguished Contributions to Psychology in the Public Interest (Early Career) Award winner - Daniel Dodgen, PhD

2005 Distinguished Contributions to Research in Public Policy Award - Gail Goodman, PhD

Congratulations to the 2004 AAPA Awards Recipients

The Asian American Psychological Association (AAPA) congratulates the following awardees who were honored during the AAPA convention awards and appreciation banquet on July 27, 2004.

AAPA Presidential Awards:
Anthony Marsella, PhD and James M. Jones, PhD

Lifetime Achievement Award:
Alice F. Chang, PhD

Distinguished Contributions Award:
Larke Huang, PhD and Jeffery Scott Mio, PhD

Early Career for Distinguished Contributions:
Alvin N. Alvarez, PhD

Okura Community Leadership Award:
Barbara W. K. Yee, PhD

Outstanding Service Award to Outgoing Board Members:
Lisa Kinoshita, Angie Ebreo, and Lynda Yoshikawa

Friends of AAPA Award:
Paul B. Pedersen

Division on Women: The Alice F. Chang Student Scholar Award:
Gagan "Mia" Khera
Best Poster: 
Yu-Wei Wang

Dissertation Grant: 
Winnie Ma

Honorable Mention: 
Chun Chung Choi and Huun-Joo Park

Student travel scholarships: 
Chun-Chung Choi, Amanda Han, Sara Cho Kim, June Liang, Rangsima Soonthornchaiya, Jean Yi, Lynda Yoshikawa.

2004 APA Minority Fellowship Program Award Winners

Director’s Citation - Beverly Daniel Tatum, PhD
Dalmas A. Taylor Award - Christine Iijima Hall, PhD
James M. Jones Award - Melba J. T. Vasquez, PhD
Early Career Award - Sumie Okazaki, PhD

These awards were presented at the 2004 APA annual convention during the MFP social hour/awards ceremony on Friday, July 30th, in the Hilton Hawaiian Village Beach Resort and Spa.

Research & Training Issues

Scholarships, Fellowships, Grants, and Institutes

APA Invites Applications for the 2005-2006 APA Congressional Fellowship Program

Program: Fellows spend one year working as a special legislative assistant on the staff of a member of Congress or congressional committee. Activities may involve conducting legislative or oversight work, assisting in congressional hearings and debates, and preparing briefs and writing speeches. Fellows also attend an orientation program on congressional and executive branch operations, which includes guidance in the congressional placement process, and a year-long seminar series on science and public policy issues. These aspects of the program are administered by the American Association for the Advancement of Science for the APA Fellows and those sponsored by over two dozen other professional societies.

Purpose: To provide psychologists with an invaluable public policy learning experience, to contribute to the more effective use of psychological knowledge in government, and to broaden awareness about the value of psychology-government interaction among psychologists and within the federal government.
Criteria: A prospective Fellow must demonstrate competence in scientific and/or professional psychology. Fellows must also demonstrate sensitivity toward policy issues and have a strong interest in applying psychological knowledge to the solution of societal problems. Fellows must be able to work quickly and communicate effectively on a wide variety of topics, and be able to work cooperatively with individuals having diverse viewpoints. An applicant must be a psychologist, Member of APA, and have a doctorate in psychology or related field, with a minimum of two years post-doctoral experience preferred. An applicant also must be a U. S. citizen.

Awards: APA will sponsor up to six Fellows for a one-year appointment beginning September 1, 2005. Special Fellowships are available for psychologists with expertise in educational assessment or health and behavior issues, including HIV/AIDS (See separate program announcements: http://www.apa.org/ppo/funding/homepage.html).

The Fellowship stipend ranges from $50,000 to $65,000 depending upon years of postdoctoral experience. Up to $3,000 is allocated per Fellow for relocation to the Washington, DC, area and for travel expenses during the year. An additional monthly stipend of $350 is provided for health insurance and/or other Fellowship-related expenses.

For additional information about the application process, please contact the APA Public Policy Office via email (ppo@apa.org) or at (202) 336-6062. Persons from underrepresented ethnic minority groups and persons with disabilities are encouraged to apply.

Five College Fellowship Program

Located in Western Massachusetts, Amherst, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst associate as members of a consortium, Five Colleges, Incorporated. The Five College Fellowship Program for minority scholars provides a year in residence at one of the campuses for doctoral students who are ABD. Each Fellow is hosted within an appropriate department or program at one of the five colleges. The Fellowship includes a stipend of $30,000.00, a research grant, health benefits, office space, housing or housing assistance, and library privileges at the five colleges. Date of Fellowship: September 1, 2005 to May 31, 2006 (non-renewable) For further information and application materials consult the Five Colleges, Incorporated Web site (www.fivecolleges.edu) or contact Carol Angus

OEMA COMMUNIQUÉ
Grants Available for Scientific Conferences, Proposals Invited

The Science Directorate is currently seeking proposals for research conferences in psychology. The purpose of this program is to promote the exchange of important new contributions and approaches in scientific psychology. The next deadline for applications is June 1, 2005. Grant money ranging from $500 to $20,000 is available for the scientific conference. Proposals will be considered using such formats as “add-a-day” conferences ($500-$3,000 available), “stand alone” conferences ($5,000-$20,000 available), and festschriften ($5,000-$20,000 available). For more information on review criteria, proposal contents, and budget guidelines, please refer to the APA website at: http://www.apa.org/science/conf2.html or contact Deborah McCall, Science Program Manager, at (202) 218-3590 or dmccall@apa.org.

Is Your Organization Interested in Hosting an APA Academic Career Workshop?

The APA Science Directorate’s Academic Career Workshops have become an integral part of many scientific society meetings, and the Directorate seeks new partners for these workshops. The purpose of these workshops is to introduce graduate and postdoctoral students to the nuts and bolts of pursuing an academic career. Topics range from a description of variations in the academic culture across institutions to the pragmatics of the recruiting and hiring process. The format varies—from two-hour question and answer sessions, to half-day sessions or full-day workshops. Workshops are held at specialty society meetings, regional psychological associations and the APA Annual Convention. We work with the convention program chair to recruit speakers from those attending the convention or from local universities. There is no charge to attend the workshops. If you are interested in co-hosting a workshop at your annual meeting, please contact Deborah McCall by phone at 202-218-3590 or email at dmccall@apa.org.

Postdoctoral Fellowships in Drug Abuse Treatment and Services Research, Department of Psychiatry, University of California, San Francisco

The University of California, San Francisco (UCSF) Department of Psychiatry seeks applicants for postdoctoral positions in an NIH-funded postdoctoral training program. Slots are available immediately for trainees interested in working with either James Sorensen, PhD, or Sharon Hall, PhD. Trainees working with Dr. Sorensen would participate in substance abuse treatment and services research. Trainees working...
with Dr. Hall will participate in studies of nicotine dependence in complex and comorbid populations. The successful candidate would be highly productive and willing to work with a multidisciplinary team. Stipends are funded by NIDA and are supplemented by non-NIH funds. Please call Lorel Hiramoto at (415) 476-7673 or email at lorelh@itsa.ucsf.edu for application information. For additional information, please contact: Postdoctoral Training Program in Drug Abuse Treatment and Services Research, 401 Parnassus Avenue, UCSF Box 0984-TRC, San Francisco, CA 94143-0984.

Clinical Health Psychology Postdoctoral Fellowship – VA Connecticut Healthcare System, West Haven, CT

The VA Connecticut Healthcare System is pleased to announce the availability of two positions in its APA-accredited Clinical Health Psychology Postdoctoral Fellowship Program, beginning September 2005. The duration of the fellowship is one year and the current stipend is $40,000, plus healthcare coverage. In addition, 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. Core faculty are currently involved in research in the area of chronic pain, shared medical decision-making and patient-provider interactions, telehealth applications, alcohol-tobacco interactions, health risk behavior identification and modification, and adherence, but research and scholarship in other areas of behavioral medicine and health psychology are also encouraged. In addition, fellows are encouraged to enhance their teaching and mentoring skills by supervising other trainees (predoctoral interns, practica students, and undergraduate research assistants) as well as coordinating a year-long didactic seminar series for all psychology trainees.

Additional information can be obtained via www.avapl.org/training/WestHaven/index.htm or by contacting Dr. Lisa M. Frantsve at Lisa.frantsve@med.va.gov (203-932-5711 x2303).

ETS Research Fellowship and Internship Program Announcements

ETS announces the following training opportunities. For additional information, please contact: Linda DeLauro ETS Fellowship Program Director, ETS Center for Validity Research, MS 09R- Turnbull, Princeton, NJ 08541, Phone:
A Postdoctoral Research Fellow is sought for an on-going NIH-funded project studying academic achievement and the impact of interventions with ethnic minority college students. The candidate should have a strong statistical background in multivariate methods, documented writing ability, organizational skills, and experience with diverse populations. The fellow will assist the PI in conceptualizing research questions; collecting, managing, and analyzing data; and writing papers for publication. Additional responsibilities are project management and working with research assistants in planning, implementing, and evaluating interventions. The position is for two years beginning fall 2005. Applications will be reviewed until the position is filled. Send statement of interests, vita, three letters, and representative papers to Dr. Jean Phinney, Dept of Psychology, California State University, Los Angeles, CA 90032-8227. For more information, contact Dr. Phinney at jphinne@calstatela.edu.

Postdoctoral Fellowship in Psychology & Medicine: An Integrative Research Approach

The University of California, San Francisco offers a two-year NIMH-funded postdoctoral fellowship for research training in the relationship of mental and physical...
health. Fellows have a focus either on stress and disease (e.g., social context of stress, cognitive appraisal, psycho-physiological responses), or on risk behaviors (theories of risk, developmental processes, decision-making, behavior change). Ethnic minorities are encouraged to apply.

For more information, visit http://healthpsych.ucsf.edu/ or e-mail Dr. Nancy Adler, c/o Marilyn Vella at hlthpsy@itsa.ucsf.edu.; Health Psychology Program, University of California San Francisco, Laurel Heights Campus, Box 0848, 3333 California Street, Ste. 465, San Francisco, CA 94143-0848 tel: 415/476-7285; fax: 415-476-7744; [To send by FedEx use zip code: 94118]

Postdoctoral Fellowships at Counseling & Psychological Services 2005-2006

The University of California at Berkeley is accepting applications for three postdoctoral fellow positions in professional psychology. The fellows will receive advanced clinical training and supervision with a focus on brief therapy and crisis intervention in a multi-disciplinary, multi-cultural university counseling service. Applicants must have completed an APA accredited internship and the doctoral degree in counseling or clinical psychology by the beginning of the fellowship year. Applicants must also possess a strong demonstrated interest working with a diverse multicultural college student population.

The fellowships begin in mid-August (specific date varies) with a stipend of $25,000 for 10 months. According to University of California policies, this fellowship is considered a sensitive position and requires a background check prior to the start date.

To apply, the following materials must be received in our office by February 1, 2005:  
1. A cover letter indicating your specific interests in our program and the date of your dissertation defense.  
2. A current vita which includes your anticipated graduation date.  
3. Three letters of recommendation from people knowledgeable about your clinical skills and academic accomplishments.  

Send Materials to: Gloria C. Saito, PhD, Director of Training, Counseling Services, UC Berkeley, University Health Services, Tang Center, 2222 Bancroft Way, Berkeley, CA 94720
Two Behavioral Medicine Postdoctoral Positions in New York Area

The War-Related Illness and Injury Study Center (WRIISC) at the VA in East Orange, NJ invites applications for 2 full-time postdoctoral fellowships in Behavioral Medicine. These 2-year positions require a doctoral degree from an APA Approved Clinical Psychology Program with APA Internship. Academic affiliation at UMD-New Jersey Medical School available for qualified applicants. Duties include CBT for veterans with medically unexplained illness. Supervision for licensing is provided. Opportunity for research collaboration leading to independent projects. The NJ WRIISC is one of two national centers dedicated to veterans with deployment-related health problems. Stipend will be $40-45K depending on background and experience. Prior training in CBT required. Interested candidates submit cover letter and CV to: Donald S. Ciccone, PhD, WRIISC Mailstop 129, VA Medical Center, East Orange, NJ 07108 or call 973-676-1000 x3738. An Equal Opportunity Employer.

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Postdoctoral Clinical Research Fellowship Traumatic Stress

The Summa Health System-Kent State University Center for the Treatment and Study of Traumatic Stress seeks a postdoctoral fellow in the area of Traumatic Stress. The position is for one year, beginning September 1, 2005, but may be extended for second year. Prospective candidates should have received their PhD in Clinical, Clinical/Community, or Counseling Psychology. The fellow will receive training in the treatment and study of traumatic stress in both hospital and community settings. Area of interest should be in either treatment and/or basic research on victims of violence and/or sexual abuse/rape, or in treating patients diagnosed with severely threatening disease or injury (e.g., cancer, motor vehicle accident). Salary is $30,000.00 per year, plus benefits. Selection for the position will begin December 1, 2004, but will continue until the position is filled. Send a letter of application describing your work and interest, vitae, and three letters of recommendation. Applications and inquiries should be sent to: Stevan E. Hobfoll, PhD, Summa Health System, Center for Traumatic Stress, Ambulatory Building, 4th Fl., Ste. 428, St. Thomas Hospital, 444 N. Main St., Akron, OH 44310; shobfoll@kent.edu.

Widener University Predoctoral Fellowships in Clinical Psychology

Widener University's Institute for Graduate Clinical Psychology is inaugurating a new predoctoral fellowship program. The Institute welcomes applications from individuals who are currently enrolled in APA-accredited doctoral programs in clinical psychology and who are interested in acquiring a faculty position in clinical psychology upon completion of the
doctorate. Widener's Predoctoral Fellowship in Clinical Psychology provides up to $30,000 per year to cover tuition charges for doctoral study and/or living expenses. In return for this financial support, the predoctoralfellow agrees to assume, if it is offered, a tenure-track faculty position for at least 2 years at the assistant professor level in Widener's Institute for Graduate Clinical Psychology upon completion of the doctorate. Applicants must have completed at least two years of graduate training to qualify for consideration for the fellowships. Applications will be accepted until the positions are filled. Interested persons should send a letter of application, curriculum vitae, graduate transcript, and three letters of recommendation to: Dr. Virginia Brabender, Director, Institute for Graduate Clinical Psychology, Widener University, One University Place, Chester, PA 19013. As an Equal Opportunity Employer

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 next 6-week mentorship will run from June 27 to August 5, 2005. The purpose of the program is to prepare students for graduate study in clinical psychology. In addition to learning about research with individual faculty mentors, students participate in a clinical research methods course and attend research presentations by other program faculty. Students write a paper on their research area and make presentations in a joint symposium at the end of the program. Participating students receive a tuition waiver, free on-campus room and board, a research stipend of $2000 and 4 academic credits from the University of Oregon. Social activities including field trips will also be part of the experience. Candidates must be U.S. residents, have completed their junior year by July 2005 and submit a completed application by April 1, 2005. For more information visit our website at http://darkwing.uoregon.edu/~gnhall/summer/index.html or contact Dr. Gordon C. Nagayama Hall, University of Oregon, 1227 University of Oregon, Eugene OR 97403-1227, phone 541-346-4969, email gnhall@darkwing.uoregon.edu.

Post-Doctoral Fellowship in Multicultural Research

The Department of Psychology at the University of Notre Dame announces a two-year post-doctoral fellowship in multicultural research in psychology starting in the Fall of 2005. Applicants interested in any of
the following research areas: cultural identity development, prejudice/discrimination, cultural competencies, and acculturation are strongly encouraged to apply. Applicants, whose research interest contributes to any of our existing programs in cognitive, counseling/clinical, developmental, and quantitative psychology, will be considered. Individuals with a background in social psychology will also be considered, although the department does not have a social psychology program.

Training will focus on the acquisition of research and quantitative skills to better address minority mental health issues. The Fellow will be encouraged to conduct original research and collaborate with faculty and students to further his/her program of research. Fellows will be expected to teach two courses during the two-year appointment, and opportunities to teach cultural specific courses are available. In addition to salary, additional funds are available for travel and research.

Qualifications: PhD in psychology with a demonstrated interest in multicultural research in psychology. Counseling/Clinical applicants should have completed an internship. (Opportunities to pursue licensure hours can be arranged).

Applications will be accepted until Wednesday, February 16, 2005. Applicants should submit:

• Resume with home and work address, e-mail and telephone numbers, work and academic history, including dates degrees were awarded or are expected, all publications and presentations, and names and telephones of three persons who will be submitting letters of reference
• Official transcripts
• Three letters of reference

Postdoctoral Fellowships on Violence Prevention in Communities of Color Centers for Disease Control and Prevention

Three postdoctoral fellows are being sought for a two-year program. Salary will be approximately $42,500, pending funding availability. Fellows will collaborate on research and evaluation projects in the Division of Violence Prevention at CDC as well as developing their own research. Expertise and experience in communities of color strongly preferred.


Applicants should submit:

• Resume with home and work address, e-mail and telephone numbers, work and academic history, including dates degrees were awarded or are expected, all publications and presentations, and names and telephones of three persons who will be submitting letters of reference
• Official transcripts
• Three letters of reference
• A one-page statement indicating which CDC Branch (Etiology and Surveillance; Prevention Development and Evaluation; Program Implementation and Dissemination) would be best suited to your interests and a description of your experiences with communities of color and violence prevention, as well as your career goals.

For questions about the fellowship, please contact:

Barbara V. Marin, PhD, Director, Postdoctoral Fellowship on Violence Prevention in Communities of Color
bmarin@cdc.gov; 770-488-1349

Send application materials to:
Candice Jackson
Violence Prevention in Communities of Color
Postdoctoral Fellowship Program - CDC
Overnight Address:
Division of Violence Prevention
2939 Flowers Road South
National Center for Injury Prevention and Control
Atlanta, GA 30341
Centers for Disease Control and Prevention
4770 Buford Hwy, NE; MS-K60
Atlanta, GA 30341-3724
770-488-1571
Fax: 770-488-1011
cjackson@cdc.gov

Call for Papers

Contributors are being sought for the largest research project ever undertaken in the field of African American Studies — The African American National Biography

Professors Henry Louis Gates, Jr., and Evelyn Brooks Higginbotham, of the W. E. B. DuBois Institute for African and African American Research at Harvard University, are seeking contributors (faculty and graduate students) to write entries for the African American National Biography (AANB), the largest research project ever undertaken in the field of African American Studies. Done in collaboration with Oxford University Press (OUP) and modeled on OUP’s invaluable American National Biography, AANB will make available to readers and researchers biographical information on 10,000 African Americans from all periods and fields of endeavor, and from all levels of society.

AANB entries are typically 1,000-1,500 words long and are signed by the author, with an accompanying bibliography and an honorarium of $100-$150. Over 2,000 entries have currently been completed or assigned to writers, but there are thousands more to go. The AANB Web site at www.fas.harvard.edu/~aann includes categorized lists of some 4,500 assigned and unassigned names. The password to access these lists is aanb6000. While the
lists are updated periodically, nominations or suggestions of names who deserve to be included in AANB but may be known only regionally, locally, or are perhaps remembered only by the scholar who is working on a particular topic, are welcome.

Anyone interested in joining this project should contact John K. Bollard, Executive Editor, African American National Biography, W.E.B. DuBois Institute, Harvard University, 69 Dunster Street, Cambridge, MA 02138; tel: 617-496-9547; aanb@fas.harvard.edu or access the AANB Web site for additional information.

Call for Papers on Asian American Women and Therapy: Integrating Multiculturalism and Feminism

Women & Therapy announces a special issue focusing on Asian American women & therapy: Integrating Multiculturalism and Feminism. The goal of the issue is to highlight the principles of feminist and multicultural counseling with Asian American women. The issue will be broken into 3 sections: (1) general overviews of the psychology of specific Asian ethnic women groups that are less represented in the literature (e.g., Cambodian, Filipino, Hmong, Indian, Korean, Vietnamese); (2) theoretical approaches or applied frameworks in therapy with Asian American women (e.g., intersecting principles of feminism and multiculturalism with psychodynamic psychotherapy, CBT, family systems, or integrative psychotherapy; couples therapy; groups); and (3) special populations and clinical issues (e.g., domestic violence; eating disorders & body image; addictive behaviors; immigrants & refugees; balancing the multiple roles of work and family).

Manuscripts should be 12 to 20 typed pages double-spaced (including abstract and references) and follow APA guidelines. Manuscripts will undergo a similar review process as regular manuscripts. Inquiries should be directed to Debra Kawahara, PhD, at dkawahara@alliant.edu. First drafts of manuscripts are due by February 28, 2005 and should be submitted in Word format as an e-mail attachment to both Debra Kawahara, PhD, at dkawahara@alliant.edu and Oliva Espin, PhD, at oespina@mail.sdsu.edu.

Call for Undergraduate Papers: Modern Psychological Studies

Modern Psychological Studies (MPS) is a journal devoted to publishing research by undergraduates in psychology. Although primarily interested in results from experimental research, we are also interested in theoretical papers, literature reviews, and book reviews. Undergraduates who feel their paper is exceptionally well written are encouraged to submit it for publication. Submission
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Guidelines: (1) Manuscripts must have an undergraduate as a primary/sole author. Works will be accepted by graduates if the work was completed as an undergraduate and no further work along the same lines has been completed at the graduate-level; (2) Send original works only. Please do not send work that has been accepted for publication or been submitted elsewhere; (3) Manuscripts should follow strict APA format for article submission as found in the APA Publication Manual (5th Ed.); (4) Include on a separate cover sheet: Names of all authors. Name and address of your school. Name, phone, address (if other than your school) of your advisor for this project. Name, current phone, current address of primary author where you can be reached at all times; (5) Include a sponsoring statement from your faculty advisor. (Advisors: please read and critique papers based on content, methods, APA style, grammar, and overall presentation. Your recommendation letter should be an indication that you approve and recommend this work on all counts listed above); (6) Send submissions to: Modern Psychological Studies, Department of Psychology - 350 Holt Hall, University of Tennessee at Chattanooga, 615 McClung Avenue, Chattanooga, TN 37403-2598 or EMAIL SUBMISSION TO David-Ross@utc.edu.

Call for Papers - New Psychology Research Journal and the Journal of Worry and Affective Experience

The Individual Differences Research Group (IDRG) announces a general CALL FOR PAPERS for two new journals: Psychology Research Journal (publishing brief reports in all areas of psychology) and Journal of Worry and Affective Experience (publishing papers on affect--broadly defined--and related cognitive topics such as worry, coping, and attribution).

For additional information about the IDRG, its journals, and the present call, please access the website http://www.idrg.org/ or contact: William E. Kelly, PhD, Senior Editor, Individual Differences Research Group, PO Box 1723, Kingsville, Texas 78364-1723

Call for Nominations and Awards

Call for Nominations - APA Committee on Ethnic Minority Affairs

The American Psychological Association's Committee on Ethnic Minority Affairs (CEMA) is seeking nominations for two new members to begin 3-year terms of service on January 1, 2006. 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
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 African American/Black male and a Latino/Hispanic male psychologists.

Selected candidates will be required to participate in no less than two committee meetings a year. No more than two meetings will be convened at APA headquarters in Washington, DC. Members also work on CEMA priorities when necessary between meetings. If possible, CEMA members 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, 2005, to the APA Office of Ethnic Minority Affairs at the APA address.

2005 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 2003 and 2004, 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; and, 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 Sub-committee 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 2005.

The APA Committee on Children, Youth, and Families (CYF) is anticipating two vacancies in 2006. CYF welcomes nominations from individuals interested in linking research and policy for children and families within APA and the profession. The Committee is
particularly interested in candidates with substantial expertise and demonstrated experience in applying psychological knowledge to the well being and optimal development of children, youth, and families; and in issues advancing psychology as a science and profession in the area of promoting health and human welfare. Candidates are sought who have particular expertise in contemporary issues facing children, youth, and families, including (but not limited to) rural mental health and promoting healthy lifestyles for children, youth, and families. Candidates who have particular interest in underserved and ethnic minority populations are also particularly encouraged to apply.

Members are expected to propose and take leadership on a targeted project to be completed during their three year term on the Committee. Some examples of projects previously implemented by the Committee include immigrant children, youth, and families; school drop-out prevention; sexuality education; social practices that induce violence; psychological implications of disasters; early mental health interventions; violence against children in the family and community; training psychologists to work in the public sector; cultural competence; day care; testing; and the mental health needs of children and adolescents in the juvenile justice system. Projects have included topic specific taskforces, working groups, conferences, publications, and public policy statements.

Each candidate is asked to submit (1) a letter indicating his/her willingness to serve; (2) a brief (not more than one page) description of a project promoting the application of psychological knowledge to the well-being and optimal development of children, youth, and families (e.g., convention programs, edited books, journal articles, policy resolutions or statements), and (3) a current curriculum vita. The Committee places a priority on maintaining representation within the Committee’s membership that reflects the diversity of psychology and society (e.g., ethnicity, culture, gender, age, disability, sexual orientation, geographic location, and those who are employed less than full time).

The candidates selected to serve on the Committee will serve for three years and will be required to attend two Committee meetings a year in Washington, DC, with expenses
reimbursed by APA, and to participate in conference calls. The successful candidate is expected to attend, if possible, the informal CYF meeting held during the APA convention at the member’s own expense. In addition, members are expected to work on projects and Committee business between meetings.

Nomination material including a letter from the candidate indicating a willingness to serve, project description and a current CV must be received by Monday, August 29, 2005. Nomination material received after August 29 will be held for consideration the following year. Although it is not required, candidates may wish to have letters (not more than three) supporting their nomination submitted to the Committee. Material may be sent to CYF Nominations, c/o Trena King, Public Interest Directorate, American Psychological Association, 750 First Street, NE, Washington, DC, 20002-4242, by email tking@apa.org or fax (202) 336-6040.

Upcoming Conferences and Conventions

February

Chicano/Latino Intersegmental Convocation
Higher Education for Latinos: 45 Years into the Master Plan and Still Underrepresented - Rescuing California from Separate and Unequal Education
February 6 - 9, 2005
Hyatt Regency San Francisco Airport Hotel

Chicano/Latino leaders will meet to chart the political, policy, and personal action courses required in the next decade to reach the goal of educational parity for our communities. Latinos will seize the future demographically -- what will it take to garner our fair share in California higher education institutions? For additional information, please contact Gloria Ramos at (714) 564-6232, ext. 6292, or Juana Jurado-Rodriguez at (310) 243-2130 or visit the website at: http://clic.sac.edu/index.htm

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FOR YOUR INFORMATION...

Racism as a Barrier to Racial-Cultural Competence in Psychology and Education
22nd Annual Teachers College WINTER ROUNDTABLE on Cultural Psychology and Education. February 18-19, 2005
For more information please contact the Winter Roundtable Coordinators, Mai Kindaichi and Christina Capodilupo, roundtable@tc.columbia.edu; 212-678-4111, or fax 212-678-8223.

March

Matilda García Initiative: Latin American Research Scholars Exchange
18th Annual Research Conference–A System of Care for Children’s Mental Health: Expanding the Research Base
Tampa, Florida
March 6-9, 2005

For more information on the 18th Annual Research Conference - A System of Care for Children’s Mental Health, please visit the following website: http://rtckids.fmhi.usf.edu/rtcconference/rtcconf.htm. For more information on the Matilda García Initiative Latin American Research Scholars Exchange, please visit the following website: http://ciinco-iac.fmhi.usf.edu/.

Please contact Linda M. Callejas with specific questions about the Matilda García Initiative Scholarship, at (813) 974-6328 or via email at:mailto:callejas@fmhi.usf.edu.

April

35th Annual Urban Affairs Association Conference
Borrowing from the Future: Equity, Sustainability, and the Urban Question
April 13 - 16, 2005
Salt Lake City, Utah

The Urban Affairs Association, the premier venue for urban-related policy, political, social, economic, and planning research, will hold it's 35th annual meeting in Salt Lake City, UT. More information is available at http://www.udel.edu/uaa/.

3rd Annual Cultural Studies Association Conference
April 21-24, 2005
Tucson, Arizona
For more information, please visit the website: www.caus.pitt.edu or if you have any questions or concerns, please send an e-mail to: csaus@pitt.edu.
May

First National Congress of Qualitative Inquiry
May 5-7, 2005
University of Illinois, Urbana-Champaign

The theme of the First International Congress of Qualitative Research focuses on "Qualitative Inquiry in a Time of Global Uncertainty." This is a call to international community of interpretive scholars to gather together in common purpose to address the implications of the recent attempts by federal governments and their agencies to define what is good science, what is good scholarship. Around the globe governments are attempting to regulate interpretive inquiry by enforcing bio-medical, evidence-based models of research. The mission of the First International Congress is to provide a forum for these and related critical conversations.

For more information contact info@QI2005.org or visit the website at http://www.QI2005.org

May 19 - 22, 2005
Portland, Oregon

Hosted by the Department of Counseling Psychology in the Graduate School at Lewis and Clark College (http://education.lclark.edu/dept/cpsy/) The call for presentations and registration information can be found at http://www.psyr.org/psy2005.htm

June

Critical Issues in eHealth Research
June 9 – 10, 2005
Bethesda Hyatt Hotel, Bethesda, Maryland

The Internet, PDAs, CD- and DVD-ROMS, cell phones, wireless and other emerging technologies have created extraordinary new opportunities and challenges for conducting research and evaluations. Yet, the literature is changing so quickly that many interdisciplinary issues and consequences have not been adequately identified or discussed. This is especially true for consumer eHealth research, where there are emerging challenges in many areas including the ethics of online...
research, methodological issues related to the conduct of online research, and the adequacy of current research designs. Recognizing this exciting but complex environment, the NIH is sponsoring a scientific conference to encourage discussion, debate and identification of issues related to the methodological aspects of eHealth research.

The meeting will convene government scientists, academic researchers from a variety of disciplines, survey research scientists and practitioners from the private and public sectors, and students to discuss the state-of-the-science of eHealth research including but not limited to design, methodology, ethics and evaluation from a variety of disciplinary perspectives.

For additional information, please contact: Audie A. Atienza, PhD
National Cancer Institute
Division of Cancer Control and Population Sciences
Behavioral Research Program
Health Promotion Research Branch
6130 Executive Blvd, EPN 4074A
Bethesda, MD 20982-7335
Ph: (301) 402-8426
Fax: (301) 480-2087
atienzaa@mail.nih.gov

Eighth International Women's Policy Research Conference, When Women Gain, So Does the World
June 20-21, 2005
Omni Shoreham Hotel, Washington, DC

The Institute for Women's Policy Research is pleased to announce its Eighth International Women's Policy Research Conference. The Conference is co-sponsored by the Women's Studies Program of George Washington University and the Friedrich Ebert Foundation, and held in conjunction with the Research Network on Gender, Politics and the State. For more information, please contact IWPR's Conference Fellow, Elizabeth Mandeville, at conference@iwpr.org or (202) 785-5100.

August

Indigenous Women and Feminism: Culture, Activism, Politics
August 25-28, 2005
University of Alberta
Edmonton, Alberta, Canada

Please direct enquiries to any one of the conference organizers:
Jean Barman:
OEMA COMMUNIQUÉ

Jean.B arman@ubc.ca
Shari Huhndorf: sharih@d arkwing.uoregon.edu
Jeanne Perrea ult: perreaul@ucalgary.ca
Cheryl Suzack: csuzack@ualberta.ca

Important Resources

Books

“Hablemos en Confianza” Bilingual Materials Regarding Dangers of Substance Abuse”

Initiated in 2001 by the Substance Abuse and Mental Health Services Administration (SAMHSA), within the US Department of Health and Human Services (DHHS), the Hispanic/Latino Initiative has involved the Latino community in the development of culturally-appropriate materials for parents, children and community leaders. One of the products developed through the initiative is "Hablemos en Confianza," a bilingual (English/Spanish) Web site of communication materials designed to initiate dialogue between Spanish-speaking Hispanic/Latino parents and their children about the dangers of substance abuse. Recently posted articles include: Keeping Our Youth in School; Help Your Child Reach the Stars: Get Involved in Your Child’s Education; and Back to School Basics: Helping Your Child Get Ready for School. The address for "Hablemos en Confianza" is: http://www.soyunica.gov/adults/default.aspx

New book!
When things begin to go bad

George Howard and Edward A. Delgado-Romero, PhD
University Press

Parenting with Pride Latino Style
Carmen Vazquez, PhD
For more information, go to:

How to Survive & Thrive as a Therapist: Information, Ideas, & Resources for Psychologists
Ken Pope, PhD, ABPP, and Melba J. T. Vasquez, PhD, ABPP
FOR YOUR INFORMATION...

APA 2005
For those interested in ordering information and the table of contents here's a web page for the book: http://kspope.com/therapistas/thrive.php

Charisse Jones, PhD and Kumea Shorter-Gooden, PhD, Shifting: The Double Lives of Black Women in America, is a winner of the 2004 American Book Awards.
2004 American Book Awards Winner.
http://www.harpercollins.com/catalog/order_xml.asp?isbn=0060090553
See the website at: www.BlackWomenShifting.com

Learning from My Mother's Voice: Family Legend and the Chinese American Experience
Jean Lau Chin, EdD Foreword by Jessica Henderson Daniel, PhD
Teacher's College Press
George Washington School of Medicine. This fascinating book takes a new and different look at the immigrant experience of Asian Americans and shows how themes of separation, loss, guilt, and bicultural identity are pervasive in the lives of immigrant families. The author introduces the reader to a wealth of old and new myths, symbols and legends in the Asian culture and compares them with those in Western cultures. She then shows how these powerful stories and images work to both sustain and oppress as immigrant families struggle to build their new lives. There are lessons to be learned for how immigrant families can create their own legends and images to heal and to nurture. If you would like to read more about this book or order a copy online, please click on the book title or go to http://store.tcpress.com/0807745510.shtml. You can also call our toll free number: 800-575-6566.

We’re Not Going to Take it Anymore
Gerald G. Jackson
Cornell professor Gerald G. Jackson's paradigm is based on a truly multicultural, pluralistic or dimmital approach. He has produced a ground-breaking model for the application of africentric helping in the educational sphere. It is a rarely seen innovation that will no doubt be applauded by educators and mental health professionals throughout our society. ISBN #093 761-84-0. Published by The Beckham Publications Group, Inc. 1-800-431-1579.
Teaching Teachers
Joe L. Kincheloe, Alberto Bursztyn, Shirley R. Steinberg
The editors and authors of Teaching Teachers: Building a Quality School of Urban Education present a description of and vision for the complicated and often misunderstood field of teacher education. This book describes a critical, complex school of education that promotes disciplined scholarship and diverse reforms of educational knowledge and students and to the educational community. This theme of a rigorous teacher education program is taken up throughout the volume as new understandings of professional education are promoted. This book would be beneficial to students, instructors, and administrators. Order direct through the website at www.peterlangusa.com or call 1-800-770-5264 (in US) or 212-647-7706 (outside U.S.)

Culturally Responsive Interventions: Themes and Clinical Implications
Julie R. Ancis
This book provides an organized compilation of culturally responsible counseling interventions designed specifically for diverse populations and presenting problems. This is a highly sophisticated book, one which engages the reader with its scholarship and specificity. Counseling and therapy has too long been dominated by traditional theories and methods drawn from White Western culture. This book provides both theory and practice that makes multicultural counseling and therapy (MCT) clear and practical. This is an important foundation for a truly multi-cultural approach. November 2003) 256 pp, paper back 0-415-933331, $27.95 (Can. Paper back $41.95)

Counseling Persons of African Descent, Raising the Bar of Practitioner Competence
Thomas A. Parham
Represents a major breakthrough in scholarship on African American psychology. Thomas Parham and contributors present a candid critique of standard therapeutic practice, they provide a clear conceptualization of African-centered psychology and the African American experience, and they provide mental health professionals with specific clinical tools to enhance therapeutic practice with African American Clients. Sage Publications at www.sagepub.com. (2002), Paperback: $34.95, ISBN: 0-8039-
FOR YOUR INFORMATION...

Understanding Terrorism Psycho-social Roots, Consequences, and Interventions
Fathali M. Moghaddam, & Anthony J. Marsella,
Understanding Terrorism brings the many resources of psychological science and practice to bear on the problem of terrorism. Leading international experts offer an incisive analysis of the psychosocial basis of terrorism and suggest ways to prevent it, including both strategies to eliminate the conditions that give rise to terrorism as well as effective ways to treat victims of terrorism. (2004), 344 pages hardcover. APA Member/Affiliate $39.95, List $49.95 ISBN 1-59147-032-3, Item #431018.

Defining Difference Race and Racism in the History of psychology
Andrew S. Winston
This important volume increases readers’ understanding of the link between racial studies and social attitudes in our time and, at the same time, provides a comprehensive examination of that link throughout history. (2004) 320 pages hardcover, APA Member/Affiliate $39.95, List $49.95 ISBN 1-59147-027-7, Item #431011.

Asian American Psychology
Gordon C. Hall, Nagayama & Sumie Okazaki,
This book offers a framework for the conceptual and methodological development of Asian American psychology and offers suggestions for future research. Contributors highlight conceptual and methodological models that advance not only the psychological studies of other ethnic minority groups but also the psychological research of an increasingly multicultural and global American population. (2003) 223 pages hardcover, APA Member/Affiliate, $39.95 APA Member/Affiliate, $49.95 list, ISBN i-55798-902-8, Item #431678A.

Acculturation Advances in Theory, Measurement, and Applied Research
Kevin M Chun, Pamela Balls Organista, & Gerardo Marin
This volume takes an interdisciplinary approach that includes theory and data relevant to the four major ethnic minority groups: African American, Asian Americans, American Indians, and Hispanics/Latinos. Contributors examine recent developments in the theoretical analysis of acculturation as a culture-learning process and recent developments in measuring acculturation. This book is part of the
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APA Decade of Behavior series. (2003) 260 pages hardcover, $39.95
APA Member/Affiliate, list price $49.5, ISBN 1-55798-920-6, Item
431890A.

On The Web

APA’s Division 12, Section VI (Clinical Psychology of Ethnic
Minorities) goes on-line!
The new website for Division 12 (Clinical Psychology) Section VI
(Clinical Psychology of Ethnic Minorities) is now available. In it
you'll find numerous resources of interest to those in the clinical field
and areas related to professional services to culturally diverse
populations. Please visit:

New Issue of Early Childhood
Research & Practice Available
The fall 2004 issue of Early Childhood Research & Practice
(ECRP) is now available on the Web at
http://ecrp.uiuc.edu/v6n2/index.html.

This issue (volume 6, number 2) contains articles in both English and
Spanish on a variety of topics related to early childhood education and
care. ECRP is the first peer-reviewed, Internet-only journal in early childhood education that is
available free on the Web. If you value open access to ECRP, please
consider making a financial contribution
(http://ecrp.uiuc.edu/donation.html) to the University of Illinois
Foundation so that ECRP can continue to be available free to
everyone.

A Multicultural Resource Guide
Available On-line
The following link is to the Pennsylvania Psychological
Association’s Multicultural Resource Guide. The guide contains many
references and different chapters that may be useful to colleagues:
www.papsy.org/home/multic.html

An invitation to join the Taiwan
Psychology Network!

The Taiwan Psychology Network
(TPN) was formed in August 2001
by a group of Taiwanese
psychologists, mental health
professionals and graduate students
in psychology in the United States
and Taiwan. This group was
initiated by Dr. Gisela Lin, the
Past-President of the Asian American Psychological Association (2001-2003) and a psychologist at the Texas A & M University Student Counseling Services. The TPN was formed to help the psychologists in both countries to provide support to each other when needs arise. Social gatherings have taken place during the APA convention since 2002. In addition, TPN has an online discussion group. Please see below for our mission and contact information.

The TPN is interested in promoting collaboration and networking among psychologists in Taiwan and U. S., and in the training and education issues of Taiwanese/Taiwanese American mental health professionals.

Membership is free! We welcome all professionals and students interested in Taiwanese/Taiwanese American psychology to become members. If you are interested in joining the Network, please contact Ms. Hsin-Ya Liao at: hsin_99@yahoo.com for membership form.

Best Place to Find NIH Jobs

As NIH moves towards our goal of one-stop online recruitment, position vacancies are being advertised in a variety of places. During the transition of moving to one all-inclusive website, job-seekers can find NIH jobs on HHS Careers (http://www.hhs.gov/careers), CareerHere (http://careerhere.nih.gov), and USAJobs (http://www.usajobs.com).

Scientific and clinical positions are also advertised as research and training Opportunities http://grants1.nih.gov/training/ and http://www.training.nih.gov. And senior executive positions are posted on the NIH Jobs website http://www.jobs.nih.gov/senior.htm

On-line recruitment resource for science, math, engineering and technology training

A Description and Analysis of Best Practice Finding of Programs promoting participation of underrepresented undergraduate student in Science, Mathematics, Engineering and Technology http://www.nsf.gov/pubsysts/ods/getpub.cfm?nsf0131

On-line Psychology Summer Research Programs
As part of a multi-year study of state high school exit exams, the Center on Education Policy has published the third in a series of annual reports on the subject. Major findings include increased stability of exit exam policies, new evidence of positive and negative impacts of these exams, and the difficulty of using these exams for multiple purposes such to indicate college readiness or to meet the accountability provisions of NCLB. The report documents the low pass rate on these exams among English learners. (August 2004)

For additional information, please contact: Russell W. Rumberger, Director, UCSB Linguistic Minority Research Institute, South Hall, Room 4722 Santa Barbara, CA 93106 805-893-2250 (voice) 805-893-8673 (fax) Email: russ@lmri.ucsb.edu

The Chiapas Media Project/Promedios seeks university, cultural and community-based sponsors to host screenings on our Spring Tour 2005. The tour will feature new videos produced by indigenous video makers from the states of Chiapas and Guerrero, Mexico.

The Chiapas Media Project/Promedios is an award winning, bi-national partnership that provides video equipment, computers and training enabling marginalized indigenous and campesino communities in Southern Mexico to create their own media. The CMP/Promedios is currently distributing 22 indigenous produced videos worldwide.

Alexandra Halkin, CMP/Promedios Founding Director or Francisco Vazquez, CMP/Promedios Project Coordinator in Chiapas will present the videos. Presentations last between one-and-a-half and two hours, include video screenings and a discussion on the role of indigenous media and self-representation in the context of the current socio-political situations in Mexico and Latin America. A Q & A session follows the video screening. Presentations can be done in either Spanish or English. Sponsors need to provide a video projector, a VCR with audio system and comfortable seating.

The CMP/Promedios asks for an honorarium based on the means of the host organization to help continue the work of the CMP/Promedios. Press kits are available that include articles on the CMP/Promedios, bios, photos etc. Please check our web site: www.chiapasmediaproject.org for more information.

For further information, please call Alex or Aasia at 773-583-7728 or e-mail us at cmp@chiapasmediaproject.org.