Hurricane Katrina: A Multicultural Disaster

Office of Ethnic Minority Affairs
Public Interest Directorate
American Psychological Association

MARCH 2006
The Communique is now available on the OEMA Website.
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HURRICANE KATRINA — A MULTICULTURAL DISASTER
OEMA UPDATE

Loss and Renewal
Bertha G. Holliday, PhD

It is in the circle of generations --- the matrix of their continuities and discontinuities, the invention, rejuvenation and renewal by younger generations – that often brings sense to the quandary of loss. Since our last newsletter, much loss has been experienced. We hope you will find a small source of renewal somewhere within the pages of this Communique.

The loss of two giants in psychology

This issue contains brief obituaries for two African American giants in psychology—Dr. Reginald L. Jones and Dr. Robert V. Guthrie – whose lives and writings continue to be a lifeline for psychology students and scholars. Just a few things about these gentlemen:

- In 1971, Dr. Jones, on behalf of the Association of Black Psychologists (ABPsi), presented a petition to the APA Council that in part stated:

  *Our concern [at the preceding ABPsi convention] was with strategies for dealing with such problems as racism in education, the psychological assessment of Black people, the mental health of Black people, employment, welfare and prisons...We conclude from the survey [of the 182-page 1971 APA Convention Program] that this topic is of not much concern to psychologists.*

  Jones continued by recommending various changes in APA’s administrative and governance structure as well as programmatic initiatives that would be supportive of Black faculty, students and communities (American Psychologist, Nov. 2004, p. 926-929).

- In A tribute to Dr. Guthrie from APA, it was noted that in his forthcoming autobiography, Guthrie, who championed the contributions of psychology faculty at Historically Black Colleges and Universities, wrote about the ‘dragon slayers’ of his youth: Black heroes whose lives demonstrated the abilities and courage of people of color in the face of whites who, according to Guthrie, “Had duped themselves into a fantasy of racial superiority”. At the end of this book, Guthrie wrote “I will continue eating grits, building model airplanes, playing my clarinet, hanging around libraries, eating watermelon and looking for a dragon to slay”.


In the spirit of rejuvenation and renewal, this issue of the Communique reports some new APA initiatives that are uncannily responsive to the above noted concerns of Drs. Jones and Guthrie. For example, we provide exciting news on the most recent actions related to the 4-year long discussions between the four national ethnic minority psychological associations and APA regarding increasing minority representation on APA’s Council of Representatives by creating a Council seat for each of the ethnic minority psychological associations. And we report on a major dragon slaying: APA’s adoption of a resolution calling for the retirement of American Indian mascots. We also report on some of OEMA’s ongoing programs in support of minority students, minority-serving institutions and their psychology faculty, and increased ethnic minority participation in APA. In particular, we highlight the APA/OEMA-funded efforts of some early career health disparities researchers at minority-serving institutions. And of course, as always, the Communique’s FYI section is full of information and resources on research and training, calls for papers and nominations, web sites, new books, upcoming conferences, etc.

The losses of Katrina

For some, who wanted so hard to believe this nation had reached a state of class- and color-blindness, Hurricane Katrina resulted in a loss of innocence. For those who championed the nation’s current administration, Katrina gave rise to disillusionment. And for others, whose grandparents told stories of enslavement, segregation, domination, relocation, internment, forced repatriation, and dispossession, Katrina triggered the re-awakening of cross-generational trauma. There were no winners in Katrina’s aftermath. In recognition of the losses of Katrina and with hopes for the renewal and healing of its survivors, this issue of the Communique contains a special section titled: Psychological perspectives: Hurricane Katrina – A multicultural disaster.

The renewal of New Orleans

We enthusiastically encourage you to attend the 2006 APA Convention in New Orleans! Based on the review of health and environmental reports, on-site visits, and discussions with hotels and convention bureaus, APA is committed to affirming its (data-based) support for the renewal of New Orleans. APA is committed to being part of the social, cultural and economic renewal of this great city by supporting the rejuvenation of its hotel,
convention and tourist industries. Consider your attendance at this convention as a professional imperative. **Join us in New Orleans, August 10 -13, 2006!!** Check the APA website for continual updates on plans and special programs for the Convention: [www.apa.org/convention06](http://www.apa.org/convention06).

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

---

_Bertha Holliday_
ASSOCIATION REPORTS

The August 2005 Meeting of the APA Council of Representatives – Ethnic Minority Issues

The Council of Representatives (C/R) is APA’s highest governance body, whose approval is required for all policy matters of the Association. At its August 2005 Meeting, which was conducted at the APA National Convention in Washington, DC, the following three major issues were addressed, which are of special concern to psychologists of color.

Enhancing Diversity Within APA

Past President Ronald F. Levant, EdD, MBA, ABPP, established the Task Force on Enhancing Diversity, which was chaired by former APA President Richard M. Suinn, and comprised by representatives of relevant groups thought to be marginalized within APA due to ethnic/racial/cultural identity, older age, disability, sexual orientation, religion, or gender. The Task Force’s Final Report includes sections on: (a) The past history and current record of APA and diversity; (b) Principles of change; (c) The benefits of change; (d) The need for change: APA as an ‘unwelcoming’ environment; (e) Models of change and conflict resolution/reconciliation strategies; and (f) Recommendations for enhancing diversity. The Task Force also developed a Resolution on Enhancing Diversity, which (a) identifies enhancing diversity and increasing the sense of being welcome in APA by diverse groups as “top priorities” for APA, and (b) directs APA’s CEO to develop a Diversity Implementation Plan and (c) provides $10,000 in 2005 and $25,000 in 2006 to facilitate the development of this Plan and authorizes inclusion in the 2007 APA budget of a specific line-item to operationalize the Plan. Council “accepted” the Task Force’s Final Report and adopted the Resolution. The Report including the Resolution and its Justification Statement, may be requested from CEMA and is available on the web at: http://www2.apa.org/pi/oema/diversity_tf_report.pdf
Introduction of the Presidents of the National Ethnic Minority Psychological Associations

There was excitement in the air! And APA President Levant nearly danced to the podium to introduce the presidents of the ethnic minority psychological associations whom he had invited to be his guests and to come, observe, and speak to Council. All of the Presidents had accepted the invitation. And as he watched them climb onto the stage, Dr. Levant announced:

_In the spirit of enhancing diversity in APA and making APA a more welcoming organization, I have invited the current Presidents of the national ethnic minority psychological associations to attend and observe this meeting ... This is a historic moment for APA and the national ethnic minority associations, and hopefully it is a moment that will mark the beginning of a new and enhanced relationship among our associations that will serve to enrich and strengthen all._

Levant also noted that efforts were underway to establish a seat on Council for each of the minority psychological associations, and that related legislation would be presented for Council action in the near future.
Council warmly greeted the ethnic minority psychological association presidents with a long standing ovation. Then each President spoke briefly of the past, the current mission and concerns of their associations, and other matters they deemed appropriate. Upon conclusion of these statements, Council responded with yet another round of standing ovation. It was a moment of healing and respect.

Resolution on the Retirement of American Indian Mascots

Immediately following the introduction of the Presidents of the ethnic minority psychological associations, Council took up consideration of the proposed Resolution Recommending the Immediate Retirement of American Indian Mascots, Symbols, Images, and Personalities by Schools, Colleges, Universities, Athletic Teams, and Organizations. Consideration of this proposed legislation was skillfully managed on the floor of Council by William Parham, PhD, ABPP, who at the time was Chair of the APA Committee on Ethnic Minority Affairs (CEMA)--which authored the resolution-- and a Council Representative for Division 47 (Exercise and Sport Psychology). Parham asked that formal consideration be preceded by a powerpoint presentation by Stephanie Fryberg, PhD of the University of Arizona. Freyberg presented the findings of several of her experimental studies that were guided by theories of stereotype threat and social representation. Those findings indicated that exposure to American Indian mascots and personalities lowers self-esteem and community efficacy of American Indian children, while boosting the self-esteem of European American children. Freyberg concluded, “I believe based on this research that APA should take a stand and help put an end to the use of American Indian identities, histories, and their traditions as figurines on the athletic playing field’. Parham then moved for adoption of the Resolution. Despite some attempts to substantially weaken its intent, the resolution was adopted by Council as proposed. The Resolution and its justification statement are on the web at http://www.apa.org/pi/oema/publications/resolutions.html.
APA Resolution Recommending the Immediate Retirement of American Indian Mascots, Symbols, Images, and Personalities by Schools, Colleges, Universities, Athletic Teams, and Organizations

(Adopted by the APA Council of Representatives on August 21, 2005)

WHEREAS the American Psychological Association has recognized that racism and racial discrimination are attitudes and behavior that are learned and that threaten human development (American Psychological Association, June 2001);

WHEREAS the American Psychological Association has resolved to denounce racism in all its forms and to call upon all psychologists to speak out against racism, and take proactive steps to prevent the occurrence of intolerant or racist acts (American Psychological Association, June 2001);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities undermines the educational experiences of members of all communities—especially those who have had little or no contact with Indigenous peoples (Connolly, 2000; U.S. Commission on Civil Rights, 2001; Society of Indian Psychologists, 1999; Webster, Loudbear, Corn, & Vigie, 1971);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities establishes an unwelcome and often times hostile learning environment for American Indian students that affirms negative images/stereotypes that are promoted in mainstream society (Clark & Witko, in press; Fryberg, 2003; Fryberg & Markus, 2003; Fryberg, 2004a; Munson, 2001; Society of Indian Psychologists, 1999; Staurowsky, 1999);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities by school systems appears to have a negative impact on the self-esteem of American Indian children (Chamberlin, 1999; Eagle and Condor Indigenous People’s Alliance, 2003; Fryberg, 2004b; Fryberg & Markus, 2003; Maryland Commission on Indian Affairs, 2001; Society of Indian Psychologists, 1999; The Inter-Tribal Council of the Five Civilized Tribes, 2001; Vanderford, 1996);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities undermines the ability of American Indian Nations to portray accurate and respectful images of their culture, spirituality, and traditions (Clark & Witko, in press; Davis, 1993; Gone, 2002; Rodriguez, 1998; Witko, 2005);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities presents stereotypical images of American Indian communities, that may be a violation of the civil rights of American Indian people (Dolley, 2003; King, 2001; King & Springwood, 2001; Pewewardy, 1991; Springwood & King, 2000; U.S. Commission on Civil Rights, 2001);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities is a form of discrimination against Indigenous Nations that can lead to negative relations between groups (Cook-Lynn, 2001; Coombe, 1999; U.S. Commission on Civil Rights, 2001; Witko, 2005);
WHEREAS the continued use of American Indian symbols, mascots, images, and personalities is a detrimental manner of illustrating the cultural identity of American Indian people through negative displays and/or interpretations of spiritual and traditional practices (Adams, 1995; Banks, 1993; Nuessel; 1994; Staurowsky, 1999; Witko, 2005);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities is disrespectful of the spiritual beliefs and values of American Indian nations (Churchill, 1994; Gone, 2002; Sheppard, 2004; Staurowsky, 1998);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities is an offensive and intolerable practice to American Indian Nations that must be eradicated (U.S. Commission on Civil Rights, 2001; Society of Indian Psychologists, 1999);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities has a negative impact on other communities by allowing for the perpetuation of stereotypes and stigmatization of another cultural group (Fryberg, 2004b; Gone, 2002; Staurowsky, 1999; U.S. Commission on Civil Rights, 2001);

THEREFORE BE IT RESOLVED that the American Psychological Association recognizes the potential negative impact the use of American Indian mascots, symbols, images, and personalities have on the mental health and psychological behavior of American Indian people;

THEREFORE BE IT RESOLVED that the American Psychological Association encourages continued research on the psychological effects American Indian mascots, symbols, images, and personalities have on American Indian communities and others;

THEREFORE BE IT RESOLVED that the American Psychological Association encourages the development of programs for the public, psychologists, and students in psychology to increase awareness of the psychological effects that American Indian mascots, symbols, images, and personalities have on American Indian communities and others;

AND

THEREFORE BE IT RESOLVED that the American Psychological Association supports and recommends the immediate retirement of American Indian mascots, symbols, images, and personalities by schools, colleges, universities, athletic teams, and organizations.

To review this resolution’s “Justification Statement”, which provides additional scientific support and references, go to:
Congratulations to the Newly Elected Members of Color in APA Governance!

The 2005 Board and Committee ballot was sent to members of the 2005 APA Council of Representatives on October 31. The election closed Wednesday, November 30. The ballots have been tallied and the APA Election Committee has certified the results. Individual board and committee tally sheets are available from the APA Elections Office upon request.

**Council of Representatives**
Martha E. Banks, PhD - (Division 45)
Rosie Bingham, PhD (Division 17)
Irma Roca De Torres, PhD - (Puerto Rico)
Terry S. Gock, PhD - (Division 44)
Janet Helms, PhD (Division 17)
Delores Morris, PhD (Division 39)
Allen Omoto, PhD (Division 9)
William Parham, PhD, ABPP - (Division 47)
Juan M. Rapadas, PhD - (Guam)
Eduardo Salas, PhD - (Division 14)

**Committee of Psychology Teachers at Community Colleges**
Robin J. Hailstorks, PhD

**Committee on Structure and Function of Council (CSFC)**
Slate I: Joseph F. Aponte, PhD

**Ethics Committee**
Slate I: Connie S. Chan, PhD

**Publications and Communications Board (P&C)**
Slate I: Valerie F. Reyna, PhD

**Committee on International Relations in Psychology (CIRP)**
Slate I: Oliva M. Espin, PhD

**Board of Educational Affairs (BEA)**
Slate I: Cynthia De Las Feuntes, PhD

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

**Board for the Advancement of Psychology in the Public Interest (BAPPI)**
Slate II: Jean L. Chin, EdD
Slate III: Martha E. Banks, PhD

**Committee on Rural Health (CRH)**
Slate I: Diane J. Willis, PhD

**Committee of Psychological Tests and Assessment**
Madonna G. Constantine, PhD

**Committee on Psychological Tests and Assessment**
Madonna G. Constantine, PhD

**Committee on Women in Psychology**
Karen F. Wyche, PhD
Highlights from the APA Committee on Ethnic Minority Affairs — 2005 Annual Report

The APA Committee on Ethnic Minority Affairs (CEMA) convened two meetings during the 2005 calendar year (March 18-20 and September 30 - October 2). Last year marked CEMA’s 25th anniversary as an APA governance group. Celebration activities took place during CEMA’s convention events.

CEMA welcomed the attendance of two liaisons at its meetings, Tony Wong, PhD (Division 40 [Clinical Neuropsychology]), and Diane Slaughter-Defoe, PhD, (CEMA’s parent board, the Board for the Advancement of Psychology in the Public Interest - BAPPI), as well as other notable guests: Ronald F. Levant, EdD, MBA, 2005 APA President; Gerald P. Koocher, PhD, 2005 APA President-elect, A. Toy Caldwell-Colbert, PhD, President, APA Division45; APA Board of Directors members Jessica Henderson Daniel, PhD, Sandra L. Shullman, PhD, Barry S. Anton, PhD, and Paul L. Craig, PhD; Katherine Nordal, PhD, APA Committee for the Advancement of Professional Practice (CAPP); John Robinson, EdD, APA Membership Committee (M/C); and Luis Vasquez, PhD, APA Committee on Rural Health (CRH).
CEMA members in 2005 were: William D. Parham, PhD (chairperson), Alvin N. Alvarez, PhD, Priscilla P. Dass-Brailsford, EdD (chairperson-elect), Jennifer J. Manly, PhD, Stephen M. Quintana, PhD, Ruth A. Turner, PhD, and Lisa R. Thomas, PhD. Dr. Thomas was appointed to CEMA by BAPPI to fill the vacancy left by the resignation of Dr. Turner, due to health issues. Dr. Thomas will complete Dr. Turner’s term of service: January 1, 2005 to December 31, 2007.

Drs. Parham and Quintana’s terms of service expired on December 31, 2005. CEMA expressed its great appreciation to both Dr. Parham and Dr. Quintana for their dedication, commitment, and demonstrated leadership that contributed significantly to the accomplishment of CEMA’s goals and objectives throughout their three year terms.

Joseph M. Cervantes, PhD, and Anderson J. Franklin, PhD were appointed to CEMA by BAPPI with terms of service ending December 31, 2008.

The APA Office of Ethnic Minority Affairs (OEMA) continued to staff and support the work of the Committee.

The following are a few highlights organized around CEMA’s major goals and objectives as revised and approved on March 1, 2003.

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

CEMA was very excited to learn of the ongoing discussions involving the possible invitation to the four ethnic minority psychological associations to accept membership seats on the APA Council of Representatives (C/Rs).

CEMA applauded APA Policy and Planning Board (P&P) efforts to encourage all APA entities (i.e., governance groups, directorates, offices, and staff leadership) to recruit and support participation of ethnic minority members in all areas of the Association, and recommended that P&P
design and implement accountability mechanisms to ensure that its good intentions are translated into successful outcomes.

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

CEMA collaborated with the APA CEMRRAT2 Task Force, in the development of correspondence to APA President Ronald E. Levant, EdD, MBA, that offered specific recommendations for the consideration of Levant’s Task Force on Enhancing Diversity.

CEMA developed the following four questions for president-elect candidates: (a) How would you continue and enhance the work of your predecessors relative to multiculturalism/diversity related to education, practice, research, public policy, and training?; (b) What is your vision related to the “globalization” of psychology and/or its role/involvement in areas of international psychology (i.e., exporting Western psychology) – translating Western psychology mind-set into a global contexts?; (c) How would you increase the relevance and applicability of psychology for communities of color in the United States, especially the integration of mental health into public health systems? and, (d) Do you have a vision for a more enhanced collaboration between public health and psychology?

CEMA hosted a breakfast meeting, attended by over 35 persons, during the APA 113th annual convention in Washington, DC, which was co-sponsored by the APA Practice Directorate and the Office of Division Services. The breakfast provides a forum for its invitees to meet, discuss, and network on relevant issues of concern. This year’s breakfast theme was: “Emerging ethnic minority public policy agendas: Language diversity in mental health issues.” The breakfast’s keynote speakers were Larke Huang, PhD, American Institutes for Research, Washington, DC, addressing Asian American language issues, Jennifer F. Kelly, PhD, Atlanta Center for Behavioral Medicine, Atlanta, Georgia, addressing state-level grassroots legislative advocacy organizing, planning, and implementation, and Luis Vazquez, PhD, New Mexico State University, addressing Hispanic/Latino language issues. Other invited speakers included Michael Sullivan, PhD, APA Practice Directorate, and Troy Booker, APA Division’s Services Office.
GOAL III: Increase the understanding of the need for scientific research on ethnicity and culture.

CEMA continues to be concerned about the underrepresentation of ethnic minorities at all levels of the editorial pipeline (reviewer to editor) of APA journals.

CEMA, as part of its efforts to develop and implement an action plan for the APA policy on racial profiling, invited and received a report, which included a video presentation, from Lorraine Greene, PhD, an African American psychologist working with the Police Department in Nashville, Tennessee, who also offered CEMA relevant information about organizations to contact and resources to pursue.

CEMA awarded the Jeffrey S. Tanaka, Memorial Dissertation Award in Psychology to Patrick A. Wilson, PhD, for his dissertation research entitled, “Sexual risk-taking and drug use among Latino men: Examining episodes of high-risk and low-risk sexual behavior,” (New York University, 2004). In addition, Honorable Mention recognition was accorded to Kira Hudson Banks, PhD, for her dissertation research entitled "Racial identity and the association between racial discrimination and depressive symptoms," (University of Michigan, 2004). Members of the CEMA Dissertation Award Selection Subcommittee were Drs. Alvarez (chairperson), Quintana, and Manly.

CEMA approved the development of a two hour 2006 APA Convention symposium program, tentatively titled “One year after the storms,” that would focus on the disaster relief efforts in the Gulf Coast regions following hurricanes Katrina and Rita.

GOAL IV: Promote increased multicultural competence in psychology

CEMA offered comments on the work of the APA President’s Task Force on Evidence-Based Practice.

CEMA reviewed the proposed Guidelines for Psychological Practice with Girls and Women and noted that the tone and substance of the preamble (lines 12-544) were inconsistent with the actual guidelines and lacked a sensitivity and understanding of the needs of girls and women of color.
CEMA COMMUNIQUÉ

CEMA reviewed the proposed *Guidelines for the Undergraduate Psychology Major*, and reserved recommending adoption by the APA Council of Representatives contingent upon the inclusion of the recommended changes/modifications.

**GOAL V: Promote the use of psychological knowledge for the recognition, prevention, and education of racism.**

CEMA developed and championed the successful adoption by the APA Council of Representatives in August, 2005 of its proposed *Resolution Recommending the Immediate Retirement of American Indian Mascots, Symbols, Images, and Personalities by Schools, Colleges, Universities, Athletic Teams, and Organizations*.

CEMA entered into partnership with the APA Committee on International Relations in Psychology (CIRP) to formalize a program of action for APA around the issues identified in the Final Report of the APA delegation to the 2002 United Nation’s World Conference Against Racism (WCAR).

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

CEMA received an update report from APA Public Policy Office staff members. CEMA also engaged in legislative advocacy efforts including scheduled visits with Congressional leadership. In this regard, Dr. Dass-Brailsford organized a group of faculty and students who met with staff in the district office of U.S. Senator Edward Kennedy (D-MA) in May 2005 and discussed language access as a barrier to health care delivery for ethnic minority communities and encouraged inclusion of this issue in the new health care bill to be introduced in Congress by Senator Kennedy. Drs. Alvarez, Parham, Quintana, Manly and Wong expressed an interest in being involved with the Public Policy Advocacy Campaign.

CEMA reviewed the APA 2005 ethnic minority advocacy goals and objectives and offered comments/feedback.
CEMA Hosts Open Meeting For Members of Color In Governance

CEMA hosted three *Open Meetings* during consolidated governance meetings for members of color in the APA governance structure

1. Saturday, March 19, 2005: Nominations to and participation in the APA governance structure were the primary focus of discussions.

2. Saturday, October 1, 2005: Discussion focused on: (a) Response to the Katrina and Rita hurricanes, e.g., implications of the mass diversification of communities as a result of the relocation of evacuees and the increased vulnerability of relocated families; the cultural competence of psychologists and other first responders and their lack of opportunities to debrief some of their own reactions to the relief work, and language/linguistic issues in the delivery of culturally competent psychological services during disaster relief efforts; (b) recommendations for and consideration of the need for an APA ethnic minority-focused media agenda/action plan, e.g., development of an effective strategy to ensure that APA’s message reaches many communities of color, including partnerships with relevant ethnic minority journalist associations, media experts and consultants, and greater recruitment of ethnic minority psychologist experts in APA media training opportunities; and, (c) ethnic minority APA membership recruitment, engagement, and retention.

3. Saturday, November 5, 2005. Topics of discussion included: APA’s response to the Katrina and Rita hurricanes (similar points and issues raised during the October 1, 2005 Open Meeting were discussed), the need to ensure continued ethnic minority representation on the APA C/Rs, and the 2007 APA Immigration Summit. **Dr. Dass-Brailsford** reported on the recently established collaboration effort between COLI and CEMA related to the development of an initiative addressing multicultural issues and forensic psychology.
APA Expert Summit on Immigration: “Global Realities: Intersections and Transitions”

On February 2, 2006 the American Psychological Association (APA) sponsored a summit in San Antonio, Texas on immigration issues titled, “Global Realities: Intersections and Transitions”. Some prominent APA officials in attendance at the summit were: Gerald Koocher, PhD, President; Ronald F. Levant, EdD, MBA, ABPP, Past President; Norman Anderson, PhD, CEO; L. Michael Honaker, PhD, Deputy CEO; Rhea K. Farberman, Executive Director of Public & Member Communications, and Gary VandenBos, PhD, the APA Publisher; Jack McKay, CFO; and Gwendolyn Keita, PhD, Executive Director of the Public Interest Directorate. Major funding for the conference was provided by the APA President’s Initiatives Fund.

The summit began with a welcome and introduction message from the conference co-chairs: A. Toy Caldwell- Colbert, PhD, ABPP (President, APA Division 45) and Cynthia de las Fuentes, PhD (President, APA Division 35). This was followed by an invited address by Donald J. Hernandez, PhD titled: Immigration and Diversity: Transforming America in the 21st Century, which focused on demographic characteristics of immigrants to in the U.S. and related public policy challenges.

This address was followed by three on concurrent sessions on the topics of: (a) When the ‘Patient’ is the Institution: Creating Specialized Treatment Services for an Immigrant Population, chaired by David Ramirez, PhD; (b) Immigrant Lesbian and Gay Psychologists: Personal and Professional Perspectives, chaired by Olivia Espin, PhD; and (c) Immigration, Mental Health and Human Rights: Reports of Task Forces of the American Orthopsychiatric Association, chaired by Gary Melton, PhD who discussed AOA’s goals for social justice relative to international and UN affairs.

In the afternoon, an invited address was presented by writer and psychologist Mary Pipher on the topic of The Middle of Everywhere: World Refugees Come to Your Town. During this session, Dr. Pipher described her experiences working with refugees in trauma and recovery and addressed related issues of social justice, public policy and the current social and governmental climate the refugees are in at this moment.
Following her session was another set of three concurrent breakout sessions titled: *Focus on Women, Children and Families*, (re: changing dynamics and relationships of refugee and immigrant families) co-chaired by **Lynn H. Collins, PhD** and **Joy K. Rice, PhD**; *Vida en El Norte* (an ethnographic media study of the perceptions of immigration in Mexico) chaired by **Melba J.T. Vasquez; PhD**, and *Research and Interventions with Asian American Immigrant Children*, chaired by **Sumie Okazaki, PhD**.

A final invited address was presented by **Carola Suarez-Orozco, PhD** on the topic of *The Family Dynamics of Immigration*. The Summit’s poster session involved the participation of at least 9 APA divisions (Divisions 12, 20, 35, 37, 42, 43, 45, 52, and 54).

As a means of encouraging division participation in the summit, approximately 15 divisions had agreed to hold their winter executive board meetings in San Antonio immediately after the conclusion of the summit. Over 270 persons registered for this enjoyable and cutting-edge summit.

**Council of National Psychological Associations for the Advancement of Ethnic Minority Issues**

The Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) convened two meetings in 2005 – one in January (one day prior the National Multicultural Conference and Summit) and one in August (one day following the annual meeting of the Association of Black Psychologists). These meetings bring together the presidents (or her/his representative) of the four national ethnic minority psychological associations, APA and APA’s Division 45 to address issues of mutual concern.

The Council’s agenda continues to focus on issues critical to psychologists of color and the communities they serve. The following are among the Council’s ongoing priorities:

- Determining each Associations’ leadership and/or membership interest and/or willingness to accept a seat on the APA Council of Representatives (C/Rs) if such an offer is extended. The presidents of the ethnic minority psychological associations were invited by APA
President Levant and attended and addressed the August 2005 APA C/Rs meeting;

- Endorsement of the Association of Black Psychologists (ABPs) *Reparations Statement* by each Association and their request for APA Division 45 to develop and present a related resolution to the APA Council of Representatives for adoption consideration;

- 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 the forwarding of a letter of endorsement from each Association to APA Division 45 for presentation to the APA C/Rs for adoption consideration;

- Seeking opportunities to promote the increased acquisition and development of publications related to cultural diversity;

- Identifying relevant issues regarding the translation of professional practice/psychological service delivery materials into languages other than English;

- Continuing development of plans to establish linkages with APA divisions and the creation of a newsletter exchange network.

The Council continues work on its publications series. Of the four planned booklets in this series, two have been completed (one addressing research issues in communities of color and the other focusing on the delivery of psychological services to ethnic minority populations) and are available by contacting OEMA or its website. The next publication in the Council’s series will address tests and assessments, and the final booklet will focus on education and training issues.

CNPAAEMI members in 2005 and 2005 were Frederick T. L. Leong, PhD, and Alvin Alvarez, PhD, Presidents, Asian American Psychological Association (AAPA); James Savage, PhD, and Robert Atwell, PsyD, Presidents, Association of Black Psychologists (ABPs); Azara L. Santiago-Rivera, PhD, President, National Latina/o Psychological Association (NLPA); John J. Peregoy, PhD, President, Society of Indian Psychologists (SIP), Eduardo Morales, PhD, and A. Toy Caldwell-Colbert, PhD, Presidents, Society for the Psychological Study of Ethnic Minority Issues (APA Division 45); and Ronald F. Levant, EdD, ABPP, and Gerald Koocher, PhD, Presidents, APA.
More recently, CNPAAEMI met on February 1, 2006 in San Antonio, Texas. If you would like more information about the Council and/or its member organizations, please contact OEMA or to go to the OEMA website.

Announcing C/R Approval of Ethnic Minority Psychological Association Observers to C/R Meetings

On February 19, 2006, the APA Council of Representatives voted to invite each of the national ethnic minority psychological associations to send an observer to C/R meeting during the next 3 years with related expenses to be borne by APA. Council also directed two of its committees to develop proposed Bylaw and Association Rules changes that would enable the minority associations to have a voting seat on Council.

APA CEMRRAT2 Task Force: 2005 Annual Report

The CEMRRAT2 Task Force charge is to foster the APA-wide implementation of the CEMRRAT Plan. The Task Force helps guide APA’s efforts in the area of ethnic minority recruitment, retention, and training in psychology. Members of the Commission on Ethnic Minority Recruitment, Retention and Training (CEMRRAT) were appointed in October 1994 by then APA President Ronald E. Fox, PhD. In 1997, the APA Council of Representatives endorsed the final report of the CEMRRAT including its Plan for future action. In 2005, Task Force members included Ena Vazquez-Nuttall, EdD (Chairperson), James E. Freeman, PhD, A. Toy Caldwell-Colbert, PhD (Chairperson-elect), Frederick T. L. Leong, PhD, Victor De La Cancela, PhD (on active military duty). The Task Force conducted one meeting in 2005 on May 16 & 17 in Washington, DC. Its 2005 budget was $100,000.

The following is a synopsis of its major 2005 activities:

• Provided seed grant funds totaling $62,991 to 17 of 23 CEMRRAT proposals;
OEMA COMMUNIQUÉ

- Selected 3 of 12 nominated graduate programs in psychology (Howard University, University of Michigan, and University of Wisconsin-Madison) to receive the 2005 Suinn Minority Achievement Award;
- Received a briefing on progress made since adopting strategies for addressing non-compliance with the conditions of CEMRRAT grant awards;
- Ensured appropriation of $100,000 from APA for its 2006 budget;
- Identified 2006 CEMRRAT grant priority areas and allocated funding accordingly;
- Met with the Executive Director of the American Psychological Foundation, Elizabeth Strauss, and discussed the process and relevant information needed to support the resubmission of a grant application that would be used to support a cash award to Suinn awardees for their use in supporting ethnic minority student recruitment and retention efforts;
- Applied for and received 2006 APA convention program time for a symposium showcasing a few of the model recruitment and retention strategies for ethnic minorities developed by CEMRRAT grantees;
- Continued to review its major CEMRRAT Plan Progress Report, which is to be presented to C/R in 2006.

The Task Force is very grateful for the continuing support of the APA C/Rs.

State Leadership Conference Diversity Initiative - 2006

The APA Committee for the Advancement of Professional Practice (CAPP) has approved the recommendations of the Committee of State Leaders (CSL) for this year's Diversity Initiative. This Initiative supports the attendance of Diversity Delegates, nominated by their respective State, Provincial or Territorial Psychological Association (SPTA), to the annual APA State Leadership Conference (SLC).

The CSL, chaired by Jennifer Kelly, PhD of Georgia, together with the CSL Diversity Subcommittee, chaired by Kathleen Brown, PhD of Hawaii, received 25 nominations from 23 SPTAs and two from the American Psychological Association of Graduate Students (APAGS). Partial and full funding for Diversity Delegates is possible for those SPTAs participating for the first time in this Initiative, as well as for those SPTAs who have participated in the past and are considered returning SPTAs. After carefully
reviewing each candidate’s nomination, together with the corresponding SPTA’s need and diversity accomplishments, the CSL chose the following Diversity Delegates for funding to this year’s SLC.

Liaison
Ohio  Cathy McDaniels-Wilson, PhD

First-time SPTAs - FULL FUNDING
Alabama:  Melissa F. Jackson, PhD
Alaska:  Denise Dillard, PhD
Arkansas:  Kami Hunt, PhD
Idaho:  Diana Menchaca, PhD
New Mexico:  E. Mario Marquez, PhD
Puerto Rico:  Sarah M. Malave, PhD

First-time SPTAs - PARTIAL FUNDING
Vermont:  Diana Greywolf, MS

Returning SPTAs - PARTIAL FUNDING
APAGS:  first time delegate Melissa Noya, MA
Colorado:  first-time delegate Cindy Wang-Toxby, PhD
Georgia:  first-time delegate Kamiéka Oleasha Stacey Gabriel, PhD
Minnesota:  first-time delegate Thomas Carillo, PhD
Nevada:  first-time delegate Abraham Amaya, PsyD
South Carolina:  first-time delegate Graciela H. Sandoz, MA
Utah:  first-time delegate Karen Cone-Uemura, MA
Washington:  first-time delegate Christine Kan Ho, PhD
Wisconsin:  returning delegate Martha Runge, PhD

It is with great appreciation that the CSL acknowledges the continued generosity of Division 31 (State Psychological Associations Affairs) to support partial funding of the APAGS delegate. Also, CSL thanks the APA Practice Directorate for its financial support of Cathy McDaniels Wilson, PhD, of Ohio, Diversity Liaison to the CSL Diversity Subcommittee.

The SLC Diversity Initiative will again enjoy joint-funding support from CAPP and the APA Office of Ethnic Minority Affairs’ CEMRRAT Implementation Grants Fund.

The CSL is very pleased and excited to recognize those SPTAs who have once again agreed to provide the necessary financial support to send their Diversity Delegate to the SLC. The commitment demonstrated by these
SPTAs to enhance diversity within their respective SPTAs leadership ranks is to be commended. To that end, those Diversity Delegates funded by their SPTAs will be listed as such in the SLC materials, they will be invited to the Diversity Delegate Orientation on Saturday morning, March 4th, and they will be added to the Diversity Listserv. The following SPTAs will be fully funding their Diversity Delegate:

SPTA-FUNDED
Arizona: Demetria Brown, PsyD
California: Anabel Bejarano, PhD
Connecticut: Candice Weigle-Spier, PhD
Florida: Gerardo Rodriguez-Menendez, PhD
Iowa: Eva Schoen, PhD
Kentucky: Donald Crowe, PhD
Massachusetts: Martin La Roche, PhD
Minnesota: Harriet Copher Haynes, PhD
Mississippi: Ena Knott, PhD
Missouri: Vetta Sanders Thompson, PhD
Nevada: Pattijo N. Velasquez, PhD
New Hampshire: Kathryn Saylor, PhD
New Jersey: Milton Fuentes, PsyD
New York: Dinelia Rosa, PhD
North Carolina: Travis Colwell, PhD
Ohio: Erica Stovall White, PhD
Pennsylvania: Eleanora Bartoli, PhD
Texas: Marla Craig, PhD and Jose Sanchez, PhD
Virginia: Adelaide Simpson, PhD

Office of Ethnic Minority Affairs (OEMA) Film Series

The APA Office of Ethnic Minority Affairs is proud to announce that it is well on its way to launching the OEMA Film Series. The series will be a monthly event designed to supplement existing efforts to increase diversity awareness and sensitivity among APA staff. Each presentation will feature a film focusing on the culture, concerns, and experiences of various ethnic minority groups. The stories and events depicted will exemplify and contextualize the way in which race, racism, and culture impact behavior and attitudes. The films will be followed by an open discussion, during which attendees will be invited to pose questions and voice opinions on the topics that were raised.
OEMA’s proposal for the program was well received by both the Public Interest Directorate’s managers’ group (PILA) and APA’s Coordinating Committee for Administration and Management (CCAM). Once approved, the OEMA Film Series will begin the Spring of 2006.

We Welcome APA’s new Chief Information Officer!!

Mr. Daniel Horsey, recently joined APA as its new (and first) Chief Information Officer (CIO). He will be responsible for providing a strategic vision for all of the Association's information technology (IT) operations, including the APA Web page. He will help the Association to both more fully use technology to provide member services, and more effectively balance the IT needs of the APA directorates, member services and product services departments. Mr. Horsey will serve on APA’s Executive Management Group. Prior to coming to APA, Mr. Horsey was responsible for directing programs to enable the Internal Revenue Service (IRS) to transition to a new integrated computing environment.
The APA/NIGMS (National Institute of General Medical Sciences) Grant Project, continues in its ninth year! The project’s achievements to date are impressive. For example, since its inception in 1997, the project engaged a total of 510 students in intensive research mentorship activities. Moreover, student participants in the project have developed 341 research poster/paper presentations, and submitted 28 scholarly articles/book chapters for publication. In addition, more than half of participating 2-year college students have transferred to a 4-year institution (57.3% ; n= 66); 55% (n = 225) of all 4-year college participants have earned a bachelor’s degree, 55.1% (n = 124) of the project’s bachelor’s degree recipients have enrolled in graduate programs; and 40.3% (n = 50) of graduate

We salute the voluntary efforts of the APA/NIGMS Project Team Leaders!!

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>L. Mark Carrier, PhD</td>
<td>California State University - Dominquez Hills</td>
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<tr>
<td>Burdette C. Clifford, MS</td>
<td>Sinte Gleska University</td>
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<tr>
<td>Ramona A. Davis, PhD</td>
<td>California State University - Dominquez Hills</td>
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<tr>
<td>Evelyn Diaz, PhD</td>
<td>Miami-Dade Community College</td>
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<tr>
<td>Harvey DuMarce, MA</td>
<td>Sisseton Wahpeton College</td>
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<tr>
<td>Karen S. Gunn, PhD</td>
<td>Santa Monica College</td>
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<tr>
<td>Mahesh Gurang, PhD</td>
<td>Truman College</td>
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<tr>
<td>Robin J. Hailstorks, PhD</td>
<td>Prince George’s Community College</td>
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<tr>
<td>William S. Hall, PhD</td>
<td>University of Maryland</td>
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<tr>
<td>Josie McDonald, MA</td>
<td>Chicago State University</td>
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<tr>
<td>Hector F. Myers, PhD</td>
<td>University of California-Los Angeles</td>
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<td>Yuly B. Pomares, PhD</td>
<td>Miami-Dade College</td>
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<tr>
<td>Bennett L. Schwartz, PhD</td>
<td>Florida International University</td>
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<tr>
<td>Pamela E. Scott-Johnson, PhD</td>
<td>Morgan State University</td>
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<tr>
<td>Elizabeth Todd-Bazemore, PhD</td>
<td>University of South Dakota</td>
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<tr>
<td>A Rodney Wellens, PhD</td>
<td>University of Miami</td>
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enrollees have earned either a Master's, doctorate, or professional degree. Currently 47 project students are enrolled in doctoral programs.

In addition, over the past nine years, the APA/NIGMS Grant Project has reached more than 18,100 secondary student participants (those who participate in activities, programs and/or workshops etc., but are not funded and do not engage in research mentorships) to increase the size of the educational pool of students of color interested in biomedical/behavioral research careers in psychology. The Project has recruited and retained the expertise of more than 80 faculty research mentors across the participating regions. While the program has achieved many of the initial objectives, much more still remains to be done to significantly enhance the ethnic diversity of the biomedical/behavioral research workforce.

Four new Core Team Leaders have been added to the project: Josie McDonald and Mahesh Gurung, PhD from Midwestern Region representing Chicago State University and Truman Community College; Harvey DuMarce, from the Northern Plains Region, representing Sisseton Wahpeton College (a 2-year Tribal College); and Yuly Pomares, PhD from the Southeastern Region’s Miami Dade College.

The project has five major goals and seeks to: Develop five multi-institutional Regional Centers in the areas of recruitment, retention, and training of students interested in biomedical research in psychology; implement a specific methodology for strengthening linkages among the participating institutions related to minority recruitment, retention and training; provide technical assistance to the participating institutions; increase the number of students of color who are interested in pursuing biomedical research careers at the participating institutions and to improve these students’ rates of retention through enriched training experiences; widely disseminate, document, and evaluate the project’s findings to all relevant appropriate scientific/professional associations and societies. Go to the OEMA website for more information on the APA/NIGMS Project.
### APA/NIGMS Students Who Have Earned Doctoral Degrees

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Institution</th>
<th>Current Status</th>
</tr>
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<tbody>
<tr>
<td>Tracy Bibbs</td>
<td>Chicago State Univ.</td>
<td>Working at Chicago State University</td>
</tr>
<tr>
<td>Jorge Boero</td>
<td>Univ. of South Dakota</td>
<td>Working at Vanderbilt Mental Health Center, Nashville, TN</td>
</tr>
<tr>
<td>Lina Carlier</td>
<td>Univ. of South Dakota</td>
<td>Working at the Mickelson Center for Neurosciences, Yankton, SD</td>
</tr>
<tr>
<td>Anh Diep</td>
<td>Univ. of South Dakota</td>
<td>Working at Stanford Univ., CA</td>
</tr>
<tr>
<td>Patricia Elk</td>
<td>Univ. of South Dakota</td>
<td>Director of Tribal Counseling Center, Flandreau Santee Dakota Nation, Flandreau, SD</td>
</tr>
<tr>
<td>Denelle Reed-Inderbitzin</td>
<td>Univ. of South Dakota</td>
<td>Working at Indian Health Services, Portland, OR</td>
</tr>
<tr>
<td>Manjot Dhooper</td>
<td>Univ. of South Dakota</td>
<td>Instructor for USD clinical program and working at the Mickelson Center for Neurosciences, Yankton, SD</td>
</tr>
<tr>
<td>Melissa Finch</td>
<td>Univ. of South Dakota</td>
<td>Working at Arizona Dept of Juvenile Corrections, Phoenix, AZ</td>
</tr>
<tr>
<td>Sean Stephens</td>
<td>Univ. of South Dakota</td>
<td>Working at Michigan State Univ. Counseling Center</td>
</tr>
<tr>
<td>Marisol Perez</td>
<td>Univ. of Miami</td>
<td>Assistant Professor at Syracuse University in Psych Department</td>
</tr>
<tr>
<td>Monica Webb</td>
<td>Univ. of Miami</td>
<td>Assistant Professor at Texas A&amp;M researching genetics, cross-cultural assessment, and bulimia</td>
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Model Strategy
Compiled by Benjamin Siankam, MA, OEMA Special Projects Manager

This column presents descriptions of the activities and outcomes of successful recruitment and retention strategies for ethnic minorities in psychology. The following programs are characterized by that kind of pipeline and institutional linkage (systemic) approach that is advocated by the APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT). These are programs that seeks to empower its students, staff, or members, and their communities.

The South Asian Psychological Networking Association

In January 2003, acting in response to the CEMRRAT request for proposals for the fiscal year 2003, Arpana Inman, PhD, Nita Tewari, PhD, Neera Puri, PhD, and Kalra Pawanjit, submitted a proposal for the development of the South Asian Psychological Networking Association (SAPNA) website. The raison d'être for the creation of such a website was the mounting and wide-ranging needs of the membership of SAPNA-Link, a listserv created in 2001 and devoted to connecting scientist-practitioners invested in the psychological concerns of South Asians and South Asian Americans. The stated goals of the proposed website were to disseminate information and resources related to South Asian Psychology; advance the knowledge, research, and interest in the psychology and well-being of South Asian Americans; and promote increased awareness and leadership within this ethnic group. The proposed project was consistent with CEMRRAT goals. The applicants received $4,000 in seed funds to initiate the creation of the SAPNA website.

Since January 2005, the SAPNA’s website, www.oursapna.org, has been up and running. As a tangible result of the minor monetary stimulus provided by CEMRRAT funds, the membership of the SAPNA’s listserv has almost tripled from 76 members in January 2003, to approximately 200 members in 2005. The website has been visited nearly 800 times since its construction. With the deleterious events of the tsunamis in late December 2004 in South East Asia, and the subsequent relief efforts associated with this colossally traumatic situation, surging interest in the psychology of resilience of South Asian populations has ensued. The newly built SAPNA website is standing out as a valuable tool for imparting information related to the needs and the mental health of tsunamis victims. Thus, it is
anticipated that visits to the SAPNA website will increase exponentially in the near future.

Upon visiting the SAPNA website, one is almost suddenly captivated by the half blown chrysanthemum on the main page. The blossoming golden flower may convey the meaning that SAPNA is still a burgeoning yet promising organization. By providing a modicum of funds for the creation of the South Asian Psychological Networking Association website, CEMRRAT has delivered on its promise “to energize, empower, and support...”.

CEMRRAT-Supported Cultural Competency Training Program Earns High Marks!

Our Lady of the Lake University (San Antonio, Texas) Psychology Department's Communicative and Cultural Competency for Mental Health Providers (CCC-MHP) program has been identified by the Annapolis Coalition on the Behavioral Health Workforce as an innovative and exceptional practice in cultural competencies and disparities workforce education. The Annapolis Coalition is a collaborative endeavor of diverse organizations and individuals committed to improving workforce recruitment, retention, training, and education. The coalition identifies and highlights innovative practices and disseminates information about these practices to the field. Our Lady of the Lake’s psychology program was awarded a CEMRRAT grant in 1999 to support the development of the CC-MHP, a training program for bilingual mental health personnel. The CCC-MHP program will be highlighted in an upcoming publication of the “Registry of Innovative Practices in Workforce Development.”

2005 SUINN Awards: And the Winners Are...

On August 18, 2005, three Suinn Awards were presented respectively to the University of Michigan Clinical Psychology Program, the University of Wisconsin-Madison Department of Counseling Psychology, and Howard University Clinical Psychology Program. The award ceremony took place during the CEMA social hour at the 113th Annual APA Convention in Washington DC. The following is a brief highlight of the three selected programs.
The University of Michigan Department of Psychology

Clinical Psychology Program

Department Chair: Richard Gonzales
Training Director: Sandra Graham-Bermann
Nominating Students: Carmen Alcantara, Rita Chang, Joyce Chu, Hilda Halabu, Janice Habarth, and Amy Tsai

With its selection for the 2005 Suinn Minority Achievement Award, the University of Michigan claimed its second Suinn Award in three years. The following figures and facts strongly speak to the unflagging commitment of the Michigan’s Clinical Psychology Program to recruit, retain, and graduate students from ethnic minority groups:

• 62% (18 out of 29) of students who have obtained a PhD in the last five years were students of color.
• 56% (18 out of 32) of all current clinical psychology students are ethnic minority students.
• 100% and 98% retention rates for ethnic minority students in the last five and ten years respectively.
• 100% of students are guaranteed five full years of financial support.
• 58% of the clinical faculty are members from ethnic minority groups.

Accordingly,
• Issues of cultural diversity are fully integrated into core courses, and opportunities for students to conduct research on ethnic minority issues at the local, national, and international levels are abounding.
• Ethnic minority students are appointed to serve on the Admissions Committee of the clinical program.

The University of Wisconsin – Madison Department of Counseling Psychology

Department Chair: Bruce E. Wampold
Training Director: Alberta M. Gloria
Nominating Students: Le Ondra Clark, Erica Chu, Mariko Lin

At the University of Wisconsin, Madison, cultural inclusion is promoted in all aspects of the Counseling Psychology PhD program’s curriculum, which is complemented with clinical practicum experiences that reach out to communities of color and underserved populations in the Madison area. The following data convincingly underscore the program’s commitment to promote ethnic minority persons and issues in psychology:

• 80% (4 out of 5) of 2005 PhD recipients are ethnic/racial.
• 54% (20 of 37) of students who earned a PhD in the last five years were members of ethnic/racial minority groups.
• 50% (4 out of 8) of 2005 cohort are racial/ethnic minority students.
• 37% (14 of 37) of doctoral students enrolled full time in the Counseling Psychology doctoral program in the past five years were ethnic/racial minorities.
• 97% retention rate for students of color has been consistent for the last 15 years.
• 44% of the core faculty members belong to ethnic/racial minority groups, and provide ethnic students with the opportunity to identify with real professional models.
• An Advanced Opportunity Fellowship (AOF) is designed for and granted on a need-base to African American, Native American, Hispanic, and Southeast Asian students.

Howard University Department of Psychology
Clinical Psychology Program
Department Chair: Jules Harrell
Training Director: Dominicus So
Nominating Students: Deepan Chatterjee

As the first APA accredited Clinical Psychology program housed in a historically black university (HBCU), the clinical program at HU has been at the forefront of all the efforts to increase diversity and ethnic minority representation in psychology. The Clinical Psychology program at HU was awarded the 2005 Suinn Minority Achievement Award for its unyielding commitment to promote cultural competence, health disparity issues, and interdisciplinary transitional health care for persons of color inside and outside the US. The following figures and facts are noteworthy:
• 80% of HU Clinical Psychology students enrolled in the past five years were members of minority groups and 13% were foreign students.
• 23 PhD’s awarded in the past five years included 21 to African American/Black graduate students.
• HU clinical faculty are ethnically diverse and include Caribbean American, Asian American, Jewish American, Russian immigrant, and African Americans.
• Practicum placements are chosen for their ability to provide a training experience that heavily stresses cultural diversity.
• Students are often sent overseas to engage in psychological intervention among people of color through an International Summer Internship program.
RECRUITMENT, RETENTION, & TRAINING OF PSYCHOLOGISTS OF COLOR

2006 SUINN AWARDS
Nominate an Outstanding Doctoral Program in Psychology!

Former APA President, Richard M. Suinn, PhD, and the Committee on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT2) Task Force seek nominations from ethnic-minority doctoral students for the 2006 Suinn Minority Achievement Award, which recognizes doctoral programs in scientific and professional psychology that demonstrate excellence in the recruitment, retention and graduation of ethnic-minority students. Three Suinn Achievement Awards will be presented at APA’s 2006 Annual Convention in New Orleans, LA, August 10 – 13. Contrary to previous years, the nomination deadline has been changed to an earlier date.

The nomination deadline is April 15, 2006.

To download a nomination form, follow the link: http://www.apa.org/pi/oema/programs/cemrrat2_suinn_call.pdf
Send nominations (by mail, email, or fax) and further inquiries to Benjamin Siankam (bsiankam@apa.org) at the APA address.

DP2KB Summer Institute 2005
Dennis Bourne, BA, OEMA Program Officer

Seventeen highly motivated and accomplished Psychology honor students from the East and West coasts came together for Summer Institute 2005. The Institute is the culmination of the year-long activities of the Diversity Project 2000 and Beyond (DP2KB), a program that fosters leadership and professional development in ethnic minority Psychology students at 2-year institutions. This yearly event is planned to coincide with the American Psychological Association’s annual convention, so the students meet two days before and two days during the convention in the same location.

Summer Institute 2005 convened Tuesday, August 16th at the Grand Hyatt Hotel in Washington, DC. The four-day meeting was filled with informational, educational and motivational presentations and activities. Presentations were made to the students by Jocelyn Turner-Musa, PhD, of Morgan State
University, Kim Nickerson, PhD, of APA’s Minority Fellowship Program, and Bertha G. Holliday, PhD and Alberto Figueroa-Garcia, MBA, of APA’s Office of Ethnic Minority Affairs. These speakers provided invaluable information on career options, mentoring, cooperative learning, available resources, as well as advice from their personal experiences. The students also traveled to Howard University to visit the Psychology Department and speak with Department Chair, Jules Harrell, PhD, along with other faculty and graduate students. A series of leadership exercises taught and demonstrated the value of ethnic and cultural identity, networking, teamwork, public speaking, and resume building. Attendance at various convention symposia rounded out the students’ activities.

Robin Hailstorks, PhD (3rd from left), C. Sonali Gonzales (5th from right), and the DP2KB Institutes 2005 students

This overwhelmingly successful program was the result of the cooperative efforts of the Special Populations Office of the National Institute on Drug Abuse (NIDA), the Center for Mental Health Services (CMHS) of the Substance Abuse & Mental Health Services Administration (SAMHSA), APA’s Office Of Ethnic Minority Affairs, and Psi Beta, the National Honor Society In Psychology For Community Colleges. The program was coordinated by C. Sonali Gonzales, Program Director and former DP2KB scholar and Robin Hailstorks, PhD, of the DP2KB Executive Committee. They were assisted by Cherice Carter, a former DP2KB scholar who served as a Student Mentor.
PROFESSIONAL PRACTICE
AND COMMUNITIES OF COLOR

NIMH Expands Public Health Education Effort to Reach Latino Men with Depression

The National Institute of Mental Health (NIMH), recently launched its Real Men Real Depression campaign, which includes Spanish-language materials to inform the Latino community about depression and to encourage men who are depressed to seek help.

According to the National Latino and Asian American study, 54 percent of Latino men with at least one episode of major depression in their lifetime do not recognize having a mental health problem. Latinos also report reluctance to getting treatment for depression. And, like U.S.-born white males, Latino men are afraid that seeking treatment will endanger their jobs. However, there is no evidence to show that people do lose their jobs once they go into treatment. In fact, treatment may be essential to improve work performance. The new materials include publications and broadcast and print public service announcements (PSAs) in English and Spanish. The PSAs feature Rodolfo Palma-Lulién, a recent college graduate who shared his experience with depression in the hopes of encouraging other Latino men to talk about their depression and seek treatment.

Men with depression, regardless of ethnic background, may be more likely to turn to alcohol or drugs, or to become frustrated, angry or irritable instead of acknowledging their feelings and asking for help. Some men may throw themselves compulsively into their work or hobbies, attempting to hide their depression from themselves, family, and friends; other men may respond to depression by engaging in reckless behavior.

To learn more, individuals and organizations are encouraged to call the campaign's toll-free number at 1-866-227-6464, which is staffed with bilingual information specialists, and to access the NIMH Web site at http://www.menanddepression.nimh.nih.gov, where Spanish materials are available.
New Findings on the Willingness of Minorities to Participate in Health Research

New findings by researchers at the National Institutes of Health show that minorities participate in health research studies at the same rate as non-Hispanic whites when they are made aware of the study and meet the medical requirements. The findings counter the widely held notion that minorities are less willing to participate and lead the researchers to suggest that minority involvement is more a matter of access than attitude.

The authors say efforts to increase minority enrollment in trials should focus on improving access rather than changing minority attitudes. The researchers offer a number of suggestions. They include: Informing minority groups about specific trials; choosing study sites that minorities can easily access; partnering with community health clinics and other sites where a substantial number of minorities receive medical care; addressing logistics that could undermine minority participation such as the need for child care and reimbursement for travel expenses.

The full text of the study findings can be found at: http://medicine.plosjournals.org/perlserv/?request=get-document&doi=10.1371/journal.pmed.0030019

Empirical Evidence Supports Multicultural Training

The results of a meta-analyses of multicultural training, which appears in the Journal of Counseling Psychology, affirms the strong positive effect of multicultural training programs - solidifying the empirical support for multicultural training initiatives. Use the following citation to find the article and read more:

PSYCHOLOGY AND ETHNIC MINORITY SERVING INSTITUTIONS

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): Update and Progress Reports

In 2005, six early career faculty members from predominately ethnic minority serving institutions were selected as recipients of the ProDIGS grant award. Funds for the small grants project are provided by the APA Academic Enhancement Initiative (AEI) and are administered by OEMA. Funding seeks to increase the capacity of ethnic minority serving postsecondary institutions and their early career faculty to engage in health disparities’ research and encourage student involvement in such research at early levels of the educational pipeline. Targeted at early career faculty at predominately ethnic minority serving institutions, grants are to be used for the development and support of preliminary or pilot health disparities research or program/curriculum development with the end goal of submitting a federal or foundation funding proposal within 18 months of the award. A component of the award requires that each grantee attend a 5 to 7 day professional development institute or Psychology Summer Institute (PSI) developed by the APA’s Minority Fellowship Program (MFP) at which each grantee’s initial concept paper will be reviewed and critiqued. During this institute, major trends in health disparities research are discussed with experts in the field and attendees are afforded opportunities to meet and network with federal funding program directors and federal research institute staff. Many awardees find this activity as key in developing a clearer
understanding of key funding agencies as well as developing initial relationships with possible funding agents.

Since ProDIGS’ initial inception in 2002, the project has funded a total of 18 awards and has granted funding totaling over $117,000. The project is now seeking 2006 applicants. If you are interested in applying, please refer to the OEMA webpage at:


Below are selected updates from five of the 2005 ProDIGS awardees.

**Psychological Assessment of African Americans on Dialysis**
Daniel Cukor, PhD
Assistant Professor of Psychiatry, SUNY Downstate Medical Center

End stage renal disease (ESRD) is defined as the point when kidney function is at 10% of baseline (NKF, 2003). The prevalence of ESRD in the United States is 1,440 per million (USRDS, 2003), but the rate among African-Americans is 4.4 times higher than that of whites (USRDS, 2003). This health care disparity is believed to be due to African-Americans’ higher incidence of uncontrolled diabetes and hypertension (Lopes, 2004). Except in cases of kidney transplantation, hemodialysis, a procedure designed to remove wastes, toxins and fluids from the blood, is required. Despite the medical severity of kidney failure and the obvious challenges that life on dialysis poses relatively little is known about the mental health of this population (Kimmel, 2002).

**Study Aim.** The aim of this cross-sectional study was to explore the emotional state of 75 African American ESRD patients in an inner-city dialysis center. The specific study questions were as follows: What are the rates of DSM-IV Axis I disorders in an urban hemodialysis center? What is the relationship between depression severity and quality of life in ESRD patients? Is cognitive style a useful tool at examining the nature of depression in ESRD subjects?

**Results. Rates of Psychopathology**
Of this randomly selected population (50 subjects surveyed so far) 73.8% had a current DSM-IV Axis I Diagnosis based upon the SCID-I: 36% percent had a current depressive disorder, while 45% had a current anxiety disorder; a current
substance abuse diagnosis was found in 21% and 12% had a current psychotic disorder

Relationship of psychopathology to quality of life
ESRD patients with a depression diagnosis reported significantly lower (p<.05) quality of life in all domains EXCEPT work status, sexual functioning and satisfaction with care. The two summary measures of quality of life, the KDQOL and the SF-36 were also significantly (p<.05) different, with the depressed group reporting lower quality of life. Depression severity, as measured by the BDI-II reflected the same pattern, with the severely depressed group (BDI>30) reporting significantly (p<.05) lower quality of life, both on the KDQOL and the SF-36 than the none depressed (BDI <10) group.

Role of Underlying Cognitive Structures. A core tenet of cognitive therapy is that people have cognitive conceptualizations of themselves and the world around them. When these core conceptualizations, or schemas, are maladaptive, or have lost touch with reality, psychopathology is created.

In this sample, the Young Schema Questionnaire effectively distinguished between high scorers on the BDI verses low scorers and between those who had the diagnosis of depression versus those who did not. These findings are in accordance with the primarily psychodynamic literature that discusses these themes of ‘aloneness’ and ‘ineffectiveness’ as hallmarks of the psychological changes associated with ESRD treatment (Baines and Jindal, 2003).

Conclusions. These findings are generally consistent with other published studies (Kimmel, 2002). They highlight the need for increased assessment and treatment of comorbid psychiatric diagnoses. This study also has implications for intervention as it indicates differences between the depressed and non-depressed on their schematic perceptions of the world.

Personal Reflections. Being selected for this award and attending the professional development institute were significant events for me and my career. I came back from the institute this past summer with greater knowledge about applying for grants and more importantly I was also charged to dive into this project. This past November I presented my preliminary results at a poster at a national convention and I have also used this project to serve as part of my pilot data for a K award that I have just submitted to the NIH.

References

The Effect of Family Communication on Cancer Screening Behaviors of African Americans and Latinos

Tiffany Floyd, PhD
Assistant Professor – The City College of New York

Cancer screening is associated with decreased risk of mortality from several types of cancer, including cancers of the breast, cervix, and colon, and can even prevent some cancers from occurring (American Cancer Society, 2005). Despite these significant benefits, African-Americans and Hispanics/Latinos have been found to under-utilize cancer screening services, and this under-utilization has been associated with marked racial and ethnic disparities in cancer incidence, stage of presentation, and outcome (Ward et al., 2005). Among the barriers to screening noted by minorities and the medically underserved, lack of knowledge and lack of insurance are among the most common, suggesting the need for interventions that both: (a) increase general awareness about cancer screening and cancer screening guidelines and (b) improve access to screening services regardless of one’s health insurance status. Toward this end, the present study is exploring the feasibility of a novel intervention that will engage African-American and Hispanic/Latino college students to educate their family members about the benefits of cancer screening, and about resources for obtaining free cancer screening services.

Students represent a promising vehicle for the dissemination of health information given that they are a readily accessible audience that typically has access to a wide variety of informational resources (e.g., computers, the internet). Moreover, the ever-increasing rate of racial and ethnic minorities attending college suggests that a sizable number of African-Americans and Hispanics/Latinos can now be reached...
through such settings, many of whom are the first in their family to pursue higher education.

As a first step in testing the feasibility of the proposed intervention, the current pilot study is addressing the following questions:

1. Are African-American and Hispanic/Latino college students willing to disseminate cancer screening information to their family members?

2. What are factors associated with African-American and Hispanic/Latino students’ disinterest in sharing cancer screening information with their family?

3. What factors differentiate students who do versus students who do not share provided cancer screening information with family members?

To date, 205 undergraduates (30.2% Hispanic/Latino, mean age = 19.8 years) have been recruited for participation in the present study and have completed the baseline assessment. During baseline, participants are given a set of culturally tailored brochures describing screening for cancers of the breast, cervix, prostate, and colon, with one brochure provided for each type of screening. The brochures, created by a regional division of the American Cancer Society (ACS), are available in both English and in Spanish, among other languages, and also provide contact information for obtaining free cancer screening services. Participants in the study are actively encouraged to share the information with family members and are given a brief didactic training regarding how they might initiate such discussion.

The baseline questionnaire battery assesses factors hypothesized to influence students’ willingness to share the provided screening information with relatives, including overall family functioning/family environment, attitudes and beliefs about cancer screening, attitudes and beliefs about the medical system, self-efficacy for communicating with the family about health, and psychological distress. Enrollment into the study is ongoing, and all participants currently enrolled are awaiting contact for their 3-month follow-up. During follow-up, participants will be asked to report on whether or not they shared any of the cancer screening information with their family members, and if so, what information was shared with whom. Barriers to communication will also be assessed at this time (e.g., reported reasons for not sharing cancer screening information with family members) using open-ended questions.

Results from this study will provide important information regarding the utility of using students as agents of cancer-related health behavior change within African-American and Hispanic/Latino families. Further, it will allow for rich exploration of the factors associated with African American and Hispanic/Latino students’ willingness to disseminate cancer screening information to family members, including the identification of relatives who are the most or the least likely to be the recipients of such information (e.g., mothers, same-sex siblings, etc.), and of the
barriers to family communication about cancer within these populations. This information can be used to further tailor and strengthen the proposed intervention, which has the ultimate goal of reducing the uneven burden of cancer experienced by African-Americans and Hispanics/Latinos in the United States.

References


**Latino-Centered Obesity Assessment ~ ¡Viva La Cultura Latina!**

Lisa A. P. Sánchez-Johnsen, PhD
University of Hawai’i-Manoa

Overweight and obesity are linked to certain types of cancers (Wenten, Gilliland, Baumgartner, & Samet, 2002) and Hispanics/Latinos are disproportionately affected by obesity (Flegal, Carroll, Kuczmarski, & Johnson 1998). Diet, physical activity, and body image are three factors that influence obesity (Sanchez-Johnsen et al., 2004; Staten, 1999). Unfortunately, the diets of Latinos tend to be unhealthy (Kolonel et al., 2000; Sanchez-Johnsen et al., 2004); Latinos tend to engage in low levels of physical activity (Sanchez-Johnsen et al., 2004; Staten, 1999); and there is a general cultural value favoring a degree of overweight (Johnsen, Spring, Pingitore, Sommerfeld, & MacKirnan, 2002; Sanchez-Johnsen et al., 2004), which are all factors that may affect rates of obesity.

Although ethnic differences in correlates of obesity have been examined, little research has been conducted to understand the cultural factors that may underlie these differences. The aim of ¡Viva La Cultura Latina! (Live Latino Culture!) is to explore the role of four cultural variables (acculturation, acculturative stress, ethnic identity, and cultural values) and their relationship to three obesity-related variables (dietary intake, physical activity, and body image) among Latinos in Hawai’i. The study will also assess the feasibility of recruiting Latinos on two islands, and identify logistical and practical considerations regarding the development of culturally proficient obesity interventions.
Progress to Date. During the initial development of this project, a Community Advisory Board for Latino Health issues was formed by Dr. Lisa Sánchez-Johnsen. The purpose of the Hawaii Hispanic/Latino Health Community Advisory Board (HLH-CAB) is to provide feedback to enhance the cultural appropriateness of health research programs focusing on Latinos in Hawai’i in the areas of obesity, physical activity, and tobacco use. The philosophy of the HLH-CAB is based on a community based participatory research model (Fong, Braun, & Tsark, 2003), whereby the Latino community has an active role in the development and implementation of Hispanic health programs. Dr. Lisa Sánchez-Johnsen is helping to mobilize and empower individuals, families, and communities to take responsibility for improving their health.

The following additional formative research activities have been conducted since the grant was awarded: (a) Solicited feedback from members of the HLH-CAB regarding the measures, recruitment materials, and consent form. (2) Selected sites to serve as recruitment and assessment locations; (c) developed promotional materials which will be used as incentives for recruitment and retention; (d) Selected and adapted measures to be culturally proficient for Latinas; (e) Developed and translated measures into Spanish and English; (f) Developed recruitment materials and the consent form; (g) began recruitment; and, (h) finally because this project also serves as a training resource for Latino students, to date, three Latino research assistants have gained skills in questionnaire development, recruitment, data collection, and anthropometric measurements. In the next phase of the study, overweight Latinas will complete questionnaires and objective measurements, and the reliability and validity of different measurement tools will be analyzed.

Summary and Implications. Latinos have among the highest rates of obesity in the nation (Flegal, et al., 1998), making their health concerns a national priority. Results from this project will benefit Dr. Sánchez-Johnsen’s future grant applications to the National Institutes of Health by providing information about how to develop obesity interventions that incorporate cultural variables. This will ultimately aid in the overall goal of having “comunidades, familias, y personas saludables Hispanas/Latinas en Hawai’i”, or “healthy Hispanic/Latino communities, families, and individuals in Hawai’i”.

Bibliography


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**Project SMART - (Supporting Minority Adolescent Research Training) A University-Community Partnership to Develop a Health Disparities Research Course for High School Students**

Scyatta Wallace, PhD
SUNY Downstate Medical Center

Disparities continue to persist in the life expectancy and health status of racial and ethnic minority populations in the United States (AHRQ, 2004; NCHS, 2004). Many efforts are currently being implemented to address health disparities. Psychologists are well suited to contribute to these efforts given their expertise in understanding the psychological and behavioral factors that contribute to health disparities and their knowledge of how to effect attitude and behavior change. However, according to the American Psychological Association (2002), racial and ethnic minority populations are underrepresented at all educational levels in psychology (i.e., undergraduate, masters, doctoral).

The goal of Project SMART is to develop a curriculum to expose racial and ethnic minority high school students to behavioral careers in health research. Specifically, the curriculum will teach students about health disparities, provide students with exposure to psychological and behavioral approaches to eliminating health...
disparities, and offer students career and educational guidance related to behavioral health research careers.

Project SMART will be developed by SUNY-Downstate Medical Center in collaboration with the Arthur Ashe Institute for Urban Health (AAIUH). AAIUH has a Health Science Academy, which is a training program for minority students interested in pursuing careers in the health sciences. This program currently focuses on biomedical careers and would like to expand to include the behavioral sciences.

Completed Tasks. The ProDIGS grant has allowed Project SMART to conduct a needs assessment to inform the development of the curriculum. Since the award, Project SMART hired an African American student currently enrolled in the SUNY Downstate MPH program who is also from the community where the program will be offered. We have completed a literature review of previous and existing programs which have helped identify the strengths and weaknesses of various formats and procedures for developing a pipeline program. We have also spoken with staff from existing pipeline programs to hear about lessons learned and curriculum suggestions. We are currently conducting interviews and visits with local high school based pipeline programs to see how the programs work and establish possible partnerships. Although, we have gained valuable information from what we have gathered, we have not found a program that has a specific component on behavioral science. This lack of a behavioral focus in high school based pipeline programs is a gap that we seek to address.

Next Steps. The next phase of the needs assessment will be to meet with community leaders and youth to examine their knowledge about behavioral research careers and determine their interest in a behavioral science pipeline program. The information from the needs assessment will be compiled into a report, which will be used as the basis for a grant proposal geared towards curriculum development of the Project SMART program. We will complete the needs assessment by the end of the summer and submit a grant proposal by the end of the year.

References

Cancer patients face many sources of stress during the course of their illness; this stress is often magnified for lower income and ethnic minority patients. Reducing stress has been shown to result in better quality of life and improved physical and psychological functioning for many cancer patients, and may ultimately reduce medical and mental health care costs. Over the past decade, there has been a growing interest in the potential for helping cancer patients to better manage stress through religion (e.g., Jenkins & Pargament, 1995). Religion as a resource for managing stress may be particularly important for these groups. Most studies find religion to be a source of comfort, yet religious life also brings with it the potential for stress or strain (e.g., Exline, Yali, & Sanderson, 2000).

The aim of the current pilot project is to understand both the positive and negative role that religion plays in the lives of cancer patients. Specifically, we conducted interviews with a diverse sample of low income cancer survivors to elicit aspects of religious life that are a source of comfort and strain. The first part of the interview asked open-ended questions with probes such as:

Would you say that you currently have a religious or spiritual life?

In thinking about your religious or spiritual life, would you say there are parts or aspects that are a source of guidance or comfort to you?

In thinking about your religious or spiritual life, would you say that there are parts or aspects that are a source of stress or strain to you?

The second part of the interview involved administering a version of the quantitative measure (The Religious Comfort and Strain Scale) by Exline, Yali, and Sanderson (2000) that asks a series of questions such as “To what extent do you currently have bad memories of past experiences with religion or religious people?” An example of a comfort question is “To what extent do you feel loved by God?” Data analysis is currently ongoing. A total of 54 participants have provided interview data, with 53 being usable. The demographic breakdown is as follows: 32 females and 21 males; 29 are White non-Hispanic, 15 are Black non-Hispanic, and 9 are White-Hispanic. They range in age from 34-69 years old (average = 54). Preliminary
findings suggest that cancer patient-survivors do experience both comfort and strain in their religious lives. Among the highly endorsed comfort items were “feel connected to all of God’s creation”, “view God as kind”, and “feel energized by your faith”. Among the highly endorsed strain items were “feel abandoned by God”, “find it difficult to trust God”, and “disagree with family/friends about religious issues”.

This study is expected to have a broad impact by providing the foundation for future intervention work in the area of spirituality and adaptation to illness in two key ways: First by providing data necessary to create a psychometrically sound instrument appropriate for outcomes research, and second, by providing some of the first in-depth data on religious strains experienced by cancer patients.

These strains may themselves be targets for intervention, especially among patients from communities and cultures that attribute religious significance and meaning to illness and healing.

References:


Request for Proposals (RFP)

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

A small grants program funded by the American Psychological Association 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.

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.

For detailed ProDIGs application guidelines, go to: http://www.apa.org/pi/oema/programs/pemsi_prodigs_request_for_proposal.pdf

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 submission is April 3, 2006
APA Education Directorate Program Provides Resources to Departments of Psychology

The APA Psychology Department Program (PDP) provides access to teaching and advising publications as well as subscriptions to APA magazines and newsletters. Now in its second year, the PDP is a mechanism for faculty and students to take advantage of many valuable resources available through APA. Participating institutions receive the following:

- Concise Rules of APA Style – an easy-to-use pocket guide compiled from the Publication Manual of the American Psychological Association that provides complete guidance on the rules of style that are critical for clear communication.
- Graduate Study in Psychology – an annual publication with the most current information about graduate programs in psychology, including entrance requirements, application deadlines, and accreditation.
- Resource Guide for Departments - a brief reference guide about student scholarships and awards, financial support for teaching conferences, and undergraduate research opportunities.
- Careers in Psychology – an informational video and accompanying guide that provides information about the many careers open to psychologists.
- Student Affiliation Memberships – three student affiliate memberships will be provided for the department to allocate.
- Behavior Matters Booklet Series – an informational pamphlet that describes how behavioral research has made a difference in our everyday lives.
- Listing of participating programs – A link to your department will be included on the web promoting your participation in this program.

Departments also receive the following annual subscriptions:

- Monitor on Psychology – the magazine of the APA published 11 times per year that provides information about the newest trends in all areas of psychology.
- gradPSYCH – the magazine for graduate students in psychology highlighting cutting-edge information on innovative psychology careers;
financial information, training and supervision; graduate student lifestyle issues; and emerging trends in psychology practice, research, and education.

- Psychology Teacher Network – a quarterly newsletter providing general information, events information, and suggestions for teaching in psychology.
- The Educator – a biannual newsletter of the APA Education Directorate that provides announcements as well as information about trends and issues in education in psychology and psychology in education.

All participating departments or programs will be listed on the APA web site, with a link to the department included. The cost for 2006 is $300. More details can be found at: http://www.apa.org/ed/pcue/psydeptprog.html. For questions, please contact Martha Boenau at 1-800-374-2721, x-6140 or through email at: mboenau@apa.org.
Congressional Briefing

Addressing Disparities in Immigrant Women’s Reproductive Health and Health Care

On November 2, the Society for the Psychological Study of Social Issues (SPSSI) in cooperation with the Congressional Asian Pacific American Caucus, Congressional Hispanic Caucus, and Congressional Black Caucus Health Braintrust held a breakfast briefing addressing immigrant women’s reproductive health. A summary of the remarks of Reps. Michael Honda and Madeleine Bordallo and the major talking points of the panel are provided below. The distinguished speakers included: Courtney Chappell, JD, Policy Director, National Asian Pacific American Women's Forum, Anita Raj, PhD, Associate Professor of Social and Behavioral Sciences, Boston University School of Public Health, Amita Vyas, PhD, Assistant Professor of Department of Prevention and Community, George Washington University, Maria Gomez, RN, MPH, President/CEO, Mary’s Center for Maternal and Child Care, and Angela Hooten, JD, Associate Director of Policy and Advocacy, National Latina Institute for Reproductive Health. SPSSI President-Elect, Irene Frieze, PhD, Professor of Psychology, University of Pittsburgh, served as moderator.

Congressional Representatives’ Remarks:

Representative Michael Honda, Chair of the Congressional Asian Pacific American Caucus, began his remarks by expressing the importance of involving men in women’s health issues. Without their support, the reproductive health concerns of women cannot be adequately addressed. He also emphasized the importance of getting broad support for the Healthcare Equality and Accountability Act, the legislation aimed at reducing racial and ethnic minority health disparities.

Representative Madeleine Bordallo, Chair of the Congressional Asian Pacific American Caucus’s Health Task Force, emphasized that immigrant women’s health issues not only concern her own district, the territory of Guam, but also the entire nation. She highlighted the importance of addressing and understanding cultural issues when working with immigrant populations.
OEMA COMMUNIQUÉ

Distinguished Speakers:

The panelists highlighted some of the reproductive health disparities affecting immigrant women; addressed the social, cultural, and behavioral factors contributing to their poor reproductive health outcomes; and shared the personal stories of immigrant women. The panelists also offered policy recommendations to improve immigrant women's reproductive health, which included supporting: (a) Immigrant Children’s Health Improvement Act (H.R. 1233/S. 1104), which would restore coverage for publicly funded health care (i.e. Medicaid, SCHIP) for legal immigrants, (b) Healthcare Equality and Accountability Act (H.R. 3561/ S.1580), which would increase funding and enforcement mechanisms for language services under Title VI & cultural competence training; and, (c) Prevention First Act (S.20/HR1709), which would support comprehensive sex education programs and increase family planning access through Title X funds.

Legislative Update

APA Contributes to Legislation Intended to Protect Health Record Confidentiality and Aid Hurricane Victims

Over the years APA’s legislative advocacy efforts have increased significantly. Last fall, the Association offered valuable insight on the psychological implications of the Patriot Act as well as the vital importance of the Emergency Care Relief Act.

Patriot Act

On September 16, APA and five other professional organizations, including the American Counseling Association and the American Psychiatric Association, sent a letter to the U.S. Senate Committee on the Judiciary regarding revisions to the Patriot Act. These organizations advocated for the strongest possible protection of health records confidentiality. This letter thanked the Committee for the improvements made to the Act during reauthorization as the improvements offer a better balance of national security needs with the privacy protection of patient health records, particularly mental health records. The Committee was urged to adopt the Senate version of Section 215, specifically the revisions that require a factual showing of reasonable grounds to believe that records sought are
relevant to a terrorist investigation and require the FBI Director to provide prior written approval when an agent seeks access to medical records. The organizations also stated their continued concern about the inclusion of patient mental health records and administrative subpoenas that allow law enforcement to access records without standard judicial review.

Emergency Health Care Relief Act

On September 21, Norman B. Anderson, PhD, APA CEO, sent a letter to the Honorable Charles E. Grassley, chairman of the Committee on Finance, and Senator Max Baucus, the ranking minority member on the Committee on Finance expressing APA’s strong support for passage of the Emergency Health Care Relief Act, S. 1716. This bill addressed the urgent health care needs of more than three quarters of a million Americans impacted by Hurricane Katrina. If passed the Emergency Health Care Relief Act would create a Disaster Relief Medicaid program to provide 100% federal payment of evacuees’ health care costs for up to ten months. Dr. Anderson particularly appreciated the inclusion of mental health services as an important part of the new program. Upon reviewing the high rate of symptoms for posttraumatic stress disorders following such horrific events, it is critical for the people displaced and first responders to have access to early and appropriate mental health interventions and follow up treatment. The following are key components of the Act supported by APA: (a) Easy entry by persons below the federal poverty line into a Medicaid program that offers mental health programs; (b) treatment of alcohol and substance abuse resulting from circumstances related to Katrina; and, (c) family counseling for Katrina survivors and first responders.

DREAM Act Introduced!

On Friday, November 18th, a bipartisan group of Senators officially introduced the Development, Relief, and Education for Alien Minors (DREAM) Act of 2005, S. 2075, giving new life to legislation that has been in a holding pattern since the beginning of the year. The features of the DREAM Act of 2005 are nearly identical to the version that passed the Senate Judiciary Committee last Congress by a 16-3 vote.

The sponsors of the DREAM Act of 2005 are Richard Durbin (D-IL), Chuck Hagel (R-NE) and Richard Lugar (R-IN).
If enacted, the DREAM Act, S. 2075, would transform the lives of persons who were brought to the U.S. years ago as undocumented children and who have stayed in school and out of trouble since their arrival. Currently these individuals have no pathway to legalize their immigration status and get on with their lives. The DREAM Act would correct this flaw. Upon high school graduation, these individuals would be able to apply for six years of conditional legal immigration status, which would be made permanent if they continue on to college or to serve in the military.

It will become law if passed by both houses of Congress and signed by the President before the end of 2006.

For more Information, contact:
dreamact@ilrc.org
Immigrant Legal Resource Center
1663 Mission Street, Suite 602
San Francisco, CA 94103
TEL (415) 255.9499
www.ilrc.org
Reginald L. Jones, PhD (1931 - 2005)
Excerpts from Obituary Printed in The Richmond, CA Globe Newspaper - October 5 - 11, 2005

After a long battle with cancer, Dr. Reginald Jones, psychology professor at UC Berkeley, died on Saturday, Sept. 24.

His professional life, which spanned more than 50 years, was spent as a successful clinical psychologist, professor and author.

Throughout his 17-year career at UC Berkeley, he dominated the psychology field by combining psychology with African-American studies. Many of his books were published through his family’s publishing company, Cobb & Henry Publishers.

He was recognized by the American Psychological Association’s Board of Ethnic Minority Affairs “for unusual and outstanding contributions in the field of psychology,” and in September of this year, the UC Berkeley Regional Oral History Office published Oral History with Reginald Lanier Jones.

Dr. Jones was a presence on multiple task forces that implemented new plans and practices for mental health, mental retardation, special education and the education of African Americans. Beyond UC Berkeley, Jones taught and distinguished himself at UCLA, Hampton University, University of Michigan and Fisk University.

In addition to daughter Cynthia Jones, 36, who now runs Jones’ publishing company, two more daughters, Angela Bateman, 37, and Kai Jones-Biscette, 41, along with wife Michele, survive Prof. Jones.

Robert V. Guthrie, PhD, 75; noted psychology educator
Excerpts from an article printed in the San Diego Union-Tribune Newspaper November 12, 2005

Robert Val Guthrie was born Feb. 14, 1930, in Chicago. Dr. Guthrie, who was diagnosed with brain cancer in April, died Nov. 6 at his home in Clairemont. He was 75.

Through his research, his writing and his ground-breaking career as an educator, Robert V. Guthrie helped put a new face on psychology. His seminal 1976 book, "Even the Rat Was White: A Historical View of Psychology," illuminated the contributions of pioneering black psychologists while challenging dubious studies that reinforced racial stereotypes. "It was a challenge to psychology to make us visible," said Joseph White, a fellow founder of the
Association of Black Psychologists. "His book laid out our story, although it was slow catching on at the time."

During a career in psychology and education that spanned both coasts, he became the first black faculty member at San Diego Mesa College in the 1960s. In 2001, he was the first black psychologist to deposit his papers in the National Archives of American Psychology in Akron, Ohio, where the occasion was marked by a conference in his honor. "He was a very brilliant, creative, low-key guy who didn't seek recognition," White said. "His work resonated across the world...."

Dr. Guthrie's last academic appointment was at Southern Illinois University, where he taught applied experimental psychology and served as chairman of Black American Studies until 1997. In January, he was honored as a special Elder at the American Psychological Association's National Multicultural Conference & Summit in Los Angeles. An updated version of "Even the Rat Was White" was released in 1998 by Allyn & Bacon. Although it was considered somewhat of a classic by then, many white colleagues considered it divisive upon its 1976 release. David Baker, director of the National Archives of American Psychology, lauded the book as "an excellent piece of historiography that offers a good, hard look at racism in the development of psychology." Baker said some pioneering black psychologists "would be forgotten if not for Guthrie's work." When Dr. Guthrie was invited to address the American Psychological Association in the 1990s, some of his early detractors acknowledged that he had been ahead of his time, his son said.

In recent years, he served on the adjunct faculty at San Diego State University. Before his illness he was working with a San Diego physician, Dr. Joseph Joyner, in a study on childhood obesity and compiling his memoirs – a series of short stories and historical milestones in his life.

Survivors include his wife, Elodia; daughter, Sindhu Sadhaka-Gross of San Diego; sons, Michael Guthrie of Los Angeles and Robert, Paul, Ricardo and Mario Guthrie, all of San Diego; and nine grandchildren.

Kudos!

UC Davis Physician/Psychologist Honored for Pioneering Efforts to Improve Health of Hispanic Community

The U.S. Department of Health and Human Services' Office of Minority Health has bestowed a National Minority Health Community Leadership Award to Sergio Aguilar-Gaxiola, MD, PhD of the University of Davis School of Medicine for his pioneering work and longstanding commitment to improving Latino physical and mental health.

As on-site principal investigator of the Mexican American Prevalence and Services Survey-the largest mental health study conducted in the United States on Mexican Americans, Dr. Aguilar-Gaxiola identified the most
prevalent mental health disorders in the Mexican-origin population in the Central Valley, showed that the rate of disorders increases the longer the individual resides in the United States, and that children of immigrants have even greater rates of mental disorders. From this study, he developed a model of service delivery that increased access to mental health services among the Central Valley’s low-income, underserved, rural populations.

Dr. Aguilar-Gaxiola also conducts cross-national epidemiologic studies on the patterns and correlates of psychiatric disorders in general population samples. He is the coordinator for Latin America and the Caribbean of the World Health Organization’s Mental Health Survey and is coordinating the work of the National Mental Health Institute surveys in Mexico, Columbia, Brazil, Peru, Costa Rica and Portugal. He also develops culturally and linguistically sensitive diagnostic mental health measures; and translates mental health research into practical information for consumers and their families, health professionals, service administrators and policy makers.

Presidential Awards of Division 12’s Section on Clinical Psychology of Ethnic Minorities

As President of the Section on Clinical Psychology of Ethnic Minorities of the Society of Clinical Psychology, American Psychological Association, Asuncion Miteria Austria, PhD, Professor and Chair, Graduate Program in Clinical Psychology, chaired a Presidential Awards Presentation at the recent 2005 American Psychological Annual Convention held in Washington, DC. The Presidential Awards session was an historic event as this was the first time the Section had given awards to distinguished psychologists of color whose contributions have advanced the fields of psychological science, education, practice and public interest. Distinguished Contribution awards were given to Drs. Stanley Sue and Guillermo Bernal in Science, Drs. Richard M. Suinn and Gail E. Wyatt in Education, Drs. Dolores Subia Bigfoot and Lillian Comas-Diaz in Practice, and Drs. Diane J. Willis and Bertha Holliday in Public Interest. A special Distinguished Career Achievement Award was given to Dr. Norman B. Anderson, APA Executive Vice President/Chief Executive Officer, for Exceptional Leadership in Advancing Psychology.
In keeping with her Presidential theme, “Advancing the Present, Preparing the Future: Valuing our Strengths,” Dr. Austria also chaired a Presidential Symposium. The symposium panelists consisted of senior and early career ethnic minority psychologists who talked about their areas of expertise, their contributions to science, education, public interest, and practice, and the challenges they have overcome.

Research & Training Issues

Scholarships, Fellowships, Grants, and Institutes

APA Sponsored International Travel Grants

The APA Office of International Affairs announces the 2006 APA International Travel Grants. The travel grants will cover conference registration fees of up to $400 to attend a psychology conference outside of the United States. Eligible applicants must be APA or APAGS members. Preference will be given according to the following criteria: accepted presentation on the conference program; have not attended an international conference in the past 2 years. Detailed application information is available at www.apa.org/international/awardintravel.html. The application deadline is three months prior to the date of the conference.

Student Travel Award Competition Deadline Nears

Graduate students: Are you looking for a little extra cash to get you to the APA Convention in New Orleans? If you are a student affiliate and are first author of your paper or poster accepted by an APA Division, you could be the recipient of a cool $300 travel grant!

The Student Travel Award competition is sponsored by the Science Directorate, and is intended to encourage predoctoral research by providing funds toward presentation travel. Applications are due by April 3, 2006. For more information visit the Science Directorate website (hot link on "website" to the student travel award page: http://www.apa.org/science/travinfo.html) or contact the Science Directorate at 202-336-6000.

All students presenting first-authored papers or posters at the Convention are also eligible for waivers of their Convention registration fees. For more information about this waiver, contact the APA Convention Office (convention@apa.org) before registering.

The Annual APAGS Scholarships

APAGS scholarships are available to graduate student members of APAGS who are enrolled at least halftime as a student in good standing at a regionally accredited university. If you are a student affiliate of the American Psychological Association (APA) and
are in a masters or doctoral program, you are automatically a member of APAGS. Undergraduates are not eligible for these scholarships, nor are APAGS officers, subcommittee, or task force chairs. Previous recipients of each award are not eligible to apply again for a period of five years.

APAGS scholarships and awards must be received by Wednesday, May 1, 2006. The APAGS Scholarship Selection Committee reviews and rates all applications based upon objective qualitative and quantitative criteria outlined herein. If you choose to apply to multiple scholarships, please ensure that each application is separate and complete.

Submission of all required materials and a cover letter stating the name of the scholarship for which you are applying constitutes a complete application. There is no form to fill out. Compile all required materials and mail them with your cover letter to: American Psychological Association of Graduate Students (APAGS), 750 First Street, NE, Washington, DC 20002-4242. Emailed or faxed applications will not be accepted and applications received after their deadlines will not be considered or returned. Incomplete applications will not be reviewed.

Postdoctoral Fellowship Opportunity Philadelphia, Pennsylvania

A one-year postdoctoral fellowship position is currently available, affiliated with both the Advanced Center in Interventions and Services Research (ACISR), University of Pennsylvania, and the Mental Illness Research, Education, and Clinical Center (MIRECC), based in the Philadelphia VA Medical Center.

The emphasis of the fellowship is primarily research, with some clinical training and service delivery aspects. A variety of experts in psychology, psychiatry, and family medicine will be available as mentors and collaborators.

The successful candidate will have earned a doctorate in psychology (clinical or related specialty), prior research training and experiences, and the goal of pursuing an academic career. Interested candidates should contact Steven L. Sayers, PhD, Department of Psychiatry, University of Pennsylvania and Philadelphia VAMC at 215/823-5196 (office) or 215/823-4123 (fax).

Postdoctoral Research Fellow Positions in Neurobehavioral Aspects of Psychopathology and Personality

The University of Minnesota is pleased to announce the availability of up to two NIMH-funded postdoctoral research fellow positions in the Department of Psychology. These positions offer the opportunity for training in psychopathology research, behavioral genetics, and developmental methods and to be involved with an active group of researchers taking biological approaches to the study of psychopathology.
These positions come with a solid benefit package and the standard NIH training stipend. Applicants should have or soon expect to complete their PhD degree in psychology or a related discipline, but are not expected to necessarily have specific expertise in genetics, psychopathology, or developmental methods. Since these are NIH training positions, applicants must be U.S. citizens or permanent residents of the U.S. Applications are being accepted now and will continue to be reviewed until the positions are filled.

To apply, please send (by US mail or email) a copy of your CV, a brief statement of research interests and goals, selected reprints and preprints, and 3 letters of reference to:

NIMH Postdoc Search Committee
Clinical Science & Psychopathology Research
Department of Psychology
N218 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, Minnesota 55455
Email: cspr@umn.edu

Questions about these positions can be directed to Robert Krueger at 612.624-8204 or krueg038@umn.edu.

Dissertation Grant Funding for Violence-Related Injury Prevention Research in Minority Communities

The National Center for Injury Prevention and Control (NCIPC) of the federal Centers for Disease Control and Prevention is soliciting investigator-initiated research from doctoral students that will help expand and advance our understanding of violence, its causes, and prevention strategies in minority communities.

The funding announcement for $100,000 (for four grants of up to $25,000 each) in Dissertation Grant Awards for Violence-Related Injury Prevention Research in Minority Communities can be accessed at [http://www.cdc.gov/od/pgo/funding/CE06-002.htm](http://www.cdc.gov/od/pgo/funding/CE06-002.htm).

The proposed research must address one of the research priorities listed in NCIPC’s research agenda: Preventing Intimate Partner Violence, Sexual Violence, and Child Maltreatment, Preventing Suicidal Behavior, or Preventing Youth Violence.

APA Advanced Training Institutes

The APA Science Directorate will sponsor several Advanced Training Institutes (ATIs) in the summer of 2006. These week-long summer programs expose new and established faculty, researchers, and advanced graduate students to state of the art psychological research methods and emerging technologies. More information about these exciting programs can be found at [http://www.apa.org/science/ati.html](http://www.apa.org/science/ati.html).

From July 10-14, 2006, APA will hold an ATI on performing web-based research at the University of Northern Iowa, Cedar Falls. Topics will include web-based data collection, shared databases, and Authorware. Applications must be submitted by March 15, 2006.
FOR YOUR INFORMATION…

The final ATI of the summer will be held July 17-21, 2006 at the University of Cincinnati, Ohio, covering non-linear methods for psychological science. Organized by Guy Van Orden, PhD, this program will teach methods of nonlinear analysis, including tutorials on software used for non-linear statistics. Applications must be submitted by March 15, 2006.

For all courses, advanced graduate students, post-docs, and new and established faculty are invited to apply. Applications are available at http://www.apa.org/science/ati.html and must be submitted electronically through each program’s website. For more information, contact APA’s Science Directorate at (202) 336-6000 or ati@apa.org.

Postdoctoral Research Training Fellowships in Education Sciences

The FPG Child Development Institute at the University of North Carolina at Chapel Hill (UNC-Chapel Hill) invites applications for postdoctoral research training fellowships in education sciences. The training program will support two fellows for two years each, beginning in the summer or fall of 2006. The program is designed to promote the professional development of research scientists who will significantly contribute to early childhood education and related fields. Fellowship candidates are expected to have a demonstrated commitment to the interdisciplinary study of early childhood education and must have completed a terminal degree in their field (e.g., PhD, MD, DrPH, EdD) by the time of their appointment. The deadline for receipt of applications is March 15, 2006.

For more information go to: http://www.fpg.unc.edu/news/highlight_detail.cfm?ID=559

NIH Predoctoral Fellowship Awards for Minority Students

The National Research Service Award Predoctoral Fellowship for Minority Students will provide up to five years of support for research training leading to the Ph.D. or equivalent research degree; the combined M.D./Ph.D. degree; or other combined professional degree and research doctoral degree in the biomedical, behavioral sciences, or health services research. These fellowships are designed to enhance the racial and ethnic diversity of the biomedical, behavioral, and health services research labor force in the United States.

Eligibility Requirements

Citizenship. By the time of award, individuals must be citizens or noncitizen nationals of the United States, or have been lawfully admitted to the United States for permanent residence. Individuals on temporary or student visas are not eligible.

Underrepresentation. The applicant must be from ethnic/racial groups that have been determined by the applicant’s graduate institution to be underrepresented in biomedical or behavioral research. These groups include African Americans, Hispanics,
Native Americans, Alaskan Natives, and Pacific Islanders.

Sponsor. The applicant must identify an individual who will serve as a sponsor or mentor and will supervise the training and research experience. The sponsor/mentor must also document the availability of staff, research support, and facilities for high-quality research training. The applicant must work with his/her sponsor/mentor in preparing the application.

Foreign Sponsorship. Applicants requesting foreign training must show in the application that the foreign institution and sponsor offer unique opportunities that are not currently available in the United States. Only if there is a clear scientific advantage will foreign training be supported. Institution. The sponsoring institution may be private (profit or non-profit) or public.

Application Materials To obtain application kits with instructions and forms, please contact your institutional office of sponsored research. Application kits also may be downloaded from the NIH website at: http://grants.nih.gov/grants/forms.htm#training or they may be requested from the: Division of Extramural Outreach and Information Resources National Institutes of Health 6701 Rockledge Drive, Room 6207 MSC 7910 Bethesda, Maryland 20892-7910 Telephone: (301) 435-0714 FAX: (301) 480-0525 For faster service, send E-mail requests to antsinfo@nih.gov. Please allow 2-4 weeks for U.S. mail requests.

Southern Regional Education Board Doctoral Scholars Program

Doctoral Scholars Award - Deadline: April 1, 2006

The Doctoral Scholars Program Award offers scholars a five-year package of support — three years of direct program support and two years of institutional support. Each scholar also is awarded up to five years of tuition and fees (in-state or out-of-state); an annual stipend of up to $15,000; and expenses to attend the Doctoral Scholars Program annual meeting, the Institute on Teaching and Mentoring. Support in the final two years of the award is provided by the institution. Awardees also receive support for professional development activities.

Application Packet Requirements for the Doctoral Scholars Program Award:

• Must be admitted into at least one Ph.D.-granting institution within a participating state.
• Must be planning to become a full-time faculty member upon completion of the doctoral program.
• Submit a letter of interest, listing all graduate institutions to which you have applied.
• Submit a statement of your teaching goals.
• Submit a complete copy of the graduate school application from your first-choice institution to which you applied.
• This will serve as your application to the SREB Doctoral Scholars Program. Be sure that the application includes the name of the graduate department.
you plan to enter and the specific field of study you plan to pursue.

• Submit three letters of recommendation. (These can be the same letters that you used to apply to graduate school.)
• Submit a copy of your graduate admission test scores (GRE, GMAT, etc.).
• Submit a copy of your undergraduate and graduate transcripts. (Unofficial copies will suffice.)

Send the complete packet to:
Southern Regional Education Board
Attn.: SREB-State Doctoral Scholars Program
592 10th St. N.W.
Atlanta, GA 30318-5776
Notification of awards being granted will begin in the summer.

Dissertation Year Fellowship -
Deadline: April 1, 2006

For doctoral scholars who have reached the dissertation stage, a limited number of single-year fellowships are available. These fellowships are only available to scholars who plan to become full-time faculty members upon completion of the doctoral program. Applicants must meet the same eligibility requirements as Doctoral Scholar Program applicants and must have completed all program requirements, including successful defense of the dissertation proposal. Applicants must also be able to devote themselves full time to completing the dissertation.

Each Dissertation Year Fellowship recipient receives a one-year stipend of up to $15,000, a waiver of tuition and fees, a small stipend for research expenses, and expenses to attend the Doctoral Scholars Program annual meeting.

Application Packet Requirements for the Dissertation Year Fellowship:

• Submit a letter of interest with a statement of teaching goals.
• Must be planning to become a full-time faculty member upon completion of the doctoral program.
• Submit a one- to-two page summary of the dissertation topic.
• Submit your full curriculum vitae.
• Submit your graduate transcript. (Unofficial copies will suffice.)
• Submit three letters of recommendation. (One letter must confirm successful defense of your dissertation prospectus.)

Send the complete packet to:
Southern Regional Education Board
Attn.: SREB-State Doctoral Scholars Program
592 10th St. N.W.
Atlanta, GA 30318-5776
Notification of awards being granted will begin in the summer.

Ford Foundation Diversity Fellowships
For Achieving Excellence in College and University Teaching Predoctoral Fellowships
2006 Program Announcement
Administered by the National Research Council of the National Academies

On-line application available September 2006.

Through its program of Diversity Fellowships, the Ford Foundation seeks to increase the diversity of the nation’s college and university faculties to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students.

Predoctoral. The program awards approximately 60 predoctoral fellowships. The predoctoral fellowships provide three years of support for individuals engaged in graduate study leading to a Doctor of Philosophy (Ph.D.) or Doctor of Science (ScD) degree.

Eligibility: Dissertation fellowships offer support in the final year of writing the PhD or ScD thesis. Postdoctoral Fellowships offer one-year awards for PhD recipients. Applicants must be U.S. citizens in research-based fields of study.

For more information and to access on-line applications go to: http://national-academies.org/fellowships

APA Minority Fellowship Program

The MFP’s objective is to increase the knowledge of issues related to ethnic minority mental health and to improve the quality of mental health treatment delivered to ethnic minority populations. We do this by providing financial support and professional guidance to individuals pursuing doctoral degrees in psychology and neuroscience.

The Mental Health and Substance Abuse Services Fellowship (MHSAS), funded by the Substance Abuse and Mental Health Services Administration (SAMSHA), supports the training of mental health service providers or practitioners, or those who will provide services in the field of substance abuse treatment or substance abuse prevention. There also is available a Postdoctoral Fellowship in MHSAS.

The Mental Health Research Fellowship, the HIV/AIDS Research Fellowship, and the Substance Abuse Research Fellowship, funded by the National Institute of Mental Health (NIMH), support the training of researchers in psychological and mental health research, HIV/AIDS research, and substance abuse research, respectively.

The Diversity Program in Neuroscience (DPN; Predoctoral and Postdoctoral), funded by the National Institute of Mental Health, supports the training of research scientists in neuroscience. The goal of the DPN is to increase the number of ethnic minorities in neuroscience who complete the doctorate in neuroscience and who conduct research in areas of importance to the NIMH.

To request an application, contact: APA/MFP, Fellowship Application, 750 First Street, NE, Washington, DC
Young Scientist Research Fund Awards

CHADD, the nation's leading 501 (c) (3) non-profit organization serving children and adults with Attention-Deficit/Hyperactivity Disorder, is now accepting applications for its Young Scientist Research Fund Awards, a new program to recognize young researchers making contributions to the understanding of AD/HD. Through the Fund, CHADD will support three researchers with an unrestricted cash award of $5,000 each; paid travel and hotel expenses, registration and a meal allowance to the 2006 18th Annual International Conference, where they will be recognized; and a one-year CHADD professional membership. Applicants must be in the process of completing a doctoral degree or must have completed such a degree within the last five years. Research may address any area relevant to AD/HD including, but not limited to: biological/genetic underpinnings of the disorder; treatment efficacy; impact on the individual or family; school or workplace accommodations; social stigma and discrimination; public health; and epidemiology. The awards are funded by Eli Lilly and Company, McNeil Consumer & Specialty Pharmaceuticals and a number of individual donations. Deadline for applications is May 11, 2006. For an application or for more information, email youngscientist@chadd.org.

Yale Postdoc: Hispanic Clinic of the Connecticut Mental Health Center

The Department of Psychiatry at Yale University School of Medicine announces the availability of a postdoctoral position for the 2006-2007 academic year to be based in the Hispanic Clinic of the Connecticut Mental Health Center. The fellow will participate in a project seeking to decrease health care disparities and increase cultural responsiveness of mental health/addiction services for historically underserved populations. In addition to being well-versed in current approaches to serious mental illness, addictions, recovery, and person-centered care, the applicant should have a strong interest and background in multicultural issues, particularly as it pertains to Latino/a origin populations. The candidate must have earned a doctorate from an APA accredited program and completed an APA-accredited predoctoral internship. In addition, fluency in Spanish is a requirement for the position, as the fellow's primary research and clinical responsibilities will be based at the Hispanic Clinic. The Hispanic Clinic (La Clinica Hispana) since its inception in 1972, provides mental health, substance use and prevention services to the monolingual Latino(a) communities of greater New Haven. The position offers didactic opportunities, supervised clinical licensing hours, mentorship, and research and career development with an opportunity to develop advanced clinical and research skills. The salary is $35,600 plus health benefits. Start date is July 2006. Interested applicants
should send a letter of interest, curriculum vitae, and three letters of recommendations to: Luis M. Añez, PsyD, The Hispanic Clinic, One Long Wharf Drive, New Haven, CT 06511 or e-mail to luis.aneznava@yale.edu. Yale University is an Affirmative Action/Equal Opportunity.

The William T. Grant Scholars Program

The William T. Grant Foundation has just released its 2006-2007 William T. Grant Scholars Program brochure. The new brochure contains a description of its program, application guidelines, and a list of current William T. Grant Scholars.

The William T. Grant Scholars Program supports promising early career researchers from diverse disciplines. The award supports the professional development of early career scholars who have some demonstrated success in conducting high quality research and are seeking to further develop their skills and research program. Studies from these Scholars deepen and broaden the knowledge base on how to improve the lives of young people ages 8-25. The program is now in its 26th year. The Foundation is particularly interested in reaching early career scholars of color.

Questions about the program should be sent to wtgs@wtgrantfdn.org.

University of Michigan Postdoctoral Fellowships in an Interdisciplinary Research Training Program on Psychosocial Factors in Mental Health and Illness

The University of Michigan’s Survey Research Center, in cooperation with the Departments of Sociology, Psychology, Epidemiology, Health Behavior and Health Education, Nursing, Social Work, and Psychiatry invites applications for postdoctoral fellowships in an interdisciplinary, NIMH-funded research training program on psychosocial factors in mental health and illness.

Current faculty include: Toni Antonucci, Cleopatra Caldwell, Jorge Delva, Barbara Guthrie, James House, Barbara Israel, James Jackson, George Kaplan, Roderick Little, Harold Neighbors, Randolph Nesse, Richard Price, Kristine Siefert, Amiram Vinokur, and David Williams.

Two-year appointments beginning July 2006. Second year of fellowship is contingent upon funding renewal. Current stipends are $35,568-$51,036 per year, depending upon experience. Must be a citizen or a non-citizen national of U.S. or have been lawfully admitted for permanent residence.

Send CV, statement of research interests, sample(s) of written work, and 3 reference letters to: David R. Williams, Institute for Social Research, University of Michigan, P.O. Box 1248, Ann Arbor, MI 48106-1248. The review process will begin on February 1, 2006, and will continue until the positions have been filled.
A nondiscriminatory affirmative action employer.

University of Arizona Minority Health Disparities Summer Research Programs

Undergraduate Scholars
The explicit objective of the program is to help prepare, motivate, and support undergraduate students who aspire to obtain a doctorate and pursue a career in research. Each student is paired with a faculty mentor who conducts research in the biomedical sciences in which they have a specific interest, participate in weekly seminars offered by University of Arizona (UA) faculty on health issues disproportionately affecting minority populations, and present their work at UA’s end of summer colloquium. Students also learn the basics on how to prepare for and apply to graduate school.

The NIH/ISMD Graduate Scholars Program
For prospective graduate students interested in earning a doctorate in the biomedical sciences, the UA Graduate College also sponsors an NIH/ISMD Scholars Program. The program’s intent is to guarantee five years of funding to those who are admitted into one of UA’s fourteen biomedical graduate programs.

Candidates may review aspects of these programs, including a printable application, at the UA website: http://grad.arizona.edu/multi/imp_index.html. For additional information or questions about these opportunities, please contact either mvelez@grad.arizona.edu or Sandi Bartell, ISMD Program Coordinator at bartell@email.arizona.edu.

Call for Papers

Call for Student Poster Proposals - American Psychological Association Convention, New Orleans, Louisiana, 10-13 August 2006

Proposals are now being accepted for a Student Poster Session co-sponsored by the Council of Counseling Psychology Training Programs (CCPTP), Division 17 Sections, and the Division 17 Student Affiliate Group (SAG). Poster proposal may be empirical studies or theoretical considerations relevant to the specific Division 17 Section. The first author on the proposal must be a student (or have completed the project while a student or intern) and must either be an affiliate of Division 17 or sponsored by a Division 17 member.

Submission deadline: 20 March 2006

Poster proposals should include a cover sheet and a 500- to 1000-word summary of the study in APA style. The abstract should include some description of the nature of the presentation (empirical, theoretical, technique) and primary findings. Summaries of empirical studies should include a brief literature review, statement of the problem (hypotheses or research questions), participants, procedures, results, and conclusions. Summaries of other presentations should include enough detail for
OEMA COMMUNIQUÉ

reviewers to judge the overall format and contribution of the scholarship.

As proposals will be subjected to masked review, please do not include any identifying information in the proposal (only on the cover sheet).

Please submit your proposal and completed cover sheet as attached files to the appropriate Division 17 Section Poster Session Chair most applicable to your proposal. This email must be “cc:ed” to: Div17-studentposter@hotmail.com. Finally, identify in the subject line of the email: student poster proposal - "Name of Section" (e.g., student poster proposal - SERD). See http://www.div17.org/sectionposter/ to download the Call for Proposals and Proposal Cover Sheet.

Call For Proposals Asian American Psychological Association Annual Convention

The Asian American Psychological Association (AAPA) invites submissions of proposals for the AAPA 2006 Annual Convention to be held in New Orleans, LA, on Wednesday, August 9th, 2006. The convention theme this year is Strengthening Our Voice: Building Alliances Within and among Communities. Research, practice, and advocacy issues related to Asian American diversity and alliances with other Peoples of Color are particularly relevant. Deadline for all submissions is March 24, 2006. For more information go to: http://www.aapaonline.org/conventions/call.htm.

Call for Chapter Contributors: The Pennsylvania State University

Elias Mpfou, PhD of The Pennsylvania State University, is writing an edited Handbook on Counseling in African Settings and is looking for chapter contributors in the following areas: (a) counseling refugees of African ancestry and focusing on any region or several regions (e.g., USA, European Union, Africa) or combination of regions; and, (b) counseling people of African ancestry who are residents or citizens of the European Union. For additional information you can contact Mpfou directly: exm31@psu.edu.

Call for Papers: Iraqi Mental Health

The Journal of Muslim Mental Health invites submissions for original research, mental health policy reports, reviews, brief communications, case studies and book reviews dealing with thematic issues related to Iraqi mental health. The journal welcomes contributions across the medical and social science disciplines, including psychiatry, psychology, public health, religious studies, nursing, social work, sociology, anthropology, and other fields interested in mental health and Iraqi communities.

The deadline for manuscript submissions is April 1, 2006.

For additional information please view http://www.muslimmentalhealth.com/; and submissions should be emailed to:
journal@MuslimMentalHealth.com with subject: "JMMH Iraqi article submission."

Call for Proposals - Sixth Annual Diversity Challenge 2006
Do Immigrants Catch or Carry Race and Culture?

The Institute for the Study and Promotion of Race and Culture at Boston College invites proposals for the Institute's sixth annual national conference, October 6, 2006 at Boston College. The theme of Diversity Challenge 2006 is the examination of research, interventions, and strategies that have addressed the integration of race and ethnic culture in the lives of immigrants in the United States. Proposals are invited that reflect some aspect of experiences in studying, teaching, or intervening to understand or influence the experiences of immigrants, particularly with respect to race and culture.

Proposals should be postmarked by April 21, 2006

Send to: Janet E. Helms, PhD
Institute for the Study and Promotion of Race and Culture
Boston College
318 Campion Hall
140 Commonwealth Avenue
Chestnut Hill, MA 02467
Tel: 617-552-2482
Fax: 617-552-1003
Email: diversity.challenge@bc.edu

Visit our website for up-to-date information about the Challenge:

http://www.bc.edu/bc_org/avp/soe/isprc/conference.htm

Call for Programs: National Multicultural Conference and Summit, 2007

Proposals for symposia, presentations, and posters are being accepted that address theory, research, and practice issues. All conference proposals are being accepted through the NMCS website portal at: http://www.multiculturalsummit.com/.

Hardcopy proposals are not being accepted, and submissions must adhere to the format stipulated on the website.

All conference proposals will be peer reviewed and must adhere to APA ethical guidelines.

All presentations, except for posters, will be CE eligible and submissions will be submitted through the same website portal. Therefore, all presenters will need to submit along with the program proposal, the following information: (1) Completed CE qualifications page for all participants; (2) An overview/synopsis of the program; and (3) Three learning objectives for the program.
For additional information or questions, please contact William Ming Liu, PhD, at William-liu@uiowa.edu.

Call for Nominations and Awards

2007 Public Interest Awards Call for Nominations

The Board for the Advancement of Psychology in the Public Interest invites nominations for the 2007 APA Public Interest Awards -- the APA Awards for Distinguished Contributions to Psychology in the Public Interest (senior career and early career categories) and the APA Award for Distinguished Contributions to Research in Public Policy.

Each award includes an honoraria of $1,000, the opportunity to present an invited address at the 2007 APA Convention in San Francisco, CA, August 16-19, and to submit a paper based on that address to the American Psychologist, waiver of 2007 convention registration fees, and reimbursement of up to $1,000 in expenses related to attendance at the 2007 convention.

Nominations must be submitted with a supporting statement of 500 words or fewer, a current vita, and letters of support from at least 3 people familiar with the nominee's work. Nominees may also submit, 3-5 selected representative reprints, or alternate types of samples of work, for example, videotapes, audiotapes, internet based communications, or legal briefs.

Nominations and supporting material should be sent to: Shirlene A. Archer, JD
APA Public Interest Directorate
750 First Street, N.E.
Washington, D.C. 20002-4242
The deadline for receipt of this information is June 1, 2006. For more information got to: www.apa.org/pi.

APA Seeks Nominations for 2007 Education and Training Awards

The APA's Education Directorate is seeking nominations for the 2007 Education and Training (E&T) Awards. Winners receive an honorarium of up to $1,000; the opportunity to present an invited address at APA's 2007 Annual Convention in San Francisco; a waiver of the 2007 convention registration fees; and reimbursement of up to $1,000 in convention travel expenses. All nominations must include a letter of nomination citing the award for which the nomination is made and outlining the contributions of the nominee, two letters of support, and curriculum vitae.

Send nominations and supporting materials to: Sharon Leiss, Education Directorate, APA, 750 First Street, NE, Washington, DC 20002. Deadline for all E&T Award nominations is June 1, 2006.

Award for Distinguished Contributions to Education and Training. The Award for Distinguished Contributions to Education and Training recognizes psychologists who have engaged in teaching/training as the primary employment during their career.
**Award for Distinguished Contributions of Applications of Psychology to Education and Training.** The Award for Distinguished Contributions of Applications of Psychology to Education and Training recognizes psychologists for evidence-based applications of psychology to education.

2006 APF/APA TOPSS Excellence in High School Student Research competition have been announced

The APF/APA TOPSS Excellence in High School Student Research competition recognizes outstanding research conducted by high school students. The competition awards scholarships to the top four winners. Professors of psychology at the college and university level evaluate the submissions and determine the winning papers. Complete information about the research competition can be found at [http://www.apa.org/ed/topss/exehsaward.html](http://www.apa.org/ed/topss/exehsaward.html); submission deadline is March 17, 2006. Please contact Emily Leary in the APA Education Directorate at eleary@apa.org or (202) 572-3013 if you have any questions.

**Call for Nominations: 2007 APA Scientific Awards Program**

The APA Board of Scientific Affairs (BSA) invites nominations for its 2007 scientific awards program.

The **Distinguished Scientific Contribution Award** honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology.

The **Distinguished Scientific Award for the Applications of Psychology** honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

The **Distinguished Scientific Award for Early Career Contribution to Psychology** recognizes excellent young psychologists. For the 2007 program, nominations of persons who received doctoral degrees during and since 1997 are being sought in these five areas: (a) applied research (e.g., treatment and prevention research, industrial/organizational research, educational research); and, (b) behavioral and cognitive neuroscience individual differences (e.g., personality, psychometrics, mental ability, behavioral genetics) perception, motor performance social).

The deadline for all award nominations is June 1, 2006. To obtain nomination forms and additional information, go to the Science Directorate web page ([www.apa.org/science/sciaward.html](http://www.apa.org/science/sciaward.html)) or contact Jennifer Webb, APA Science Directorate, 750 First Street, NE, Washington, DC 20002-4242; 202/336-6000 (office); 202/336-5953 (fax); or E-mail, jwebb@apa.org.

**Division 17 Section on Ethnic & Racial Diversity (SERD) Awards**

The SERD Community Service Award
Awarded annually to a counseling psychologist who has made a significant impact in the promotion of mental health with people of color. This award is intended to honor practitioners, faculty members, and/or consultants who have made unique contributions in the area of community-based practice. This contribution may be in recognition of on-going service, training, the creation or application of novel therapy approaches, or advocacy efforts.

Requirements for Community Service Award: (1) At least 10 years of service to the field of counseling psychology; (2) Letter from the nominee outlining the accomplishments that have advanced the mental health service of people of color; (3) At least two supporting letters from community members or colleagues; and (4) Vita (with emphasis on service activities).

SERD Student Award

Awarded to honor the scholarly contributions of a student in counseling psychology. The student may submit products based on degree-related work (e.g., dissertations) or other projects.

Requirements for Student Award: (1) Students must be currently enrolled in a counseling psychology doctoral program (a letter from the student’s advisor indicating such enrollment is required); (2) A synopsis of a completed research project. A quantitative or qualitative research project is preferred, but other forms of research may be considered. The synopsis is to include: an abstract of 100 words or less describing the study and its findings, a 1000 words or less summary that describes (a) the rationale for the study, (b) specific research questions addressed, (c) methodology including participants, measures or stimuli, (d) major results, and (e) significant implications of findings for research in counseling psychology concerning racially and/or ethnically diverse groups; (3) Students of judges on the SERD awards committee are not eligible for award if the judge is the chair or a collaborator on the project.

SERD Outstanding Contribution to Scholarship on Race and Ethnicity Award

Designed to honor a scholarly contribution that advances the field's knowledge of people of color, race and ethnicity, or racism. The award will be given to the author(s) of the scholarly contribution. Scholars at any level are eligible (students, junior, mid-level, and senior-level professionals). Eligible articles include any article published in a peer-reviewed outlet in the previous calendar year that advances counseling psychology’s understanding of race and ethnicity, or the field’s understanding of a particular racial or ethnic group (e.g., the 2006 award would go to an article published in 2005).

Requirements for Contribution to Scholarship on Race and Ethnicity Award: (1) A reprint of the article; (2) A nomination statement (self-nominations accepted); (3) At least 2 supporting letters noting the contributions of the study.
The deadline for all nominations is May 1, 2006. All nominations and award-related materials should be sent electronically to: Claytie Davis III, PhD, Counseling & Psychological Services, Tang Center, 2222 Bancroft Way, Berkeley, CA 94720-4304; TEL: (510) 642-9336; FAX: (510) 642-2368; claytie@uhs.berkeley.edu.

Student Travel Award Sponsored by Division 44 Committee on Racial and Ethnic Diversity

The graduate student travel award is given to 1-2 students a year to supplement their travel expenses to attend the APA Convention.

Eligibility: This award is available to any LGBT student of color planning to attend the annual convention of the American Psychological Association. The award is sponsored by the Division's Committee on Ethnic Minority Diversity

Please send the following by May 15, 2006:
- A curriculum vitae
- A 300 word statement of how attending the APA Convention would further your career goals
- A letter of support from a faculty member (advisor/major professor)

To:
Judith M. Glassgold, PsyD
drglassgold@yahoo.com
(electronic applications preferred)
324 Raritan Avenue

Highland Park, NJ 08904
732-777-9377

For more information on past award winners:
http://www.apadivision44.org/honors/student_travel.php

Committee on Children, Youth, and Families Call for Nominations for Terms Beginning in 2007

The Committee on Children, Youth, and Families (CYF) is anticipating two vacancies for three-year terms beginning in 2007. 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; promoting healthy lifestyles for children, youth, and families; mental health disparities; and cultural diversity. Candidates who have particular interest in underserved and ethnic minority populations are also particularly encouraged to apply.

During their term, members are expected to participate in a targeted project directly related to CYF’s work...
and mission and to APA as a whole, to attend two CYF meetings a year in Washington, DC, and to work on CYF business between meetings.

Each candidate is asked to submit (1) a letter indicating his/her willingness to serve; (2) a brief statement describing the applicants expertise and interest in one or two contemporary issues facing children, adolescents and families; 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).

Nomination material must be received by Monday, August 28, 2006. Nomination material received after August 28 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 Efua Andoh, CYF Administrative Coordinator Public Interest Directorate, American Psychological Association, 750 First Street, NE, Washington, DC, 20002-4242, by email eandoh@apa.org or fax (202) 336-6040.

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, 2007. The committee functions as a catalyst for action on ethnic minority issues and concerns by interacting with and making recommendations to the various components of the APA's governing structure, APA membership, and other groups.

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

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

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 year term on the CEMA if appointed. Self-nominations are encouraged. Nominations and supporting materials should be sent no later than July 1, 2006, to the APA Office of Ethnic Minority Affairs at the APA address. For more information, go to www.apa.org/pi/oema

The APA Committee on Ethnic Minority Affairs
2006 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. CEMA welcomes applications from ethnic minorities, as well as non-ethnic minority individuals who have filed their dissertations in 2004 and 2005, on research involving one or more of the following areas: Contribution which enhances the understanding of people of color; Contribution to the enhancement of psychological service delivery systems to persons of color; Development of new concepts and/or theories relevant to populations of color; Development of new and creative methodological paradigms which promote more effective research on and for communities of color; Creative approach in methodology sensitive to the unique values, beliefs, and needs of communities of color.

Selection will be made by a CEMA appointed Dissertation Award Selection 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. 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 3 2006. For more information, go to the http://www.apa.org/pi/oema/.
Upcoming Conferences and Conventions

March

American Indian Graduate Student Association 4th Annual Conference
New Voices in Indigenous Research,
University of California, Berkeley,
March 9 - March 11st, 2006
For more information go to:
http://www.grad.berkeley.edu/aigp/conference.shtml.

April

Clothed and in Our Right Minds: Black Women, Mental Health and Faith - Bennett College for Women,
Greensboro, NC, April 8, 2006
Featured Participants Include: Johnnetta B. Cole, Bebe Moore Campbell

The Africana Women’s Studies and Womanist Religious Studies Programs at Bennett College for Women are hosting a one-day summit to discuss the ways in which black women maintain mental health, experience mental illness, and how their faith impacts it all.

This summit brings together faith community leaders, lay people, students, faculty, staff, social activists and mental health practitioners in a public dialogue.

For more information contact, Dr. Valerie Ann Kaalund, Mott Professor and Director of Africana Womens Studies, vkaalund@bennett.edu; 336-517-2259 or, Dr. Monica A. Coleman, Director, Womanist Religious Studies and Assistant Professor, Religion, macoleman@bennett.edu; 336-517-1534 or visit the webpage at: http://www.bennett.edu/newsevents2.htm.

Annual Training Conference National Council for Behavioral Healthcare
April 8 - 11, 2006 - Orlando FL

The 36th Annual Training Conference of the National Council for Community Behavioral Healthcare will focus on the future of the behavioral healthcare industry and explore what can community-based mental health and substance abuse treatment provider organizations do to shape this future and the delivery of services. Conference sessions will focus on the future from all aspects of provider operations — business, science and technology, clinical services, leadership, evidence-based practices, and more.

This is the only training conference of its kind from which you will walk away with ready-to-use tools to improve all aspects of your clinical, fiscal, managerial and leadership operations. Details and registration are available at www.nccbh.org/orlando. Or call 301-984-6200.

Symposium on Health Disparities Co-sponsored by the W. K. Kellogg Scholars in Health Disparities Program
April 27 - 28 – Baltimore, MD.
The Morgan State University School of Public Health and Policy is pleased to announce its fifth annual symposium on health disparities co-sponsored by the W. K. Kellogg Scholars in Health Disparities Program and the Center for Health Disparities Solutions. This year’s symposium is entitled “Root Shock: Katrina and Beyond.”

Focus:
Rustbelt cities throughout the Northeast and Midwest (e.g., Baltimore, Detroit, Washington, DC) have been wracked by concentrated poverty and dislocation. In addition, thousands of citizens in New Orleans and other areas of the Gulf region have been dislocated in the aftermath of Hurricane Katrina. In referring to the health issues associated with the phenomenon of urban dislocation and dissolution, Mindy Thompson Fullilove coined the term “root shock.” We also wish to begin a dialogue around how to best document the dynamics of urban life and its impact on citizens to assist in providing a way to give collective voice to those who are frequently disenfranchised and marginalized by this process.

Details:
Open to: Researchers, practitioners, academics, intellectuals, activists
Send any inquiries to blacksmythe@gmail.com.

June

Teaching Survival Skills and Ethics - 12th Annual Trainer-of-Trainers Conference
June 11-16, 2006, Snowmass, Colorado

This conference provides faculty and administrators with the background and materials needed to establish or improve instruction in the responsible conduct of research and in a broad range of professional skills, such as effective communication, finding employment and funding, teaching and mentoring.

Details on the conference, as well as an application form, are available on our website at: http://www.survival.pitt.edu/events/trainer.asp. Conference participants will receive an extensive set of lecture outlines, ethics cases, student handouts, readings, slides, and a comprehensive bibliography. There are a number of conference fellowships available, which cover travel, lodging, food, and all but $350 of the registration fee. Attendance is limited to 50 persons and applications are considered on a rolling basis. For additional information, contact

The Survival Skills and Ethics Program
University of Pittsburgh
Hieber Bldg, Suite 202
3500 Fifth Avenue
Pittsburgh, PA 15216
phone: 412-578-3716
fax 412-578-3790
survival@pitt.edu

Junior Scholars Professional Development Programming
SPSSI Annual Convention - June 23-25, 2006, Long Beach, California

The Junior Scholars Professional Development Task Force of APA Division 9 (Society for the
Psychological Study of Social Issues - SPSSI invites all junior scholars (i.e., those up to 5 years post-doctorate) to take part in two sessions geared toward new scholars that will be offered during the SPSSI convention to be held June 23-25, 2006, in Long Beach, CA.

The first session, entitled "Time for Your Life and Your Goals," will be a workshop presented by Dr. Jennifer Crocker. Those who would like to take part in the workshop must register in advance (the workshop is free to conference attendees) at staceywg@isr.umich.edu. Because the workshop is individualized, participation is limited.

The second session is a round-table discussion on career-related issues for junior scholars moderated by established scholars studying various social issues. Dr. Eugene Borgida, Dr. Kay Deaux, Dr. Irene Frieze, Dr. Sam Gaertner, Dr. James Jackson, and Dr. James Jones will share their experiences and provide their insights on a variety of topics relevant to the success of new scholars studying social issues. Potential topics include:

1. How to survive the first years as an Assistant Professor;
2. The tenure process;
3. Balancing research and teaching;
4. Publishing on social issues in top-tier journals;
5. Effective Grant writing and/or Developing fundable ideas;

Your questions will also be welcomed during the discussion.

For additional information about the conference or questions related to the session, please visit the SPSSI website at www.spssi.org.

Society of Indian Psychologists - 19th Annual Convention
June 23 - 25 (Bear Lake Retreat)
June 26 - 27 (Convention) Utah State University, Logan, UT
For more information go to:

Eliminating Disparities: Multicultural Strategic Summit - June 28-July 2, 2006 at the NAMI National Convention in Washington, DC

The National Association for Mental Illness (NAMI) Multicultural Summit will bring together advocates from across the nation to address the current disparities in mental health care that affect communities of color and to present viable solutions to address the myriad of barriers to access and quality of treatment.

Goals
• Draw national attention to the existence of disparities in mental health care for multicultural communities;
• Create national partnerships and a common strategy among mental health and minority organizations in order to confront the mental health crisis faced by diverse communities;
• Draft a report and recommendations to be used as an advocacy tool at state and national levels.
Summit
Unlike past Multicultural Symposia, the Summit is a multi-day event throughout the entire convention. Please make your travel and hotel arrangements accordingly. All Summit participants must register for the 2006 NAMI Convention. Make sure to select the Multicultural Strategic Summit box when registering to confirm your space at the Summit. There is no additional registration or cost to attend the Summit.

For more information, go to: www.nami.org/summit.

July

National Association of Multicultural Rehabilitation Concerns


Association of Black Psychologists
38th Annual International Convention
July 26 - 30, 2006
Marriott Cleveland Downtown at Key Center – Cleveland, OH
For more information got to: http://www.abpsi.org/convention.htm.

August

2006 Annual Asian American Psychological Association Convention
August 9, 2006 - New Orleans, LA

Strengthening Our Voice: Building Alliances Within & Among Communities

The AAPA Annual conference will be held at the Pan-American Life Conference Center, located on the 11th floor of 601 Poydras between St. Charles Avenue and Camp Street, in the heart of the Central Business District. Call for Proposals http://www.aapaonline.org/conventions/call.htm.

APA 2006 Annual Meeting

August 10 – 13, 2006
New Orleans, LA
For more information about convention planning go to http://www.apa.org/convention/.

September

11th International Conference on Violence, Abuse and Trauma
(Formerly the International Conference on Family Violence)
Working Together to End Abuse - September 14-19, 2006 - Town & Country Hotel & Convention Center, San Diego, California

Race and Pedagogy: The University of Puget Sound
September 14 - 16, 2006

The University of Puget Sound (Tacoma, WA) will host a conference on Race and Pedagogy keynoted by Prof. Cornel West on Sept. 14-16, 2006. The conference will bring together scholars, teachers, and
students to discuss the pedagogical implications of race in higher education, particularly but not exclusively in institutions and programs oriented towards a liberal education in the arts and sciences. Refining, extending, and questioning our understanding of the pedagogical implications of race is critical if we are to improve the racial-cultural experiences of all our students and prepare our students for citizenship and leadership in a diverse world where race continues to matter.

The conference planning committee encourages teachers, scholars, and students across disciplines (e.g. humanities, social sciences, physical sciences) with an interest in race and pedagogy to examine the three themes which will guide the conference. For a list of confirmed speakers/participants and specific submission guidelines, please visit the conference web site at: http://www.ups.edu/x7538.xml. Questions can be addressed by email to raceandpedagogy@ups.edu.

October

National Latina/o Psychological Association
2006 Annual Conference
October 12 - 14, 2006 – Hyatt Regency, Milwaukee, Milwaukee, WI
For more information go to: http://www.nlpa.ws/conference.html.

5th Best Practices in Teaching of Psychology Conference
October 13 – 14, 2006
Atlanta, GA

STP is pleased to announce the 5th in its series of “Best Practices” conferences: Best Practices in Teaching Diversity & International Perspectives Across the Psychology Curriculum, Crowne Plaza Atlanta-Perimeter Northwest, Atlanta, GA. The deadline for proposal submissions is Monday, April 10, 2006. Visit http://www.kennesaw.edu/ceti/bp5/bp5index.htm.

Important Resources

Books

Mental Health Care for Urban Indians: Cultural Insights from Native Practitioners
Edited by Tawa M. Witko, PsyD

Mental Health Care for Urban Indians: Cultural Insights from Native Practitioners is the first clinical book written by American Indian scholars working in American Indian communities. This groundbreaking volume, provides the reader with a basic understanding of the historical impact of colonization, the ensuing results of urban migration and boarding schools, and the effects that these events have had on the Native community. These lingering effects include a lack of cultural identity, a loss of tradition, and a sense of isolation that leads to violence, alcoholism, and often-risky behaviors.
Newly Released Resource Addressing Hispanic Mental Health Issues
Edited by Manny J. Gonzalez and Gladys Gonzalez-Ramos

The New Jersey Mental Health Institute, Inc. (NJMHI) is pleased to announce the availability of a newly released book on Hispanic mental health titled: Mental Health Care for New Hispanic Immigrants: Innovative Approaches in Contemporary Clinical Practice. This Haworth Press release contains eleven chapters addressing Hispanic mental health issues and groups. It is available in soft cover ($24.95) and hard cover ($39.95) plus shipping and handling. To obtain a copy, please contact: Henry Acosta, MA, MSW, LSW, Deputy Director, New Jersey Mental Health Institute Inc., Project Director, Changing Minds, Advancing Mental Health for Hispanics, 3575 Quakerbridge Road, Suite 102, Mercerville, New Jersey 08619; 609/838-5488, ext. 205 (office); email: hacosta@njmhi.org.

Preventing Youth Violence in a Multicultural Society
Edited by Nancy G. Guerra and Emilie Phillips Smith

Preventing Youth Violence in a Multicultural Society highlights the importance of creating culturally compatible interventions to stop violence among the youngest members of diverse populations. Chapters explore how ethnicity and culture can increase or decrease risk for violence among youth depending on contextual factors such as a disadvantaged upbringing, exposure to trauma, and acculturation status. The social-ecological approach taken in this volume emphasizes the learned nature of aggression and violence, and many of the recommended interventions involve changing the context in which violence is taught, therefore truly encouraging long-term violence prevention. This practical, empirically supported book serves as an important resource to all mental health practitioners working in the field of youth violence.

The Psychological Health of Black America
by Omar Reid, Sekou Mims and Larry Higginbottom

The authors of this new and enlightening book, "Post Traumatic Slavery Disorder (PTSlaveryD): Definition, Diagnosis and Treatment," argue that current dysfunctional behaviors and disorders that exist among Black people have origins linked back to the African slave period. This book documents what happened
during slavery and the effect on the descendants of slaves. It also supports how Blacks have been damaged from slavery as well as by “American Apartheid.” To change the effects of PTSlaveryD, one must first understand the cumulative toxic effects of the trauma and then develop the necessary skills to be completely free of the disorder. The book gives more detail about defining, diagnosing and treating Post Traumatic Slavery Disorder. For interviews with the authors or review copies of the book, call (413) 734-6444 or send email to jfondon@unityfirst.com. The book may be purchased online at www.ptslaveryd.com.

We’re Not Going to Take it Anymore: Educational and Psychological Practices from an Africentric Paradigm of Helping
by Gerald G. Jackson

When Gerald G. Jackson, a former professor in the African Studies & Research Center at Cornell University, and current Executive Director of the Male Development and Empowerment Center at Medgar Evers College, decided to incorporate concepts of racial pride into his courses, his goals were to encourage self discovery and expand cultural awareness. He got his students to research and write about leaders in the African-American and Latino communities. But he didn’t stop there. He also took them on various field trips, including one to Harlem, America’s Black capital in New York City. The result is more than they had bargained for; a 500 page book of essays and photographs, “We’re Not Going to Take it Anymore” published today by Beckham Publications Group, Inc. Jackson expects it to be used as a supplementary textbook. http://www.beckhamhouse.com/title_werenot.html.

The Psychology of Prejudice and Discrimination: Four Volumes
by Jean Lau Chin, EdD

Long after the end of the Civil War, the Civil Rights Movement of the 1960s, desegregation in the schools, the abolition of anti-Asian legislation and the Women’s Movement, the pernicious effects of prejudice and discrimination in U.S. society are still evident. Despite efforts to eradicate the injustice against people based on race, ethnicity, gender, disability or other elements, prejudice and discrimination remain. In most cases, the display is more covert than in years past. Today the United States is embroiled in battles regarding Gay rights. Bias and disparities in services, opportunities, and practices affect quality of life, health, and mental health for all peoples. In these volumes focused on the psychology at issue, experts from across the nation and in different fields examine the state of prejudice and discrimination in America today, and each offers practical direction that can be taken by individuals, communities, and officials to create a more just society. Selected as 2005 Choice Outstanding Academic Title by the Association of College and Research Libraries.
On The Web

*Improving Cultural Competency in Children’s Health Care: Expanding Perspectives*

This report, by the National Initiative for Children’s Healthcare Quality (NICHQ), examines steps to address disparities in children's health care and to advance the ability of organizations to provide culturally competent care. [http://www.nichq.org/NR/rdonlyres/5B534B7B-0C38-4ACD-8996-EBB0C4CB2245/0/CulturalCompetencyFINAL.pdf](http://www.nichq.org/NR/rdonlyres/5B534B7B-0C38-4ACD-8996-EBB0C4CB2245/0/CulturalCompetencyFINAL.pdf)

*Teaching Resources on Racism, White Privileges, & Anti-White Supremacy 2006*

The National Women’s Studies Association is pleased to announce the availability of this resource book for faculty, administrators and activists who are interested in issues of racism, white supremacy, and white privileges. [http://www.nwsa.org/downloads/SDKWSyllabi.pdf?PHPSESSID=985dcb4dcb184346a77fbe37a1659465](http://www.nwsa.org/downloads/SDKWSyllabi.pdf?PHPSESSID=985dcb4dcb184346a77fbe37a1659465)

*The National Standards of Practice for Interpreters in Health Care*

Health care interpreting is a distinctive and specialized area of practice. In the United States, the lack of qualified interpreters continues to be a barrier to health care for patients with limited English proficiency (LEP).

In September 2005 the National Council on Interpreting in Health Care (NCIHC) Board of Directors approved a set of guidelines that define the acceptable ways by which health care interpreters can meet the core obligations of their profession. These guidelines set forth enforceable standards of practice for health care interpreters. There are a total of 32 standards of practice grouped under the nine headings, accuracy, confidentiality, impartiality, respect, cultural awareness, role boundaries, professionalism, professional development, and advocacy. For more information on the NCIHC, please visit their website at [www.ncihc.org](http://www.ncihc.org).

Copies of the National Standards of Practice can be obtained through the following URL: [http://www.ncihc.org/NCIHC_PDF/National_Standards_of_Practice_for_Interpreters_in_Health_Care.pdf](http://www.ncihc.org/NCIHC_PDF/National_Standards_of_Practice_for_Interpreters_in_Health_Care.pdf)

*APA Website Now Includes Spanish Language Information*

If you speak Spanish, you can now access free Spanish language materials on mental health issues at the American Psychological Association’s (APA) online help center, [www.APAHelpCenter.org](http://www.APAHelpCenter.org). Materials include facts and tips on subjects such as stress, mind/body health, developing resilience and recognizing the signs of youth violence. Because psychology is relevant to so many areas of everyday life, the site also offers information on work and school,
family and relationships, emotional wellness, disasters and terrorism as well as psychological statistics and facts.

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**APA Division 2 Offers Web-Based Mentoring Service**

APA’s Div. 2 (Society for the Teaching of Psychology) offers a Web-based mentoring service that allows junior faculty to connect with more experienced professors to address such topics as classroom management, academic dishonesty, professional development, promotion and tenure-review preparation, and laboratory development. More than 40 senior faculty offer advice on the site, located at: [www.psynt.iupui.edu/MentoringService](http://www.psynt.iupui.edu/MentoringService).