WELCOME AND INTRODUCTION

And with irrepressible determination and optimism, Asian Americans and Pacific Islanders have prevailed over adversity and risen to the top of their fields -- from medicine to business to the bench. But even now, too many hardworking AAPI families face disparities in health care, education, and employment that keep them from getting ahead.

President Barack Obama,
Presidential Proclamation,
Asian American and Pacific Islander Heritage Month, 2013

April 30, 2013, President Barack Obama declares another May, Asian American and Pacific Islander (AAPI) Heritage Month. While the overall tone of his proclamation was optimistic and hopeful, President Obama also thought it important to acknowledge the many challenges faced by the AAPI community in the United States, citing persecution, violence and rising hate crimes, particularly against Hindu, Muslim and Sikh communities. This month as OEMA celebrates Asian American/Pacific Islander Heritage Month, we also thought it would be important to present a comprehensive view of Asian American and Pacific Islander populations.

In this issue, we celebrate and honor the beauty of AAPI cultures while also recognizing some of the adversities faced in these communities. If we want to ensure that our next generation does not experience the hardships of their predecessors, we must present a full picture of our communities, the triumphs along with the challenges. We know that awareness is the first step to change, so we begin by presenting highlights from a special issue of The Journal for Social Action in Counseling and Psychology on violence against individuals and communities. Muninder K. Ahluwalia, PhD discusses issues of stereotyping, profiling, loss of human and civil rights, and hate crimes against Sikh American men and boys in her article, “What’s under There?” The Questioning of Civil Rights for Sikh Men, while Rebecca L. Toporek, PhD, the editor of this special issue, challenges psychologists to work with communities of color to advocate for change in response to the violence these communities may experience. Excerpts from the special issue on violence against individuals and communities are followed by APA’s efforts on gun violence and public health.

We continue our attempt to present a more nuanced view of AAPI communities by featuring an article from a special issue of the Asian American Journal of Psychology on Tiger parenting, Asian-heritage families, and child/adolescent well-being. In this piece, authors Linda P. Juang, PhD, Desiree Baolin Qin, PhD and Irene J. K. Park, PhD encourage us to move beyond myths and stereotypes of Asian and Asian American families to appreciate the diversity and complexities of these communities. This article
is followed by the first installment of a short weekly series called *Island Tidbits* in which June W. J. Ching, PhD, ABPP and her colleagues from Hawaii present the rich diverse culture of Hawaii communities along with personal reflections about Hawaii’s treasures, places and people in an effort to prepare the APA community for our 121st Annual Convention, which will be held in Hawaii this year. Due to a technological upgrade to our web systems, the summer issue of the Communiqué will not be released until after the convention, so OEMA related convention programming is also presented in this issue.

Finally, through our *Ethnicity and Health in America Series (EHAS)*, we are raising awareness concerning family demands and expectations as it relates to stress among Asian and Asian American populations. A full description of OEMA’s film screening and interactive forum entitled *Great Expectations: Exploring family dynamics and stress among Asian and Asian American populations* organized in honor of Asian American and Pacific Islander Heritage Month is included in the OEMA updates along with a brief discussion of other recent OEMA activities and calls. This includes a brief report from the Committee on Ethnic Minority Affairs (CEMA) written by CEMA Chair Helen A. Neville, PhD and an update on the Diversity Initiative of the Committee of State Leaders (CSL) written by Diversity Liaisons Takako Suzuki, PhD and Phyllis Bolling, PhD.

As always, I want to thank the staff of OEMA for their continued effort to produce the work of our office. I also want to extend a very heartfelt thank you to our colleagues for their submissions. Without their contributions, this issue would not have been possible.

I will close with words from our President. “We can reaffirm our legacy as a Nation where all things are possible for all people. So this month, as we recognize Asian Americans and Pacific Islanders who are fulfilling that promise in every corner of our country, let us recommit to giving our children and grandchildren the same opportunity in the years ahead” (Presidential Proclamation Asian American and Pacific Islander Heritage Month, 2013).

Tiffany G. Townsend, PhD.
Senior Director of OEMA
The 2012 killing of Trayvon Martin drew attention in the U.S. and globally. For psychologists and psychological science, this type of event spurs complex reactions that are connected to our personal and professional identities. Psychologists provide trauma response to individuals and communities, consultation with communities and media, public education, and research that inform public policy. At the same time, psychological practice and science reflects a microcosm of the larger society wherein research and practice with targeted communities is underfunded, undervalued, and filtered through existing power structures. So while these events spur professional action, we, as psychologists, face the challenge of deciphering how these events affect us personally, our own identities, our own families, and our own community. This article attempts to address three issues or opportunities raised in the context of violence against individuals and communities: the complex entanglement of personal and professional identities, the role of power and privilege in psychology, and a call to action for psychologists to work in concert with communities to advocate for change. As co-editor of the Journal for Social Action in Counseling and Psychology (JSACP), a peer-reviewed electronic journal, I suggest that the journal is positioned well to engage authors and readers in bringing research and scholarship with ethnic minority communities to the forefront with the richness that is inherent in that work.

**Personal and Professional**

The ability to respond professionally to hate crimes is invaluable. And yet, psychologists are human and also affected by these same events. Given that many psychologists involved in research and practice with targeted communities also belong to targeted groups (e.g., ethnic minorities), the result of these incidents go beyond professional interest. In the weeks following the killing of Trayvon Martin, there was considerable discussion on the APA Division 45 list serve from members responding to the tragedy and the subsequent racial discourse as practitioners, educators, and scientists. The action and discourse on the list serve as well as other professional venues held such passion, pain, clarity, and strategy, that it was clear to me that JSACP could highlight these and other actions as models. A central mission of the journal is to “highlight ‘engaged scholarship’ and the very important social change work done by professionals and activists that would not normally find its way into publication” (JSACP, 2008). The resulting call for manuscripts for a special issue focused on the Trayvon Martin case and other violence against individuals and communities encouraged scholarship and research as well as personal reflections of psychologists, counselors, students and community members.
Power, Privilege and the Profession

As we received manuscripts for the special issue of JSACP, many containing great passion and pain, I became very aware of the role of power and privilege in the editorial process and within the profession as a whole. I wondered about the extent to which the profession of psychology, in its efforts to be scientific and scholarly, might exert power in a way that silences important marginalized voices (Toporek, 2013). Editorial board members and reviewers with critical consciousness and the ability to mentor new writers helped the special issue become an opportunity to have diverse voices heard both from professional and personal perspectives. Yet, on a broader level, more examination is needed about the ways in which professional norms and standards may inadvertently, or blatantly, provide room only for scholars and activists who conform.

Moving to Action with Communities of Color

The focus on action, particularly in collaboration with communities of color, is an important contribution psychological science can make to social change. A large number of the responses to the Trayvon Martin killing focused on examples and suggestions for action, many reflecting the power of community. The time and cost of the engagement process as well as the unpredictability of environmental and community factors can create difficulties in showing outcomes traditionally recognized by funders, university tenure and promotions committees, among others. One way JSACP attempts to give voice to some of these issues is to specifically consider the extent to which communities are participants in the research process as well as to actively seek manuscripts that reflect (and reflect on) action taken, whether it represents systems level transformation, community change, public policy or other forms of social action. Consistent with the idea of highlighting the voices of community, JSACP also encourages authors to reflect on the interplay of personal and professional experience that accompany action.

For more information regarding the Journal for Social Action in Counseling and Psychology visit http://jsacp.tumblr.com/

References


“What’s under There?” The Questioning of Civil Rights for Sikh Men
Muninder K. Ahluwalia, PhD

(NOTE: This article is based on the original article published in the Special Issue on Violence Against Individuals and Communities — Reflecting on the Trayvon Martin Case. Journal for Social Action in Counseling and Psychology (2013), 5(1.).)

What is it about a head covering that makes people nervous? Or more specifically, what feels so threatening to others when people of color cover their heads?
The murder of Trayvon Martin, a Black high school student who was walking near his home when a neighbor shot and killed him, was publicized widely in the media. He was 17 years old and had committed no crime, save being young, Black, and male wearing a hoodie. The U.S. must mourn the loss of this youth for who he was and who he was yet to be in his family, school, community, and to the country. On the heels of the highly publicized deaths of multiple Black youth in the U.S., the case of Trayvon Martin is yet another tragedy. While we mourn his loss, his death should also be seen as a call for justice for him, and more broadly a call for social justice.

I have been reflecting on the similarities and differences about these murdered boys and men in the Black community, and the Sikh boys and men in my own life. As a Sikh woman, I have a father, brothers, and nephews. The situation facing Sikh men and boys in the U.S and abroad parallels the experiences of Black males, like Trayvon Martin in many ways. Issues of profiling, loss of civil rights and violence targeted towards men and boys are issues that both the Black community and the Sikh community continue to experience. I present my thoughts with one caveat; that is, I am also wary of drawing parallels between the African American experience and the Sikh experience because although the sociopolitical histories of the two groups in the U.S. are intertwined (e.g., legacies of denial of citizenship, land ownership), they are also very different (e.g., forced migration and enslavement vs. immigration for opportunity). Further, I recognize that the myth of Asian Americans as the model minority, which systematically pits Asian Americans against other minority groups (including African Americans) while maintaining the White norm as ideal, has benefitted members of the Indian American Sikh communities in some ways. Yet, Sikh American boys and men are seen as strange and even dangerous (Ahluwalia & Pelletiere, 2010; Joshi, 2006); outsiders in their own country and public enemies in the U.S.

There has been the suspension of rights of Sikh men who have uncut hair and are readily identified with jooras (topknot), hankies (that cover the joora), patkas (a bandana-like head covering that covers not only the joora but all the hair), and turbans. Sikh men in particular have the visible identifiers of our religion. Sikh men are routinely mistaken identified in acts of racial profiling as "terrorists." There have been numerous documented cases of stereotyping, profiling, loss of human and civil rights, and hate crimes (Ahluwalia & Pelletiere, 2010). The erosion of rights for Sikh boys and men leads to the creation of second-class citizens who are not entitled to the same rights as those from the dominant group. A small example:

Case: A young boy wearing a patka, age 9, was pulled aside and double screened at a U.S. airport. His hands were swabbed and tested for explosives (see Ahluwalia, 2011), as if testing the hands of children would make this country safer.
Action: In response to airport profiling, community organizations, such as the United Sikhs and Sikh Coalition, have tried to document cases to help advocate for policy changes. Although individuals from multiple communities (e.g., Muslim, Sikh) have experienced profiling, there has been no easy and accessible way for people to report incidences. As a result, airport profiling has been grossly underreported and systematically dismissed as a reality. In response to this need for an easier report mechanism, the Sikh Coalition created Flyrights mobile application that allows users to report airport profiling instances in real time (Sikh Coalition, n.d.).

This example is just one in many for the Sikh community. And there are similar and different narratives in the Black community, other communities of color, and other groups that have experienced oppression. This example, and others like it, has been my call to action for all communities to engage in support of social justice across groups. Is it yours?

References


Sikh Coalition (n.d.) Sikh Coalition, retrieved from http://sikhcoalition.org/

The APA and 22 other national organizations signs on to the American Academy of Pediatrics letter to United States Senators on gun violence and public health

On April 16, 2013, APA and more than twenty national organizations, including the American Academy of Pediatrics, sent a letter (PDF, 100KB) to senators urging them to address gun violence as public health problem. The letter called for federal policies to reduce injury and mortality through research and evidence-based prevention and intervention.

APA’s Recent and Ongoing Activities Related to Gun Violence Prevention

In response to the tragic mass shooting at Sandy Hook Elementary School in Newtown, Connecticut, the American Psychological Association (APA) has redoubled its efforts related to gun violence prevention. APA-wide initiatives have involved communications with the White House, Congress, other organizations, the APA membership, and the general public in support of vital mental and behavioral health services, training, and research. In so doing, APA has exercised caution to avoid adding to the
stigma associated with mental health problems, by clarifying that mental disorders are not the cause of violent behavior.

APA’s government relations staff continues to advocate for needed federal legislation, including reauthorization of relevant laws, as well as enactment of new legislation -- some of which implements key provisions of the President’s plan to reduce gun violence. Of most interest to APA are legislative initiatives that focus on mental and behavioral health, violence, threat assessment, and media and gun violence. Some of these topics have already been the focus of legislation and reports reviewed by APA staff, as well as congressional hearings and briefings, which APA staff has attended. APA is also in the process of establishing two new task forces to examine the psychological literature related to gun and media violence to determine whether the association’s policies in these areas need to be updated to reflect the most current research.

This document offers an overview of APA’s recent and ongoing activities related to gun violence prevention in the following areas: Executive Branch, Congress, Collaboration with other Organizations, APA Policy-Related Initiatives, and Outreach to the APA Membership and General Public:

**Executive Branch**

APA’s CEO attended an [invitational White House meeting](#) on January 9th on gun violence prevention with the Secretary of Health and Human Services (HHS) and the Attorney General, along with about 20 mental health organizations. APA developed and submitted a list of recommendations to the White House prior to the meeting, which reflected the input of many of our member experts.

- An [APA press statement](#) was released on January 17th, which lauded the President’s gun violence prevention plan and highlighted components of most interest to APA.
- APA is monitoring implementation of the [President’s executive orders](#) in such areas as gun safety, background checks, gun violence research at the Centers for Disease Control and Prevention (CDC), and therapist duty to warn provisions.
- As part of a coalition spearheaded by the American Academy of Pediatrics, APA attended a February 4th White House meeting with staff from the Vice President’s Office, the Office of Public Engagement, and the Domestic Policy Council to discuss gun violence prevention issues, including the role of health providers, CDC funding for gun violence research, and school and gun safety.
- APA attended an invitational event at the White House on February 27th focused on the implementation of the President’s executive order to create model emergency management plans for schools, institutions of higher education, and houses of worship, and to provide best practices for training students and staff to follow these plans. Convened by the Departments of Homeland Security, Education, Justice, and HHS, this event brought together stakeholders from education, mental health, law enforcement, emergency management, victims of gun violence, and the faith community.
- APA was invited by the Substance Abuse and Mental Health Services Administration to partner in their National Dialogue on Mental Health. This joint federal effort is being launched in March by the Secretaries of HHS and Education. It is designed to increase awareness of mental health issues, to promote mental and emotional health, and to identify local strategies to reduce stigma and increase access to needed mental health treatment.
APA is striving to enhance access to mental health services in Medicaid and gain recognition of psychologists in this federal-state program, as well as to ensure adequate mental health benefits in the soon-to-be-created state health insurance exchanges under the Affordable Care Act.

Congress

**Goal:** To advocate for increased funding for well established, evidence-based mental and behavioral health initiatives in services, research, and training.

**Service Priorities include:**
- Reauthorizing the Elementary and Secondary Education Act, with its focus on school-based mental health services, positive school climate, and safety
- Reauthorizing the Garrett Lee Smith Memorial Act, which provides mental health and substance use services on college campuses, offers youth suicide prevention grants to states and tribes, and supports a suicide prevention resource center

**Training Priorities include:**
- Increasing funding for the [Graduate Psychology Education Program](https://www.hrsa.gov) of the Health Resources and Services Administration (HRSA), which supports psychology doctoral, internship, and postdoctoral programs to provide interprofessional training to address the mental and behavioral health needs of youth and other identified underserved populations
- Securing funding for the President’s proposal to provide $50 million to train 5,000 additional mental health professionals to serve students and young adults, which could be directed to [HRSA’s Mental and Behavioral Health Education and Training Grant Program](https://www.hrsa.gov)

**Research Priorities include:**
- Increasing funding for mental and behavioral health research at the National Institutes of Health, CDC, and other key federal agencies
- Renewing social and behavioral science research support to examine the causes and prevention of gun violence, such as evidenced by the [recent grant announcement by the National Institute of Justice](https://www.nij.gov), after over a 15-year hiatus

Recent Activities
- Participated by invitation to brief staff of the Senate Health, Education, Labor and Pensions Committee, along with several other mental health organizations, on mental health legislation within the committee’s jurisdiction. APA’s wide-ranging guidance covered bills addressing school and campus mental health services, psychology workforce, child trauma, violence against women, and mental health and aging, among other issues.
- Continue to work closely with congressional offices by contributing to the drafting of legislative language, recommending APA members as presenters for congressional hearings and briefings (and attending such events), tracking legislation, and responding to requests for assistance.

Collaboration with Other Organizations
- Nominated APA members to serve on an Institute of Medicine committee to develop a consensus report for a public health-oriented research agenda for gun violence prevention for potential implementation by CDC over the next five years. APA’s nominees offer expertise in the following
five priority areas: injury prevention; violence epidemiology; criminology/law; suicide epidemiology and prevention; and mental health/psychology.

- Attended an invitational meeting hosted by the Police Foundation on January 14th with representatives from about 35 federal agencies and organizations to provide guidance to chiefs of police regarding mental health issues related to gun violence
- Agreed to partner with the Association of American Medical Colleges to compile materials on mental health services and research on violence prevention for their MedEdPORTAL’s iCollaborative, upon the request of the Vice President’s office to participate in the National Dialogue on Mental Health. This centralized repository is for sharing informational materials and educational tools among health professionals to advance learning in critical areas.
- Invited by the YMCA in February to collaborate in responding to a request from the Vice President’s office to prepare materials for campers and their parents about violence prevention. Informational resources will also be developed for camp staff and other partners for this summer’s camp season.
- Joined a Gun Violence Prevention Stakeholders Group formed by the American Academy of Pediatrics to enable government relations staff from diverse organizations to coordinate their gun violence prevention activities. The 25 or so members represent health providers, public health officials, preventive medicine and early child development experts, and gun safety advocates, among others.
- Collaborating with the Mental Health Liaison Group in advocating for mental health initiatives in Congress

APA Policy-Related Initiatives (Approved and Pending)
- Convening an APA task force to report on research and policy recommendations regarding violence in video games and related interactive media and to re-evaluate two prior APA Council resolutions from 1995 and 2005 related to media violence
- Formed an expert panel charged with writing an empirically-based report on the prediction and prevention of gun violence. This report is intended for policymakers and the news media to convey what is known about the antecedents of gun violence and successful prevention strategies, as well as what further research is needed. In addition to serving as an important and timely public information document, the report is expected to help inform the work of a subsequent APA task force to examine – and possibly revise or replace - the 1994 APA Council Resolution on Firearm Safety and Youth.

Outreach to the APA Membership and General Public
- APA’s CEO briefed the APA Council of Representatives at its February meeting on the association’s recent and ongoing activities related to gun violence prevention, with a focus on Congress, the Executive Branch, collaboration with other organizations, and APA’s ongoing re-examination of its relevant policies.
- Sent two informational email broadcasts to the membership about APA’s gun violence prevention activities with subsequent announcements in APA Access
- Received about 30 offers of assistance from APA member experts whose research-based information was incorporated into the APA recommendations to the White House. Also received statements and offers of assistance from four of APA’s divisions, as well as from APA’s Task Force on Serious Mental Illness/Serious Emotional Disturbance.
- Provided guidance through Practice Update of the APA Practice Organization to psychologists about state duty to warn laws, federal and state laws governing purchase of firearms, and the
Affordable Care Act provision that allows asking clients about access to firearms. Also prepared an article for the Psychological Science Agenda on the history of federal funding for gun violence research, highlighting the freeze since 1996.

- Offered resources through APA’s Psychology Help Center to assist the public in coping with distress in the aftermath of a shooting.
- Responded to requests from news media for psychologists able to speak to the many issues surrounding gun violence. Between mid-December and the end of January, APA provided psychology experts for interviews for more than 100 print, radio, and broadcast pieces about the Sandy Hook Elementary School shooting and its aftermath.
- APA, as an association of psychologist practitioners, researchers, and educators with expertise in human behavior, has much to contribute to the national dialogue to prevent gun violence. We look forward to continued engagement with the federal government and our organizational partners to achieve this goal with the utmost urgency.

Additional APA efforts on this important national issue and/or can be found at: http://search.apa.org/search?query=gun violence

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**Are All Asian-heritage Parents “Tiger Parents”?**

Linda P. Juang, PhD, Desiree Baolin Qin, PhD, & Irene J. K. Park, PhD


Amy Chua’s memoir *Battle Hymn of the Tiger Mother* describes in detail her endeavors to push her two daughters to succeed, and in the process, deny them a social life, sleepovers, and play dates. Chua’s depictions and the ensuing media attention thrust Asian American parents into the limelight, their parenting debated and contested throughout the media and on social network sites. In March 2013, the *Asian American Journal of Psychology* published a Special Issue entitled “Tiger parenting, Asian-heritage families, and Child/adolescent well-being”. The special issue contributes to the tiger mom debate by bringing together scholarly work addressing questions such as: What defines tiger parenting? How common is this type of parenting? What implications does tiger parenting have for child and adolescent development and well-being?

According to Amy Chua, tiger mothers are mothers of Chinese (or other ethnic) origin who are highly controlling and authoritarian, denying their children free time, play dates, and extracurricular activities in order to drive them to high levels of success at any cost, unlike the softer and more forgiving Western parenting style. This stereotypical and caricature-like image seems to confirm the worst fears about Asian parenting –that it is excessively controlling, harsh, and demanding unquestioning obedience with little to no concern for the child’s needs, wishes, or emotional well-being.

According to empirical social science studies, however, the picture of Asian-heritage parenting appears to be quite different. In fact, the special issue may help deconstruct this myth of the tiger mother (Juang, Qin, & Park, 2013) by pointing to emerging research. In the special issue, the authors of six empirical articles present studies focused on Chinese American (Cheah et al., 2013; Kim et al, 2013) and
Mainland Chinese (Way et al., 2013), Korean American (Choi et al., 2013), and Hmong American families (Lamborn et al., 2013; Supple et al., 2013). Collectively, the authors employ both qualitative and quantitative methods and present findings on Asian-heritage parenting (including tiger parenting), focus on within group differences, and examine how different types of parenting contribute to children’s educational outcomes and psychosocial well-being. In addition, several scholars provide commentaries based on their review of the six empirical articles and chart directions for future research (Deater-Deckard, 2013; Juang et al., 2013; Lau & Fung, 2013). Taken as a whole, the collection of papers in this special issue suggests several take-home messages. One, although tiger parenting (defined as harsh, demanding, and emotionally unsupportive) exists among Asian-heritage families, it is not common. Two, tiger parenting is not linked to the best child outcomes—both academically and socioemotionally. Third, the studies collectively show that there is much more variation in Asian-heritage parenting behaviors and practices beyond being strict, controlling, and demanding high academic achievement of their children. Using a range of samples and methodologies, the findings suggest that Asian-heritage parents are also warm, supportive, and loving toward their children, which has not been emphasized (and perhaps even de-emphasized) in the literature. The special issue dispels some of these stereotypical, monolithic notions of Asian-heritage parenting by offering a more nuanced and accurate perspective so that readers can see beyond the myth of the tiger mother.

References


APA ANNUAL CONVENTION 2013

Aloha Connection-Island Tidbits
June W. J. Ching, PhD, ABPP
Honolulu, Hawai`i

Aloha!

I am Dr. June Ching, a member of APA’s Division of Psychologists in Independent Practice (42) from Oahu, Hawai`i and chairperson of Division 42’s Diversity Task Force. As this year’s annual APA convention will be held in Hawaii this July/August, we thought it would be a wonderful opportunity for psychologists from our state to share Island Tidbits about the rich culture of Hawai`i, diversity of our communities, physical layout of the islands, along with personal reflections about Hawai`i’s treasures, places and people. For the next few months, I will be posting a series of short weekly Island Tidbits as part of our Aloha Connection. We also will be tapping into the unique features of the four respective islands of Oahu, Maui, Hawai`i (Big Island), and Kauai.

What distinguishes Hawai`i from other states is the Aloha Spirit which permeates throughout every aspect of our island home. The literal definition of Aloha is the “presence of breath” or the “breath of life.” It is derived from “Alo” meaning presence and “ha” meaning breath. Aloha is used as a greeting of hello or goodbye, of love and affection. However, the symbolic deeper meaning extends beyond a salutation but embodies a traditional Hawai`ian way of living and treating each other with love, compassion and respect. Aloha is sending and receiving a positive energy. The essence of Aloha is living in harmony with mutual regard. When you live in the Spirit of Aloha, it permeates in space, multiplies and spreads to others. Queen Lili`uokalani stated, “Aloha is to learn what is not said, to see what cannot be seen, and to know the unknowable.”

In Hawai`i, the family, or ohana, is revered. While you are here on the islands, you will be part of our extended ohana, where the Aloha Spirit prevails. An expression of the Aloha spirit is the giving and receiving of leis, a circle of unending Aloha. When you give a lei of Aloha, you are literally sharing a breath of life, a part of you, your essence, your mana.

In addition to partaking in the substantive convention program by seeking na`auao, or knowledge, I would also like to encourage you to ma`lama or take good care of yourselves, by using your time in Hawai`i as a way to relax the body and replenish the mind and soul. Enjoy the cultural diversity, the natural beauty of the islands, and let it ‘all hang loose.’ Experience what island living is really like. While you are in Hawai`i, do things ‘island style.’ Make it a point to learn a few Hawaiian words every day.

Start with the word kapu. It is absolutely kapu or forbidden, for you to wear suits or nylons in Hawai`i. You can always tell who the first day convention attendees are by their attire. They are wearing suits, ties, stockings, and somber colors. Second day conventioneers tend to discard their ties and pack their Ferragamo shoes away. In the third day of the convention, people are more relaxed and wear t-shirts along with rubber zoris. By the final day, attendees are clad in surfer shorts and bikinis...and of course
their leis. Casual is the way to go! In fact, using the local pidgin dialect, we have a rule for dressing, ‘mo loose, mo wild, mo colorful, mo betta.’

Another important word is holoholo, which means to get out or walk about. It is kapu to stay indoors all day. You must get out and holoholo each day. Enjoy a spectacular sunset, strolling on one of our white sandy beaches. Listen to the sound of the waves washing ashore. Take in the sight of our exotic mountain ranges. Find glimpses into Hawai`i’s past. Savor some of the island delicacies – `ono chocolate covered macadamia nuts, malasadas, and mouthwatering shave ice with lilikoi syrup.

Psychologists in Hawai`i practice pono, or maintaining working harmony between partners or the communities we serve. We would like to extend our kokua (desire to assist) to all of you, while attending the annual convention in our Aloha state.

If you are interested in receiving future Island Tidbits on Navigating the Islands, please sign up for the APA Public Interest Directorate Convention blog at: http://psychologybenefits.org/

Warm Aloha!

121st APA Convention Programming Information
CEMA & CEMRRAT2 Task Force

CEMRRAT2 Task Force Session – 10:00-10:50am
Friday, August 2nd
Convention Center, Room 321A
Ethnic Minority Leadership: Challenge & Success

CEMA Social Hour – 6:00-7:50pm
Thursday, August 1st
Hilton Hawaiian Village, Rainbow Suites I & II
Award Presentation Ceremony – Jeffrey S. Tanaka Memorial Dissertation Award in Psychology and the Richard M. Suinn Minority Graduate Achievement Award

CEMA Participating in Sessions:

Saturday, August 3rd
12:00 – 1:50pm
Convention Center, Room 323C
Health Disparities: Emerging Biopsychosocial Challenges of Older Adults Living With HIV

Saturday, August 3rd
1:00-1:50pm
Convention Center, Room 321A
Can Psychology Accommodate Divergent Views on Size? Barriers to a Nuanced Understanding of Obesity
OEMA UPDATES

CEMA March Meeting
Helen A. Neville, PhD
CEMA Chairperson, 2013

The Committee on Ethnic Minority Affairs (CEMA) met the weekend of March 15-17, 2013 in Washington, DC as part of the consolidated boards and committees meetings. Consolidated brings together a large number of APA’s standing and continuing boards and committees to work on policy-development issues throughout APA. CEMA traditionally makes an effort to capitalize on this meeting by attempting to further promote collaborative projects and activities involving many of the groups gathered.

Consistent with the intended purpose of consolidated, at the meeting CEMA developed slates of members of color for nomination to APA boards and committees, prepared for APA’s annual convention in Hawaii, and reviewed and commented on policy documents produced by other
committees and boards. Specifically, CEMA reviewed and recommended action on APA’s reimbursement policy related to representatives of color elected to serve on the APA Council of Representatives, provided input and commented on the proposed revisions to the Standards for Educational and Psychological Testing, the proposed revision of the APA Guidelines for the Undergraduate Psychology Major and the APA Guidelines for Psychological Practice with Older Adults. Members also met with staff in the Public Interest Directorate’s Government Relations Office regarding proposed 2013 legislative advocacy goals, which includes those issues/concerns related to APA’s ethnic minority legislative advocacy agenda.

CEMA also hosted the traditional Open Meeting for Members of Color in APA Governance in which the failed 2012 seating of the four ethnic minority psychological associations bylaws amendment vote was discussed along with the emerging new and exciting collaborations between APA and the four ethnic minority psychological associations. At the meeting, members encouraged the APA to consider and encourage culturally appropriate strategies, programming, and activities that would highlight and/or focus upon the issues and concerns of physical, behavioral, and/or psychological health and well-being of Native Hawaiians and Pacific Islanders during APA’s annual convention.

In addition to these activities, CEMA focused on the purpose and core work of the committee. To this end, the Committee spent time revisiting its mission and purpose in an effort to more effectively reconcile and align its practices and procedures with its goals and objectives while keeping in mind how these may be informed and/or influenced by the broader APA Strategic Plan and approved Strategic Initiatives. This was an initial step in what we see as an important year-long endeavor that will ultimately enable the Committee to further optimize its resources in order to successfully accomplish its mission and purpose both in the short and long term.

CEMA felt that its meeting was productive and rewarding. Its next meeting will be in the fall, September 20-22, 2013.
Current CEMA members include: Helen A. Neville, PhD (chairperson); Muninder K. Ahluwalia, PhD (chairperson-elect); Iva GreyWolf, PhD (past-chairperson); I. David Acevedo-Polakovich, PhD; John D. Robinson, EdD; and Daniel V. Foster, PsyD. In addition, CEMA was pleased that it continues to enjoy the attendance at its meeting of liaisons from other groups: J. Douglas McDonald, PhD, APA Board for the Advancement of Psychology in the Public Interest (BAPPI); Hideko Sera, PsyD, National Council of Schools of Professional Psychology (NCSPP); Scott Graves, PhD, School Psychology, APA Division 16; Kris Yi, PhD, Psychoanalysis, APA Division 39; and April Thames, PhD, Clinical Neuropsychology, APA Division 40.

If you are interested in learning more about CEMA projects/activities, membership opportunities, and/or involvement in APA governance, please contact the APA Office of Ethnic Minority Affairs at 202/336-6029 or via email at: oema@apa.org.
The Diversity Initiative and the State Leadership Conference 2013: Leadership, Connection, and Support
Takako Suzuki, PhD & Phyllis Bolling, PhD

The origin of the Diversity Initiative of the Committee of State Leaders (CSL) dates back to 1994, when APA’s President worked with the Office of Ethnic Minority Affairs (OEMA) to establish a Commission on Ethnic Minority Retention, Recruitment, and Training in Psychology (CEMRRAT), and funds were allocated by the APA Council of Representatives (COR) to carry out the goals and recommendations of the Commission. From these funds, OEMA made several small grants available to state, provincial, and territorial psychological associations (SPTAs) to promote ethnic/racial diversity initiatives. Due to insufficient funds, the Committee for the Advancement of Professional Practice (CAPP) provided matching funds. From these beginnings, the Committee of State Leaders (CSL) originated the current Diversity Initiative. Through grants, the initiative sought to develop diversity within governance at the state level by supporting the participation of ethnic minority members of SPTAs to the State Leadership Conference (SLC). The first Diversity Delegates (DDs) came to SLC in 2000 and to date; approximately 200 DDs have participated in SLC.

In recent years, the original focus of the initiative was broadened from ethnic minority psychologists to include the diverse groups recognized in APA’s overall definition of diversity which includes race, ethnicity, language, sexual orientation, gender, age disability, class status, education and religious/spiritual orientation. However OEMA’s portion of the funding is designated for ethnic minority psychologists only.

Since its inception, where 13 DDs participated, the number of DDs attending SLC has continued to grow and the initiative itself has also grown. Changes include: the creation of the Diversity Liaison position and inclusion of an APAGS/Division 31 DD, and in 2009, the Diversity Liaison began serving as a full voting member of CSL, and the Chair of the CSL’s Diversity Subcommittee, which addresses diversity programming for the SLC.

The Diversity Initiative and the SLC have been extremely successful in involving ethnic minority psychologists in membership and leadership positions, in facilitating the growth and development of leadership skills for many psychologists from diverse backgrounds, and in enhancing diversity within governance at the state and national levels. A general review of past records reveals that to date, approximately 30% of the 200 total DDs have moved into elected leadership positions in their home SPTAs and/or within APA committees, sections or divisions, of which over 40% have become president/president-elect of their SPTAs.

This year, the Diversity Sub-committee of the CSL selected and funded 20 DDs. In addition, seven DDs were funded by their own SPTAs. Thus a total of 27 DDs were selected, of which 26, plus the Diversity Liaison from 24 states attended the 2013 SLC.

There are several events that are the highlight of the 2013 Diversity Initiative program. The program began with the Pre-SLC Diversity Recognition Award dinner which was attended by a record of 50 individuals (26 DDs and 24 supporters/guests including leaders of the CSL and APA). New DDs were matched with experienced DDs, and participants had opportunities to get to know each other and
The highlight of the dinner was the presentation of the Diversity Recognition Award. This year, the award was presented to Josephine D. Johnson, PhD, Member at Large of APA BOD and COR from Division 42, for her longstanding history of contributions to the SLC Diversity Initiative. Past Recognition awardees include: Bertha G. Holliday, PhD, Melba Vasquez, PhD, Jennifer Kelly, PhD, and Alberto Figueroa-Garcia, MBA. The Dinner is traditionally sponsored by OEMA, and this year additional funding was received from several Public Interest Directorate offices (SES, WPO and Office of the Executive Director of PID). We are very grateful for all of their generous contributions.

The DDs’ orientation session included two breakout groups to address diversity initiatives: “Developing and Implementing Diversity Initiatives within your SPTA” facilitated by Cathy McDaniels Wilson, PhD, past DD and APA Board of Professional Affairs and “Difficult Dialogues” facilitated by Melba Vasquez, PhD, past APA President. We were fortunate to have the support of these leaders who shared their experiences, wisdom and guidance to facilitate the development of DDs in becoming effective leaders. We continued to discuss and exchange ideas such as how to create a Diversity Committee, and issues related to establishing a Cultural Competence CE Requirement for state licensure throughout SLC.

A major highlight of the 2013 SLC was the diversity workshop where a distinguished panel of diverse leaders in APA and SPTAs (Drs. Norman Anderson, PhD, CEO of APA; Jennifer Kelly, PhD, ABPP, Recording Secretary, APA BOD; Mabel Lam, PhD, Member-at-Large, CSL; President, MPA; Sandra L. Shullman, PhD, Chair, APA Good Governance Project; and Discussant: Dinelia Rosa, PhD, Division 31 Representative, CSL; President-Elect of NYSPA) shared their rich experiences in taking leadership positions and navigating the complex issues and challenges of diversity and leadership. The workshop included a lively audience response in which the desire to have opportunities to dialogue on various diversity topics was expressed. Participant comments were greatly appreciated and we are delighted to continue efforts to provide opportunities where people from diverse backgrounds come together to exchange honest opinions in an authentic manner in order to advance the field of psychology.

DDs were also visible in their participation at the State Leaders’ Town Hall and CSL Elections meeting. This year DDs expressed the need to infuse diversity in all the workshops and presentations at SLC and requested that CSL discuss with CAPP how to address this issue. We also supported the nomination and election of Dr. Felicia Smith (former DD and President of Kentucky Psychological Association) for the Member-at-Large position in CSL and she won! The KPA and Dr. Smith were also honored as the recipient of the SLC SPTA Diversity Award.

Although SLC’s schedule is tight, DDs often make time for networking and connection - hanging out together in the evening after dinner and/or for breakfast or lunch when possible. Attending the SLC as a DD is a rich and rewarding experience where a strong bond is established with DDs and allies for many years to come.

Information on the Diversity Initiative will be available on the Division 31 website under Diversity Initiative in the near future.
**Overview**

The *Ethnicity and Health in America Series* is designed to raise public awareness concerning the varied health concerns of America’s people of color, while highlighting the impact of psychology and psychological factors on those health concerns. We work closely with APA’s organization-wide Health Disparity Initiative (http://www.apa.org/topics/health-disparities/initiative.aspx). This initiative focuses on the health conditions of stress, obesity and substance abuse/addiction, which were selected because of their prevalence and/or impact on health within health disparity population groups (e.g., people of color), and their high association with many other chronic diseases. This year, during four of the national heritage months dedicated to ethnic minority Americans (i.e., Black History Month in February, Asian American/Pacific Islander Heritage Month in May, National Hispanic-Latino Heritage Month in September, and National American Indian/Alaska Native Heritage Month in November); OEMA examines the manifestation of stress among each group during their respective month. A website is dedicated to providing information (http://www.apa.org/pi/oema/resources/ethnicity-health/index.aspx) and educational forums/workshops are sponsored in the community to educate the public regarding the significance of psychology to health.

In honor of Asian American Pacific Islander Month and National Mental Health Month, the *Ethnicity and Health in America Series* is raising awareness about family demands and expectations as it relates to stress among Asian and Asian American populations. In partnership with the DC’s Mayor’s Office on Asian American/Pacific Islander Affairs, the Montgomery County Asian American and Pacific Islander Health Initiative, and faculty members from nearby institutions, OMEA will sponsor a film screening and interactive forum entitled Great Expectations: Exploring family dynamics and stress among Asian and Asian American families. This activity will be held at AARP Headquarters, Brickfield Center, 601 E Street, NW, Washington, D.C. 20049 on Thursday May 9, 2013 from 6:30-8:30pm.

The activity will begin with a film screening of **CAN: What does it take to heal from mental illness**, a documentary film by Pearl J. Parks. After the film screening, panelist will guide the open discussion on sources of stress, cultural/racial factors associated with those stressors as it impacts Asian American and Pacific Islander families, and access resources to cope with the burden of stress. The panelist and participants will include Derek Iwamoto, PhD, Research Assistant Professor at University of Maryland-College Park; Charissa S.L. Cheah, PhD, Associate Professor of Psychology at University of Maryland-Baltimore County; Matthew Miller, PhD, Assistant Professor of Counseling at University of Maryland-College Park; and Myron Dean Quon, Esq., National Director of National Asian Pacific American Families Against Substance Abuse.

If you are interested in working on the *Ethnicity and Health in American Series* with OEMA, please contact the office at oema@apa.org. http://www.apa.org/pi/oema/resources/ethnicity-health/index.aspx
ANNOUNCEMENTS

**APA Division 45 Conference**

**June 19-21, 2014**

**University of Oregon**

The third biennial Conference of the APA Society for the Psychological Study of Ethnic Minority Issues (Division 45) will be held June 19-21, 2014 at the University of Oregon. The goals of the conference are: (1) the presentation of state-of-the-art research related to the psychology of individuals from all ethnic minority groups within the United States; (2) the professional development of ethnic minority researchers (students and professionals); and (3) greater networking and collaboration among researchers conducting research on ethnic minority issues across various fields of psychology. This is the only conference specifically devoted to research relevant to Division 45.

The conference chair will be Dr. Gordon Nagayama Hall, past president of Division 45 and past Editor of Cultural Diversity and Ethnic Minority Psychology. Dr. Hall served on the program committees for the previous two Division 45 conferences that were held at the University of Michigan. The conference will feature outstanding plenary speakers and symposia, as well as preconference workshops for professional development.

The University of Oregon is a mid-sized, tree-lined campus in Eugene, two hours south of Portland. Oregon is quite pleasant in late June, with average temperatures in the mid-70s. Eugene is known for its outdoor activities, and is proximal to the Oregon coast, the Cascade Mountains, wineries, and microbreweries.

Although the 2014 Division 45 Conference is more than one year from now, it is not too early to start planning your research presentations for the conference. The Call for Proposals will be sent in early 2014. Mark June 19-21, 2014 on your calendar for the Division 45 Conference at the University of Oregon!

**Latino Behavioral Health Institute 19th Annual Conference**

**“Advancing Latino Behavioral Health: From Margin to Mainstream”**

**September 10-13, 2013**

**Sheraton Downtown Los Angeles**

For more information visit LBHI at [www.lbhi.org](http://www.lbhi.org) or 818/713-9595.
Get Set! National Minority Mental Health Awareness Month 2013 is Just around the Corner

This July, organizations across the country will be taking part in this year’s celebration. We come together this time of year in recognition of National Minority Mental Health Awareness Month to keep building awareness of the importance of mental health and supports in every community. Don't be left out. To help you get ready to take part, the National Alliance on Mental Illness (NAMI) and the National Network to Eliminate Disparities in Behavioral Health (NNED) are organizing a series of planning webinars. These webinars are designed to help interested individuals and organizations big and small plan a variety of community events.

Our Strength and Support: Celebrating National Minority Mental Health Awareness Month
Wednesday, July 17, 2013 1:00 PM - 2:00 PM EDT
A panel of inspiring presenters will share their perspectives on mental health in minority communities, emphasizing the strengths of our cultural communities to come together to find support and carry a banner of hope for all individuals touched by mental illness.
Register now!

This webinar is co-sponsored by the National Network to Eliminate Disparities in Behavioral Health and the National Alliance on Mental Illness.

Post your plans to celebrate the month on the National Minority Mental Health Awareness Month Facebook page.
Tweet using the hashtag #MinorityMentalHealth.
Download the Activities and Resources guide from the NAMI website.

Massachusetts School of Professional Psychology
May and June CEU Programs focusing on Community Mental Health

Rethinking the Concept of "Resilience" in the Haitian Community
Friday, May 3, 2013
9:00 am - 4:30 pm
and/or
Saturday, May 4, 2013
9:00am - 4:30pm
Keynote Speakers:
Marjory Clermont Mathieu, PhD, R/I
Guerda Nicolas, PhD
Dr. Ronald Jean-Jacques
This conference brings together practitioners, researchers, educators and policymakers to engage in a discourse on resilience among Haitians.

Three Registration Options:
May 3-4, 2013
HC13 | 12 CE Credits | $230 (includes lunch on Saturday)
May 3, 2013 ONLY:
HC6-1 | 6 CE Credits | $120
(lunch on your own)
May 4, 2013 ONLY:
HC6-2 | 6 CE Credits | $130
(lunch included)

Cultural Perspective and Spiritual Meaning: Shaping Helping Interventions
Friday, June 14, 2013
2:30 pm - 5:00 pm
Moderator:
David G. Satin, MD, DLFAPA
Speakers:
Khawla Abu-Baker, PhD
Mari Carmen Bennasar, PsyD
John McDargh, PhD
Our panel addresses examples of important community populations-Irish Catholics, Hispanics and Muslims-from which we may generalize how mental health resources can respectfully engage and support all groups meaningfully.
EL36 | 2.5 CE Credits | $35

Harvard University School of Public Health
The Department of Global Health and Population
FXB Center Research Program on Children and Global Adversity
Post Doctoral Opportunity

Harvard University School of Public Health seeks post-doctoral Diversity Fellow applicant whose interests and career goals for training align with the activities of our recently-funded NIMHD R24 Community Based Participatory Research with Somali Bantu and Bhutanese refugees in Chelsea Massachusetts. The position will be based in Boston and involve intensive work with community partners. Interested potential applicants with a background in quantitative, qualitative and mixed methods research skills (field based survey data collection, parent and child survey administration, psychometric and multivariate analyses of child and family mental health outcomes are encouraged to be in touch with Dr. Theresa Betancourt (Theresa_Betancourt@harvard.edu).
The RPCGA and the potential fellow will then work together to co-construct a proposal for funding to NIMHD comprising a two-year training and mentored research plan aligned with their career goals and project activities. Applicants must come from an under-represented minority group (African American, Latino or Native American) and be US citizens or green card holders. Willingness to spend significant time in participatory work with refugee populations as well as prior field based research in low resource and community settings is desired.

RESOURCES

*National Science Foundation (NSF) Report: Women, Minorities, and Persons with Disabilities in Science and Engineering*

The National Science Foundation (NSF) has released its report, *Women, Minorities, and Persons with Disabilities in Science and Engineering*, which provides statistical information about the participation of women, minorities, and persons with disabilities in science and engineering education and employment. Its primary purpose is to serve as an information source.

This digest highlights key statistics drawn from a wide variety of data sources. Data and figures in this digest are organized into six topical areas—enrollment, field of degree, employment status, occupation, academic employment, and persons with disabilities. Surveys conducted by the National Center for Science and Engineering Statistics (NCSES) at the NSF provided a large portion of the data used in this report.

Online, the reader is invited to explore trends in greater depth through detailed data tables and interactive graphics ([http://www.nsf.gov/statistics/wmpd/2013/start.cfm](http://www.nsf.gov/statistics/wmpd/2013/start.cfm)). Technical notes and other online resources are provided to aid in interpreting the data. The data tables are available both in portable document format (PDF) and as Excel files for easy viewing, printing, and downloading.

*The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (known as the National CLAS Standards)*

The enhanced National CLAS Standards and The Blueprint, their accompanying guidance document, are now available at [https://www.thinkculturalhealth.hhs.gov/](https://www.thinkculturalhealth.hhs.gov/)! A launch event was held April 24th, 2013 at the The Henry J. Kaiser Foundation's Barbara Jordan Conference Center.

The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (known as the National CLAS Standards) are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for organizations to deliver effective, understandable, and respectful services at every point of patient contact. Adoption of the National CLAS Standards will help advance better health and health care in the United States.

A Blueprint for Advancing and Sustaining CLAS Policy and Practice (The Blueprint) is a new guidance document for the National CLAS Standards available exclusively at www.ThinkCulturalHealth.hhs.gov!
The Blueprint describes each Standard's purpose and components. In addition, it provides basic strategies for implementation and a list of resources that provide additional information and guidance.

**The Bilingual Counselor's Guide to Spanish: Basic Vocabulary and Interventions for the Non-Spanish Speaker**

Designed specifically with mental health professionals in mind, *The Bilingual Counselor’s Guide to Spanish* is perfect for counselors interested in expanding their client base and language skill set. Featuring terminology and cultural phrases specific to the mental health profession, this text offers an easy introduction to both the Spanish language and interfacing with Spanish-speaking clients in a counseling setting. Sections of useful and practical vocabulary are followed by ¡Practique! sections, which enable the reader to put his or her developing skills to use. These sections are augmented by case studies in English and Spanish, as well as brief overviews of Latino history, customs, and social manners that will greatly enhance any counselor’s depth of interaction with Spanish-speaking clients. For counselors who want to communicate with the large and rapidly expanding population of Spanish speakers in the United States, or for those who are simply interested in developing or improving their Spanish-language skills, *The Bilingual Counselor’s Guide to Spanish* is the place to start. CE credit is available to purchasers of this book at [http://www.mensanapublications.com](http://www.mensanapublications.com).

**CALLS**

**2013 CEMA Jeffrey S. Tanaka Memorial Dissertation Award in Psychology**

Extended Deadline – May 31, 2013!

The APA Committee on Ethnic Minority Affairs (CEMA) continues to strive for increased research that will promote a better understanding of the complex issues facing communities of color (i.e., African Americans/Blacks, Asian Americans/Pacific Islanders, American Indians/Alaskan Natives, Hispanics/Latino(a)s). To this end, CEMA sponsors an award for the most outstanding dissertation in psychology which addresses concerns relevant to populations of color. The Jeffrey S. Tanaka Memorial Dissertation Award in Psychology is so designated in the memory of an outstanding scholar and psychologist of color whose career stressed the critical importance and relevance of the role of culture and ethnicity in the scientific understanding of behavior. Dr. Tanaka was actively involved in APA, where he was a Fellow of the Division of Evaluation, Measurement, and Statistics, and Member of the Divisions of Personality and Social Psychology, and the Society for the Psychological Study of Ethnic Minority Issues. He was chair-elect of the Committee on Ethnic Minority Affairs at the time of his death on November 3, 1992. CEMA welcomes applications from ethnic minorities, as well as non-ethnic minority individuals who are currently APA members/student affiliates and/or interested in becoming APA members/student affiliates that have filed their dissertations in either 2011 or 2012, 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 a masked review process. Evaluation of abstracts and dissertations submitted will be based on the following criteria: (a) Potential impact upon ethnic minority populations; (b) Completeness and clarity of abstract/dissertation; (c) Creativity of project; and (d) Effectiveness of research design.

Semi-finalists will be chosen from an initial review of all abstracts submitted and requested to provide copies of their entire dissertation for the final selection process. The author of the dissertation determined to be the most outstanding will earn a $500 cash prize, a $300 travel award (contingent upon award presentation ceremony attendance), and will be invited to the APA annual convention. Submissions from non-APA member/student affiliate applicants are welcome; however, they will be strongly encouraged to become an APA member/student affiliate if selected as a semi-finalist and/or award winner.

To apply, please send a total of five (5) copies of a 1000 word abstract [four (4) must be masked 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; or via email to: OEMA@apa.org. In addition, please ensure that the title of the dissertation appears on all copies of abstracts submitted.

**SUBMISSIONS MUST BE POSTMARKED BY EXTENDED DUE DATE: MAY 31, 2013**

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**2013 APA CEMRRAT2 Task Force Implementation Grants Fund (IGF) for Ethnic Minority Recruitment, Retention and Training in Psychology — Request for Proposals**

Deadline Extended To May 31, 2013!

The APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology II (CEMRRAT2) Task Force is pleased to announce its Request for Proposals (RFPs) for the 2013 APA CEMRRAT Implementation Grants Fund (IGF) for Ethnic Minority Recruitment, Retention, and Training in Psychology. The American Psychological Association’s Public Interest Directorate has once again been awarded funding in 2013 to continue implementation of the CEMRRAT plan. The five goals of that plan are: (a) promote and improve multicultural training in psychology, (b) increase ethnic minority faculty recruitment and retention in psychology, (c) increase ethnic minority student recruitment, retention and graduation in psychology, (d) provide national leadership for diversity and multiculturalism in education, science and human services, and (e) promote data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation and training.

As in previous years, the CEMRRAT IGF intends to serve as a source for "seed funding" to energize, empower, and support interested individuals, organizations, and educational institutions committed to enhancing and/or increasing ethnic minority recruitment, retention and training in psychology.
Eligible applicants for these grant funds are state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals. Applicants must be APA members at the time funds are awarded. Unlike the process of rolling submissions used in the past, ALL proposals must be received by the APA Office of Ethnic Minority Affairs (OEMA) on or before April 1st. It is anticipated that approximately two to four proposals will be funded under each of the seven priority areas listed below. Typical award size is between $1,000 and $3,500.

The established funding priorities for FY2013 are:

Training: Professional Development/Linguistic Minorities — To support projects/activities that promote the development of training programs (and associated professional development of faculty) that improve services to linguistic minorities. Examples of such activities/projects include: (a) collecting, publishing and disseminating model programs that focus on training for services with linguistic minority populations, (b) designing, documenting, and evaluating mental health services, research and professional psychology training programs focused on linguistic minorities, and (c) establishing practicum or mental health services research training in settings serving linguistic minorities.

Current Initiative: Racial/Ethnic Minority Health Disparities — To support projects/activities that serve to increase the number of prospective and early career ethnic minority psychology faculty committed to issues of diversity in research and scientific inquiry, and who will contribute to scientific educational experiences and role modeling in academic settings. Examples of projects include technical assistance workshops in grant application skills or publication processes, workshops for teaching doctoral students in learning styles, and/or development of course exams and preparing future faculty. This funding priority area is also interested in increasing the representation of ethnic minority psychologists in academia and teaching careers. However, it is recognize that those efforts to launch such activities/projects may exceed available funding; therefore, highest consideration will be given to proposals that present a funding match as part of the request. [Please note: This funding priority area is not designed to support research projects, faculty salary or post-doctoral fellowship supplements, or dissertation research.]

Faculty Development — To support projects/activities that serve to promote increased levels of multicultural competence in teaching, practice, and research among a program’s/department’s psychology faculty. Individual professional development will be considered only if applicant presents evidence of limited institutional support or resources for such activities.

Students: Undergraduate/Graduate Innovation — To support projects/activities for undergraduate and graduate departments and professional schools related to developing innovative strategies for recruitment, retention, and graduation of ethnic minority students in psychology. Applications should propose support of educational transition from high school, to college, to graduate school.

Students: STEM — To support projects/activities for individuals, organizations, and educational institutions that are committed to identifying, demonstrating, documenting, or disseminating innovative tools and strategies that define psychology as a STEM discipline.
Students: Indigenous Approaches — To support projects/activities that promote outreach, applied experiences, and service learning for ethnic minority students across the educational pipeline.

Monitoring & Assessment of Ethnic Minority Representation and Participation in Psychology — To support data collection, research, and evaluation on ethnic minority recruitment, retention, education, graduation, leadership development, training, and diversity in psychology. In addition to projects that are informative to the developmental process and institutional procedures associated with effective ethnic minority recruitment, retention, and training.

There is a standard cover sheet that must accompany the application. Successful applications (in no more than five pages) should describe: (a) problem to be addressed and what is to be done (goals and activities), (b) how these goals are to be accomplished (procedures), (c) expected outcomes or findings, (d) a justified budget for the funding amount requested, and (e) rationales as to how the proposed effort is consistent with the CEMRRAT funding priorities and the provisions of the CEMRRAT Plan. In general, CEMRRAT funds may NOT be used to support travel, indirect or overhead costs, or research projects, unless such expenses are strongly justified and integral to project objectives.

It is hoped that those activities that receive funding will serve as demonstration models. Consequently, progress reports will be expected to be submitted annually by December 1, and a final report must be submitted within 60 days of completion of the funded activity.

Information and materials required for submission can be found at: http://www.apa.org/about/awards/pubint-cemrrt.aspx. All materials/information must be received by OEMA on or before May 31, 2013. Please direct all inquiries and submissions (e-mail, fax, or regular mail) to:

American Psychological Association
Office of Ethnic Minority Affairs
ATTN: CEMRRAT2 TF IGF
750 First Street, NE
Washington, DC 20002-4242
(202) 336-6029 Voice
(202) 336-6040 Fax
Email: oema@apa.org

**APA Committee on Ethnic Minority Affairs**

**2013 Call For Nominations**

The American Psychological Association’s Committee on Ethnic Minority Affairs (CEMA) is seeking nominations for two new members to begin three-year terms of service on January 1, 2014. 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 advocacy and promoting an understanding of the cultures and psychological well-being of ethnic minority populations, monitoring and assessing institutional barriers to equal access to psychological services, and ensuring equitable ethnic/racial representation in the profession of psychology.

To fulfill its mandate for ethnic representation and its commitment to gender equity, the two vacant slates are for the following: Self-identified American Indian/Alaska Native female psychologist and Latina/Hispanic female psychologist. CEMA welcomes the nomination of candidates who possess knowledge and expertise of other diverse populations (e.g., disability, early career, national origin, sexual orientation, etc.). In addition, special consideration will be given to those applicants whose education, training, experiences, and/or expertise represents basic and/or applied areas of psychological science/research. Terms of service are January 1, 2014 to December 31, 2016.

Selected candidates will be required to participate in no less than two committee meetings a year. No more than two meetings will be convened at APA headquarters in Washington, DC. Members also work on CEMA priorities when necessary between meetings. If possible, CEMA members attend the APA annual convention at their own expense to participate in convention programming sponsored by CEMA. Nomination materials should include the nominee's qualifications (including a statement of relevant experience), a current curriculum vita and a letter of interest to serve a three term on the CEMA if appointed. Self-nominations are encouraged. Nominations and supporting materials can be submitted on-line at www.apa.org/pi/oema/committee or sent no later than September 10, 2013, to the APA Office of Ethnic Minority Affairs at the APA address or via email to: OEMA@apa.org.

**Seats Open on the Science Student Council**

The Science Directorate of the American Psychological Association (APA) is currently accepting applications for positions on the APA Science Student Council (SSC). Formed in 1993, the SSC is a diverse group of research-oriented psychology graduate students who serve as an advisory group to the APA Science Directorate and Board of Scientific Affairs (BSA). The SSC provides valuable advice to the Directorate and BSA on how to best serve the science student population. It is also involved in other projects, including awarding prizes for graduate-level research, organizing student programs for the APA Convention, writing newsletter articles, learning about and participating in advocacy for psychological funding, and making recommendations on the Directorate’s student programs. The SCC works cooperatively with the American Psychological Association of Graduate Students (APAGS).

Applications are now invited for 2-year terms beginning September 1, 2013. By the beginning of the term, new SSC members must have completed at least 1 year of graduate school and have at least 2 years of graduate school remaining before receiving their doctoral degrees. SSC members are required to attend two weekend meetings per year in Washington, DC, at APA's expense, with the potential to attend additional optional APA governance events. In addition, SSC members are expected to remain available via email during an unofficial third (non-meeting) year to advise new members (this third year can be postdoctoral).

Five positions are available on the SSC for the September 2013 to September 2015 term. One person in each of the following areas of research will be selected:
Applications must be submitted electronically by June 3, 2013, at 11:59pm. More details, including how to apply, are on the SSC website. Please direct questions to the APA Science Directorate by telephone (202) 336-6000 or by email.

Learn more about the SSC and its current projects and visit the nominations website at http://www.apa.org/science/leadership/students/nominations.aspx

Opportunities for Getting Involved!
American Psychological Association of Graduate Students (APAGS)

Serve on a graduate student leadership committee. The American Psychological Association of Graduate Students has several opportunities for dynamic and motivated graduate students to serve as leaders. On September 9, applications will close for consideration of new members on several groups, including CEMA (Committee on Ethnic Minority Concerns), CLGBTC (Committee on LGBT Concerns), Science Committee, and Convention Committee. Learn more at http://www.apa.org/apags/governance/join/run/application.aspx.

Bookmark this site for graduate student resources. The website of APAGS Committee on Ethnic Minority Concerns (CEMA) is a hub for free information and resources for graduate students. Please go to www.apa.org/apags/governance/subcommittees/cema.aspx to find a newly-made-free resource guide with chapters on self-care, research and publishing tips, professional development and so much more. Also, find materials from past and future webinars with preeminent speakers, and instructions to join active graduate student listservs so you can gain the support you need around issues of graduate student life and training.

Call for Nominations
Editor
Cultural Diversity and Ethnic Minority Psychology (CDEMP)
Journal of the APA Society for the Psychological Study of Ethnic Minority Issues (Division 45)

This is a Call for Nominations for the next Editor of CDEMP. The term of service for the current editor, Dr. Michael Zarate, ends on December 31, 2014. The new editor’s term will consist of two phases: (a) serving as Editor-Elect from January 1, 2014 – December 31, 2014, and (b) serving as Editor from January 1, 2015 – December 31, 2019. The Editor-Elect will select the Associate Editors and Editorial Board from October 1, 2013 – December 31, 2013 and begin acting on manuscripts on January 1, 2014. The nomination packet should include the following items from the nominee: (a) a statement from the
candidate outlining her or his editorial experience, vision and goals for the journal, and other qualifications for the position, (b) a curriculum vitae, and (c) 2 letters of reference. Self-nominations are welcome. The deadline for the receipt of nomination materials is June 1st, 2013. The selection process may involve telephone interviews between finalists and members of the search committee. All nomination materials should be emailed to Dr. Kevin Cokley, Chair of the CDEMP Search Committee, at kckley@austin.utexas.edu.

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**Call for Nominations**

**APA Committee on Disability Issues in Psychology**

APA's Committee on Disability Issues in Psychology (CDIP) seeks nominations for two new members to begin three-year terms on January 1, 2014.

The committee's mission is to promote the: psychological well-being of people with disabilities; inclusion of knowledge about disabilities and disability issues in education, training programs, policies, and professional development of psychologists; development and implementation of psychological service delivery modes responsive to the needs of people with disabilities; and awareness of disability in psychological research as well as specific research activity in disability areas.

CDIP provides leadership within APA to shape policy, research and best practices in the field of psychology and disability. Current initiatives include the identification, implementation, and dissemination of culturally-competent and accessible services; health care disparities; advocacy for service provision for people with disabilities; pipeline issues related to education and training; and the intersection of technology and disability.

CDIP is currently recruiting members of the disability community, particularly those with sensory loss, and/or their allies with specialization in disability issues who are full members of APA. CDIP is particularly committed to promoting alliances with other underrepresented groups in an effort to continue to increase the presence of disability in psychology while also appreciating the intersection of multiple identities with disability. To that end, the Committee seeks applications from psychologists who are members of underrepresented groups, particularly women and people of color. Expertise in the areas of youth and/or families, military or veteran populations, as well as assistive technologies is also being recruited.

Selected candidates will be required to attend two committee meetings each year in Washington, D.C., with expenses reimbursed by the APA, and are encouraged to participate in CDIP-sponsored activities held during the APA Convention at their own expense. Members are also expected to participate in email discussions and conference calls, and work on Committee priorities between meetings. Nomination materials should include a current curriculum vitae and a letter from the nominee indicating willingness to serve on CDIP and highlighting specific competencies, interests, and potential contributions to the work of CDIP. Nominations and supporting materials should be sent no later than August 20, 2013 to the APA Office of Disability Issues in Psychology at the APA address or via email to akhubchandani@apa.org.
APA ad hoc Committee on Psychology and AIDS (COPA)
Seeking Three New Members (2014-2017)

COPA is particularly interested in candidates with expertise in the following areas: (1) HIV prevention and care for gay, bisexual, other men who have sex with men and transgender populations; (2) public health aspects of HIV (3) clinical aspects of HIV/AIDS; (4) knowledge of emerging biomedical technologies and their interface with behavioral interventions; and/or (5) syndemic aspects of HIV/AIDS (e.g., low socioeconomic status, severe mental illness, substance use, trauma). Moreover, candidates should have demonstrated expertise in dealing with HIV/AIDS issues as a researcher, practitioner, educator, and/or policy advocate. COPA seeks to involve a diverse group of psychologists, including persons of color, persons self-identified as LGBT, and individuals who are living with HIV. At least one position will be filled by an early career psychologist (10 years or less since doctoral degree).

COPA members must be APA members and they are required to attend two, face-to-face meetings per year in Washington, DC, with expenses reimbursed by APA, and to participate in monthly conference calls. Between meetings, members are expected to devote a substantial portion of time to COPA projects, provide consultation to APA Office on AIDS staff, and participate in advocacy activities as needed. Each of the face-to-face meetings begins on a Friday morning at 8:30 a.m. and ends on Sunday morning at noon. On average, in addition to the time associated with the one-hour monthly conference calls and the time associated with the two face-to-face meetings each year, members spend approximately two to four hours per month on COPA business.

Nomination materials should include a summary of the nominee's qualifications, a letter from the nominee indicating a willingness to serve on COPA, and a curriculum vita. Self-nominations are encouraged. Materials should be sent by email to Cherie Mitchell at AIDS@apa.org or via mail to: Cherie Mitchell, APA Office on AIDS, 750 First Street, NE, Washington, DC 20002-4242

Deadline: All materials must be received no later than August 15, 2013.

CALL FOR NOMINATIONS
Psychology and AIDS Leadership Awards

The American Psychological Association (APA) Ad Hoc Committee on Psychology and AIDS (COPA) invites nominations for its Psychology and AIDS Leadership Award. This award serves to actively demonstrate COPA’s commitment to ensuring that issues pertaining to HIV/AIDS are kept at the forefront of psychological research, education, training, and practice.

Nominees will be identified as “emerging” or “distinguished” leaders in one or more areas of influence: service provision, research, teaching/mentoring, and policy/advocacy. Emerging leaders are psychologists who have received their doctorate within the past 10 years, have made substantial contributions to the field of HIV/AIDS, and show promise of an extensive, influential career. Distinguished leaders are psychologists who have worked for 10 years or more after receiving their doctorate. They should be recognized leaders in the field who have had a long-standing influence on HIV/AIDS issues, and they must be current members of APA.
Two awards will be granted each year: one in the category of “emerging leader” and one in the category of “distinguished leader.”

The four categories are used to examine each candidate’s work and qualifications for receiving an award: (1) policy/advocacy, (2) research, (3) service provision, and (4) teaching/mentoring. Successful candidates will have made significant contributions in one or more of these areas, which are delineated below.

**Policy/Advocacy**
Recognizes individuals who have demonstrated outstanding effort and leadership in policy/advocacy-related activities that improve the welfare of people living with or affected by HIV/AIDS and/or who have improved the delivery of prevention services to individuals and communities affected by HIV/AIDS. Specific activities in this category may include, but are not limited to, demonstrating leadership or outstanding effort in promoting legislation that improves the welfare of all people living with or affected by HIV/AIDS; improving the delivery of prevention services to individuals and communities affected by HIV/AIDS; advocating for the rights of people living with or affected by HIV/AIDS; advocating for the delivery of HIV prevention services to underserved populations; challenging the discrimination and harassment of people living with or affected by HIV/AIDS; increasing the representation of people living with or affected by HIV/AIDS in psychology and science; advocating for funding of HIV services and research at the local and/or federal levels; and/or increasing the recognition of the need for professional organizations to include HIV/AIDS-related issues in their policies and procedures.

**Research**
Recognizes individuals who have demonstrated outstanding effort and leadership in the conduct, dissemination, and translation of high-quality research in the areas of HIV/AIDS prevention, treatment/care, and/or policy. Specific activities in this category may include, but are not limited to, demonstrating leadership or outstanding effort in conducting innovative research methodologies that increase the general knowledge and understanding of specific HIV/AIDS prevention, treatment/care, or policy issues; developing innovative research approaches that enhance HIV/AIDS-related research; developing theory or conceptual models that are useful in guiding HIV/AIDS prevention, treatment/care, or policy efforts; and advancing translation of knowledge related to HIV/AIDS prevention and treatment/care to those affected by HIV, community agencies, providers, and/or the media.

**Service Provision**
Recognizes individuals who have demonstrated outstanding effort and leadership in the delivery of psychological services to people living with or affected by HIV/AIDS, and/or the delivery of technical or support services to community agencies that provide a range of HIV/AIDS-related services to individuals and communities affected by HIV/AIDS. Psychological services to people living with HIV/AIDS may include both treatment and prevention; technical and support services to community agencies may include a range of activities such as program evaluation and development, needs assessment, and training. Specific activities in this category may include, but are not limited to, demonstrating leadership or outstanding effort in providing direct psychological/support services; developing, directing, and/or supervising psychological or support services; and creating or expanding venues/organizations that deliver psychological/support services.
Teaching/Mentoring
Recognizes individuals who have demonstrated outstanding effort and leadership in educating psychologists or students in psychology about HIV/AIDS practice, research, and/or policy. Specific activities in this category may include, but are not limited to, demonstrating leadership or outstanding effort in providing various forms of mentorship for psychologists and students of psychology working in the area of HIV/AIDS; developing and teaching innovative university/secondary school courses on HIV/AIDS-related topics; developing and conducting training workshops on HIV/AIDS-related topics; developing HIV/AIDS curricula used in the training of psychologists or students of psychology; training and mentoring students as part of a research lab; and publishing educational texts designed to advance the knowledge and involvement of psychologists in combating HIV/AIDS.

Nomination Procedures
All nominations must include a brief statement of support for the nominee (500-word maximum), a current vita, and three letters of reference. Reference letters should indicate whether the candidate is being nominated as an emerging or a distinguished leader, as well as the categories in which the candidate has made contributions (service provision, research, teaching/mentoring, and/or policy/advocacy). Additionally, letters should address the nominees’ leadership activities, contributions, and scope of influence that advance knowledge for and about people living with or affected by HIV/AIDS, as well as knowledge associated with slowing the spread of the HIV/AIDS epidemic. Incomplete nominations and materials will not be reviewed.

Current COPA members, members of APA’s Board of Directors, and individuals who have announced candidacy for APA president are not eligible. Current COPA members cannot make nominations. Nominations and supporting materials must be received by Thursday, August 15, 2013. Incomplete nominations and materials sent after the deadline will not be reviewed. Send nominations materials by email (AIDS@apa.org) or regular mail to: Cherie Mitchell, APA Office on AIDS, 750 First Street, NE, Washington, DC 20002-4242

Robert Wood Johnson Foundation Health & Society Scholars Program
Call for Applications

The National Program Office of the Robert Wood Johnson Foundation Health & Society Scholars program is pleased to announce the release of a Call for Applications to recruit the 12th cohort of scholars for the period September 1, 2014 through August 31, 2016. For additional information please access the following link: http://www.rwjf.org/en/grants/calls-for-proposals/2013/rwjf-health---society-scholars-.html
STUDENT CORNER

Student Resources

Upcoming Opportunities
Summer Science Fellowship for Undergraduates
Webinar Training for Students
Health Disparities Meetings & Conferences
http://www.researchraven.com/conferences/category/health-disparities.aspx

Scholarship Opportunity in HIV Research for Minority Investigators
http://hptn.org/hptn_structure/Scholars.htm

Student Resources
APA Student’s Page
http://www.apa.org/about/students.aspx

OEMA’s Student Information Page
http://www.apa.org/pi/oema/resources/students.aspx

National Science Foundation: Active funding Opportunities
http://www.nsf.gov/funding/pgm_list.jsp?org=NSF&ord=rcnt

APA’s Scholarships, Grants, and Awards Page
http://www.apa.org/about/awards/index.aspx

APSSC Online Funding Database
http://www.psychologicalscience.org/index.php/members/apssc/online_funding_database

Graduate and Early Career Psychologist Resources

Resource Guide for Ethnic Minority Graduate Students

Resource Guides for Early Career Psychologists
Academia, Research, Parenting and Life Issues
Guerda Nicolas, PhD & Deborah Weber, PhD

APA’s Head Start for Early Career Psychologists