



La Comunidad

California Latino Psychological Association (CLPA)

Volume 4 February, 2006

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Presidential Column

Creating Communities throughout California: CLPA's Past, Present and Future.

Miguel E. Gallardo, Psy.D.



For the first Presidential Column of 2006, I wanted to recap the CLPA's past, present, and future. My brief update is intended to discuss our efforts to date and to thank all of you for your continued support. This is also a timely newsletter column as we have included as our feature article the history of the California Association of Hispanic Psychologist (CAHPA) in California. CAHPA was the association that existed for several years in the 70's, but eventually lost momentum. Since that time, there have been efforts to regain that momentum, but it was not until a group of us gathered together and began the CLPA that their, and our, vision was realized in California. It was through the vision of so many before us that we have been able to move forward today. In doing so, we honor those individuals from CAHPA.

Let me begin my highlighting two very important months for the CLPA - October and June. I believe these months signify our journey from a vision to a reality.

October 2003 – This marks the date of our first informal meeting where a group of individuals came together to discuss the importance of establishing an association for Latino mental health providers in California. It was decided at this meeting that we would begin the development of establishing a State association. The discussion of a mission statement and goals began in this meeting and continued over the course of the next several months. Eventually, we established bylaws and opened the association up for membership. To date, our membership continues to grow and our presence remains stable and strong.

June 2005 – The CLPA officially became a non-profit association in the State of California. Through the establishment of bylaws, a formal board of directors, and continued support from our members and so many others, both Statewide and nationally, we set the infrastructure for the association.

Let me now shift to several categorical areas that I believe to be significant in where we have come, where we are now, and where we need to go.

Student Membership: The CLPA has a large number of student members throughout the State. The response from our students has been extremely important for our growth. In my opinion, our student members represent the future of our association and the future of providing culturally responsive mental health services to Latino communities throughout California. That being said, I believe our student members are the most important members of our association. They represent our longevity and ensure that we, as an association, exist well beyond the year 2006. The CLPA must continue to engage in their futures as we move forward.

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The editorial board reserves the right to edit all articles and submissions.

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Greetings from the Membership Chair

Saludos CLPA Members! Happy Holidays to you and your families!

Happy New Year!



As we begin the New Year, we are embarking on a historical moment for Mental Health in the State of California. As many of you are aware, Proposition 63 (The Mental Health Act) passed in November 2004 and took effect in January 2005. It places a 1% State tax on income over 1 million dollars to be used for mental health services. The money has been collected over the last year and various agencies are preparing proposals to begin to access the money beginning January 2006. Unfortunately, much (if not all of the money) is being allocated to develop “new” programs and services while doing less to assist current programs. I would like to see some of the money go to current programs and agencies as opposed to mostly going toward new programs. Nonetheless, it is an incredible and unprecedented opportunity for mental health professionals in California! This is quite an exciting time! There will be an abundance of new programs and services starting up...which translates to much needed help for the clients we serve...and opportunities for mental health professionals. Moreover, the Mental Health Act will begin to address the need to fund mental health services for the uninsured.

As our association continues to grow in membership and strength, we will be at the forefront of change in Mental Health service delivery, policy, and advocacy! As CLPA members, you represent a unique force and voice in addressing Mental Health issues for the Latino community.

Around the time the next newsletter comes out or shortly before, we will begin to send out reminders that the Annual CLPA membership fees are due by March 1, 2006. As you renew your membership, please remember that you can sponsor students and colleagues. Or, for those of you interested in making a donation, we are now a California non-profit organization. In addition, please help us in “spreading the word” about the California Latino Psychological Association. We are open to anyone and everyone interested in Latino mental health issues. So, please inform your colleagues, friends, and family about the CLPA or better yet...sponsor a new member or two.

Take care,

Ricardo A. Martinez, Psy.D.
Membership Chair

Public Policy and Advocacy

Hello All,

This month the news from Public Policy and Advocacy focuses on the CLPA's involvement in the Orange County Proposition 63 Latino Task Force. Through the efforts of CLPA member Melvin Navarro, Ph.D. we were invited to participate in forming the Latino task force that will provide culturally relevant guidelines for service providers. The task force will also select reviewers for the funding proposals that will be submitted to the Orange County Department of Mental Health. Dr. Ana Nogales and I represented the CLPA and provided feedback regarding the enormity of the project in relation to the alarming lack of linguistic and culturally competent mental health providers.



As a brief background to the Proposition 63 fund process, this proposition was enacted by California voters in the November 2004 election. The goal is to reduce the impact of untreated mental illness and emotional disturbance suffered by individuals in our communities. To achieve this goal the county will fund and collaborate with Full Service Partnerships defined as "programs where a small caseload of clients is assigned to a Personal Services Coordinator who is responsible for ensuring that the clients have access to "whatever it takes" to foster resiliency and recovery. Clients in an FSP have access to services/assistance 24 hours a day, seven days a week." (County of Orange, Mental Health Services Act)

There are three fiscal years of funding and Orange County has been allocated approximately \$25.5 million for each year. Clearly, this is a tremendous opportunity for Latino/a practitioners who seek to expand services to the Spanish speaking community. The task force will meet again in early January to continue the development of goals and guidelines for funding. I would urge all CLPA members throughout California to seek out similar opportunities in your county. For more detailed information about how the Prop 63 funds will be utilized in Orange County, please visit the web site <http://www.ochealthinfo.com/prop63/css-plan.htm>.

Adelante!

Ricardo E. Gonsalves, Ed.D.
Chair of Public Policy and Advocacy

Featured Article

California Hispanic Psychological Association (C.A.H.P.A.)

The following article has been reprinted with the permission from Dr. Peter Adler, one of the founding members of California Association of Hispanic Psychologist (CAHPA) . As CLPA continues to evolve and work towards meeting and understanding the mental health needs of the Latino population, it is important to acknowledge previous associations and learn from their experiences as well as draw from their strengths. This article is published in both Spanish and English.

WHY CAHPA?

Why do Latino psychologists and mental health professionals need a new organization? Why don't we join the American Psychological Association, the California State Psychological Association, or the L.A. County Psychological Association, and leave it at that? Why spend our efforts in starting a new organization?

CAHPA is a response to the exclusionary attitude and practice of many educational institutions; the lack of awareness and the insensitivity to our lifestyle and modes of existence, our specific issues, on the part of conventional psychology professionals and organizations. Such "culturally encapsulated" individuals and organizations assume that a counselor or psychologist can deal effectively with clients of diverse cultural backgrounds, without modifying counseling or therapeutic styles.

CAHPA is a response to the lack of limitations in career, employment, and leadership opportunities for Latino mental health professionals. CAHPA makes a statement: Basta! We are liberating ourselves from anachronistic theoretical formulations, rigid structures, and irrelevant mental health approaches that do not meet the needs of the individual and community.

CAHPA is a proactive organization- creating alternative opportunities for the Latino professional to achieve his/her individual and collective goals. It is an organization for those individuals who want to become change- agents for the Latino community. More specifically, the purposes of CAHPA are to:

- Advance the science and profession of Psychology among Latinos;
- Provide a forum for professional and personal growth;
- Promote valid and meaningful research;
- Serve as an advocate for the Hispanic individual;
- Promote the mental health of the Latino child, adolescent, parent, family, and individual;
- Provide continuing educational opportunities for its members;
- Increase the number of Latino Psychologists;
- Advocate educational strategies to meet the needs of Latinos.

If you are or want to become a proactive person-one who makes things happen by shaping his/her environment to respond to personal and community needs-come join us!

THE HISTORY OF CAHPA

How CAHPA Started. Attempting to summarize the history of the California Hispanic Psychologists' Association, we interviewed three of its founding members, Augusto Britton del Rio, Alicia Cantor and Pedro Adler. As members of the steering committee of CAHPA, they agree that this association was founded because of the prevalent need for an organization to which Hispanic mental health professionals could belong and within which they might express their interests and those of a growing Hispanic community.

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Affiliation with LACPA was considered, but the founding members voted to remain an independent association. November 11, 1979 has become a memorable date for CAHPA members, as it designates the birthdate of this association.

In less than three months the association's bylaws were adopted; and on February 22, 1980, the Secretary of State of California granted the California Hispanic Psychological Association its corporate status. On March 22, 1980, CAHPA celebrated its incorporation with a lively party at the home of one of its founding members.

This brief history of CAHPA reflects the dynamism, ideals, and vision of CAHPA members and their desire to stay together in order to work toward meaningful changes in this society that will be a legacy for future generations.

CAHPA Activities. During CAPHA's existence several exciting events have taken place. The first one was an in-service training workshop in January of 1980, given by Dr. Augusto Britton del Rio at U.C.L.A. on the topic of Assessment of the Spanish Bilingual Individual. Dr. Britton del Rio was the Chairperson on CAHPA's Board of Directors and a professor at California State University, Northridge. After the presentation, a precedent was set up by the audience, retiring to one of the local Westwood restaurants to continue the discussion.

The second workshop was held on March 29, 1980. At that time, CAHPA sponsored a panel presentation on assessment and the special needs of the Hispanic child. This was presented by the Hyatt Regency Hotel and was professionally engineered by one of our members, Patricia Morales. Dr. Ricardo Figueroa introduced SOMPA, a method of psychological assessment with the Hispanic child, and Dr. Eduardo De Avila discussed assessment, using a method he pioneered which is based upon the theoretical principles of Piaget. To finalize the program, Luis Jaramillo, an attorney with the California Rural Legal Assistance described the most recent events in the DIANA case and the implications of this case for the Hispanic community. His presentation was a practical demonstration of interdisciplinary cooperation toward the understanding of the many ways in which the individual can be affected by biased assessment.

Our next activity was a potluck dinner at the home of another of our members during the month of March, in order to celebrate formally CAHPA's beginning as a non-profit private corporation. This was attended by approximately 150 members and non-members who sampled foods from 21 countries and danced until late morning.

In June of 1980 another formal workshop focusing on Child Abuse and the Hispanic Family, was held at U.S.C County Medical Center. The main presentors were Geraldine Zapata, Director of the Child Abuse program at California State University, Los Angeles, and Margarita Mendez, whose experience includes working with child abuse cases for L.A. County.

In October of 1980 CAHPA, in conjunction with the Department of Educational Psychology at California State University, Northridge, presented a workshop on the critical need for mental health services in the Latino community. This was presented by Dr. William Vega, Director of Need Assessment Studies, State Department of Mental Health, based on his epidemiological study conducted in Santa Rosa. On that same day, Dr. Teresa Ramirez Boulette presented the Wife Brainwashing Syndrome, a comparison between the brainwashing technique and the mistreatment that many of her Hispanic female patients suffer in a disruptive family relationship.

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During this same month CAHPA made a presentation at a meeting of the Board of Medical Examiners, where the need for a better understanding of minorities in the mental health field was discussed. Among those that spoke were Drs. Augusto Britton del Rio, Roberto Flores de Apodaca, Frank Acosta, Armando Morales, and Cynthia Tellers. The remarks by the Board indicated that they were in favor of making it mandatory for psychologists to take courses dealing with the culture of ethnic minority groups. The mechanisms for implementation of such courses remained unclear.

We started 1981 off on the right foot by having a party at the home of a CAHPA member. Again, this party was well attended.

The first workshop of the year was at U.C.L.A., zeroing in on the topic of Narcissistic Personality. This was given by Gerardo Windler, M.D., Associate Professor at U.C.L.A. and at the Southern California Psychoanalytic Institute. The lecture dealt with the development of the concept of Narcissism, with an emphasis on the theories of Kohut and Kernberg.

In March CAHPA presented a one-day conference at Cal State L.A. on two timely topics. One was the Post-Traumatic Stress Disorders among Hispanic Veterans and basically dealt with the treatment, follow-up, benefits and services provided to the Vietnam veterans. This was presented by another member, Dr. Francisco Nunez, a clinical psychologist who works in the E.L.A. Veterans Clinic; Albert Aviles, counselor in the same program; and Bill Jimenez, a V.A. Benefit officer. The second workshop was given by Armando Morales, D.S.W., Professor and Chief Clinical Social Worker at U.C.L.A., and Dr. Marcela De La Torre, a CAHPA member and clinical psychologist working with the California Youth Authority.

In April we had a lecture on Forensic Psychology by Dr. Jack Share at U.C.L.A., where Dr. Share is an Associate Professor and Clinical Psychologist. The presentation focused on clearing misunderstandings and redefining the role of the psychologist in the Court System.

Our final meeting before recessing for the summer was a workshop at Cal. State L.A., with the purpose of setting goals and strategies for the 1981-82 organization of CAHPA.

During the fall of 1981, the Board of Directors was very active, meeting on a monthly basis and planning activities for the new year (1982). Such planned activities include a spring Conference and selected workshops that are to be announced soon. New officers and members of the board of Directors were selected in a secret ballot election by voting members of CAHPA in January, 1982. There is a party planned for March 6, 1982, for the installation of these new officers.

En Español

California Hispanic Psychological Association (C.A.H.P.A.)

“Usted ya no puede hacer nada.

-Puedo hacer una cosa- le conteste

-Cual? – me pregunto

-Despertarme

- Y así lo hice.”

Jorge L. Borges

EL PORQUE DE CAHPA?

Por qué los psicólogos latinos y los profesionales dentro del campo de la salud mental necesitan una nueva organización? Porque no nos unimos a la Asociación Americana de Psicólogos, o a la Asociación estatal o a la del Condado de Los Ángeles y dejar las cosas como están? Porque gastar nuestros esfuerzos en iniciar una nueva organización?

La Asociación de Psicólogos Hispanos de California (CAHPA) es una respuesta creadora a la actitud y la conducta exclusiva de muchas instituciones educativas y organizaciones profesionales; a la falta de reconocimiento y a la insensibilidad a nuestras preocupaciones; a la negación de nuestra existencia- nuestro pasado, presente, futuro *psichohistorico* de parte de los psicólogos *convencionales* y sus organizaciones. Esos individuos, “los culturalmente encapsulados”, piensan que el consejero o psicólogo, sin modificar su estilo o técnica terapéutica, puede intervenir de una manera eficaz con clientes de culturas y nacionalidades diversas.

CAHPA es una respuesta resonante a la falta de- o a las limitaciones vocacionales, de empleo, oportunidades de liderato, para los profesionales Latinos dentro del campo de la salud mental. YA BASTA! Nos estamos liberando de teorías anacrónicas y conceptos estereotipados; de estructuras y moldes rígidos; de estrategias de intervención que son irrelevantes a las necesidades del individuo y la comunidad.

CAHPA es una organización preactiva—creando oportunidades vocacionales para el profesional Latino(a) para la realización de sus metas personales y colectivas. Es una organización sinérgica para todos los grupos de lengua y cultura Latinas. Específicamente, los propósitos de CAHPA:

Promover el avance de la ciencia y la profesión de Psicología entre personal latinas;

Proveer un medio para el desarrollo profesional y personal a sus miembros;

Promover la investigación científica que sea válida y significativa;

Servir como un mediador de la persona Latina;

Promover la salud mental del niño Latino, adolescente, padre y madre, familia e individuo;

Proveer oportunidades educativas continuas para sus miembros;

Trabajar por el aumento de Psicólogos Latinos;

Promover programas educativos que respondan a las necesidades del individuo y la comunidad.

A todos los psicólogos Latinos, y a las personas que se dedican a trabajar dentro del campo de la salud mental, tanto a profesionales como a estudiantes, les extendemos una invitación muy personal de unir sus talentos y esfuerzos con los nuestros para hacer de CAHPA una organización dinámica, renovadora, e influyente.

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Pensamiento literario: From “Extravagaria.” Pablo Neruda, winner of the 1971 Nobel Prize for literature. Translated by Alastair Reid, originally published as “Extravagario,” 1985, by Editorial Losada, S.A, Buenos Aires.

It was written at the point in his life when he had returned to Chile after many wanderings and had come to rest in Isla Negra, the small settlement on the Pacific Coast that became his last home.

Antonio Frasconi

“Tal vez debo arreglar mis
Cosas comenzando por mi cabeza.”
Voy a numerar con cuadritos
mi cerebro y mi cerebelo
y cuando salga un recuerdo
diré: “Numero ciento y tanto.”
Entonces reconoceré
el muro y las enredaderas
Y tal vez voy a entretenerme
Poniendo nombres al olvido.

De todas maneras aquí
me propongo terminar esto,
y antes de volver a Brasil
pasando por Antofagasta
en Isla Negra los espero,
entre ayer y Valparaíso.

LA HISTORIA DE CAHPA

Como Empezó CAHPA. Tratando de recopilar la historia de CAHPA entrevistamos a tres miembros fundadores de la Asociación de Psicólogos Hispanos de California. Ellos son Augusto Britton del Río, Alicia Kantor y Pedro Adler. Los tres son miembros del comité organizador de CAHPA y estuvieron de acuerdo en que esta asociación había sido fundada debido a la necesidad que existía de una organización en la que los profesionales Hispanos de la salud mental de California pudieran compartir y expresar sus intereses y los de la comunidad Hispana.

En el Otoño de 1979 Pedro Adler, Sonia Kyle y su esposo el Dr. Bob Kyle, mencionaron la necesidad anteriormente descrita al Dr. Theodore Franklin, Presidente de la Asociación Psicológica del Condado de Los Angeles. El Dr. Franklin estuvo de acuerdo con la propuesta de unir a los psicólogos y otros profesionales Hispanos de la salud mental, y sugirió invitar a estos a formar parte de la asociación que el preside. Con tal motivo, Pedro se puso en contacto con un grupo de alrededor de 15 personas, las cuales a su vez proporcionaron los nombres de otras 90.

Este proceso culminó en una reunión llevada a cabo en la casa del Dr. Kyle en Octubre 27 de 1979. En esta fiesta se acordó que el grupo debía reunirse formalmente en Noviembre 11 de 1979, una fecha memorable que marca el comienzo de CAHPA. Como resultado de esta junta, fue nombrado un comité interino compuesto por Pedro Adler, Batriz Arias, Augusto Britton del Río, Alicia Kantor y Sergio Martínez-Romero, con el fin de dirigir la asociación, la cual se decidió que debía ser independiente en su formación. En menos de tres meses se adoptaron los estatutos de la asociación, y el 22 de Febrero de 1980 el Secretario de Estado de California, U.S.A., concedió la incorporación de CAHPA.

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En Marzo 22 de este año la asociación celebró su incorporación con una alegre fiesta en la casa de uno de los miembros. Una semana después de esta celebración, los psicólogos Hispanos se reunieron para trabajar en una conferencia que fue la primera de la asociación. En esa ocasión los conferenciantes fueron el licenciado Luis Jaramillo, el Dr. Ricardo Figueroa y el Dr. Eduardo DeAvila. Los temas centrales de la conferencia fueron el asesoramiento psicológico y las necesidades del niño Hispano. El licenciado Jaramillo describió el caso jurídico DIANA y sus implicaciones para la comunidad Hispana. El Dr. Figueroa habló acerca del asesoramiento psicológico usando los métodos SOMPA. El Dr. DeAvila explicó todo lo respectivo al asesoramiento psicológico a través del método con el que ha trabajado, y que tiene como base los principios de Jean Piaget.

Los eventos anteriormente descritos constituyen una muestra del dinamismo de los miembros de CAHPA, de sus ideales, de su deseo de permanecer unidos y dejar una huella efectiva en esta sociedad, para esta y futuras generaciones.

La Asociación de Psicólogos Hispanos de California es ya una organización sin propósito de lucro que se propone a unir a los psicólogos Hispanos para que expresen y realicen sus intereses, conocimientos y deseos a través de una asociación sólida creada con el propósito de beneficiar a la comunidad Hispana.

"There is nothing you can do now"

"There is one thing I can do," I said

"What's that?" he asked

"Wake up," I said

And I did.

Jorge L. Borges

From "In praise of Darkness"

CAHPA OFFICERS AND BOARD OF DIRECTORS

During January, 1982, CAHPA members elected the following candidates as Officers and Board of Directors of the Associations for 1982:

President: Aurea Hernandez, Ph.D.

Vice-President: Peter Adler, Ed.D.

Patricia Ann Morales, M.A.

Secretary: Office Remains Open

Treasurer: Sergio Martinez-Romero, Ph.D. candidate

Board of Directors: Melinda Gracia, M.A.

Arturo Irizarri, M.A.

Aurelio Agundez, Ph.D.

Ana Luisa Bustamante, Ph.D.

Marcela De La Torre, Ph.D.

Hilda Carder, Ph.D.

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Two formal groups have already developed as a result of the support we have provided. The California School of Professional Psychology of Alliant University in Los Angeles and Pepperdine University have both established Latino Student Psychological Associations (LSPA's) at their respective universities. The development of LSPA's has provided a community of support for students that did not exist before. Our student groups have organized educational programming for their members, provided on-going access to mentorship, and provided networking opportunities within and beyond their university classrooms. They continue to impress me and their energy is contagious. They have provided me with a sense of gratification and pride in knowing that the future for la comunidad is bright. More importantly, my hope is that we attract, recruit and retain more Latina/os into the field.

Coalition Building: For those of you who actually read my first presidential column, you read how important I believed it would be for us to connect with other groups as a way to survive and thrive as a new association. In addition, instead of working separately and reinventing the wheel, I believe we must all come together to be successful. Listed below are the groups that we have built on-going relationships with to date:

- American Psychological Association
- California Psychological Association
- California School of Professional Psychology – Los Angeles
- Latino Behavioral Health Institute
- National Latina/o Psychological Association
- National Latino Behavioral Health Association
- Orange County Department of Mental Health
- Orange County Psychological Association
- Pacific Clinics
- Pepperdine University Graduate School of Education and Psychology
- University of California, Irvine

Each one of these groups has been instrumental in helping the CLPA lay the foundation, move forward, and create new opportunities. There have also been numerous individuals within the organizations, and outside of them, who have been helpful in our endeavors. In order for us to continue to thrive into the future, we will need to continue to build coalitions with not only other Latino based associations, but with ALL associations who are interested in working together with us. We need to be at the table when important issues are being discussed about our comunidad. If we are not there, our voice is not heard. We must be a collaborative association rather than one which competes with others.

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Volunteers: Like most associations, we are dependent on volunteers. Without folks stepping up to support the work that we are doing, we will not continue to move forward. With many, the work is less, with few, the work is more. The officers of the association should be commended for their time and energy. I personally want to thank each of them for their dedication to the association and comunidad. As the 2006 year begins, we will continue to need the support of many as the demand for our services and representation as an association continues to grow. Please consider becoming a more integral part of the association.

YOU – Our Membership: Without you, we would not exist. *Thank you.* You have continued to support our association over the last year and our membership continues to grow. We are continuously looking for ways to represent our membership and to fulfill the mission of the association. The CLPA is aware that each one of you pays more than one membership fee every year to retain membership in local, State, and national associations. We intended to keep our membership fee low for this reason, and our goal is to keep it this way well into the future. We will need your continued support. We also want to hear from you to ensure that we are providing you with what you need from an association. Please feel to contact us at clpa@pepperdine.edu and let us know what you think.

El Futuro: The CLPA is working towards the development of our first conference and series of continuing education courses. We are also in the process of collaborating with other Latino agencies to obtain grants for outreach and consultation funding, and in the process of developing a referral network/database of Latino mental health providers throughout the State. In addition, it is essential that we continue to build the association throughout California. We have a wonderful group of Northern California members who are gaining momentum and building a foundation up north. We need to continue to support our gente throughout the State.

For contact information about our board members, please visit our officer's web page at: <http://www.latinopsych.org/Officers/Officers.html>

Sinceramente,

Miguel E. Gallardo, Psy.D.

Student/Early Career Psychologists Committee Update

Latino Student Psychological Association (LSPA)

CSPP at AIU-LA & Pepperdine University

- **LSPA Newsletter**

During the month of October, LSPA board members collaborated to create and electronically distribute the first quarterly newsletter that informed students about LSPA events such as presentations, the mentorship program, and the introduction of our new faculty advisor, Dr. Ron Duran.

- **Presentation by Dr. Ana Nogales**

On November 8th, we were very fortunate to have Dr. Ana Nogales present to LSPA members on the topic of Latina identity.

- **Working with Latinos as Novice Therapist Article Submission**

Three students from CSPP at AIU, LA submitted an article for CLPA's November newsletter on their experiences of working with Latinos as novice therapist.

- **LSPA Mentorship Program**

LSPA continues its ongoing Mentorship Program. Participants, both mentors and mentees, are encouraged to connect on an ongoing basis with one another for networking and academic support.

- **LSPA Conversational Workshop**

On December 6th, LSPA held its first Conversational Workshop during lunch time. Students who were interested met during lunch time to practice their Spanish fluency or to learn and practice their Spanish language skills during clinical treatment.

- **LSPA Holiday Potluck**

On December 12th, LSPA members from the CSPP at AIU, LA campus met for a celebration of the holiday season. This event gave students the opportunity to interact with other students outside of the classroom and in a more informal setting.

Pepperdine University Student Chapter

We are excited to announce that Pepperdine University now has a Latina/o Student Psychological Association. After much work, effort, and commitment, the organization launched its inaugural meeting on January 13th. The meeting provided an opportunity for students to network, share ideas and visions for the association, and enjoy some great food. We want to thank the Pepperdine faculty, Diversity Council and particularly Dr. Miguel Gallardo for their substantial support in our effort to organize and implement this promising association. Dr. Gallardo opened our event – an effort that launched the beginning of a great community of Psychology and Education graduate students at Pepperdine. Please contact Gesenia Sloan-Pena: geseniasloan@yahoo.com or Janice Keener: janice30@aol.com if you'd like to attend future events or if you have an interest in becoming part of this new established familia at Pepperdine University.

FEBRUARY 2006

Students Seek Out Cross-Cultural Training

Marina Louisa Tomazinis, M.A.

On November 19, 2005, nearly 60 graduate students from nine universities gathered together in Alhambra, California, to hear from and engage with Drs. Kumea Shorter-Gooden, Ricardo Gonsalves, and Glenn Masuda about cross-cultural psychology. The event, which was held at the Los Angeles campus of the California School of Professional Psychology at Alliant International University, was jointly sponsored by The California Psychological Association of Graduate Students (CPAGS), the California Latino Psychological Association, the California State Psychological Association Foundation, and the Asian Pacific Student Network of CSPP-LA.

The conference focused on working with ethnic minority clients. During a series of individual talks, the speakers explored issues related to working with African American clients, working with Asian American clients, and Latino psychology. In the subsequent discussion period, student questions helped the speakers expand on the information and case examples presented earlier in the morning.

The Cross-Cultural Conference for Students (CCCS) provided students with an opportunity to broaden their knowledge of multicultural populations. The interactive nature of the event allowed students to probe the areas they were unfamiliar with and learn from their fellow students as well as the speakers in an active and congenial environment. Most important, the conference focused on areas of psychology that are perhaps not as well addressed in our graduate programs as they should be. The strong turnout and enthusiastic audience participation proves that students desire the chance to learn more about working with clients from diverse backgrounds and that they will take advantage of such opportunities when they are offered. The conference provided a wealth of useful and important information for everyone in attendance. Several of the speakers remarked on how much they had learned from the other speakers.

As future psychologists, it is both our duty and our privilege to educate ourselves in culturally competent practices, seek out those with expertise, and work to deepen our understanding of diverse populations. As we shape our own set of skills in practicing psychology, we shape the profession. It is essential that the skill-set of the profession reflect its clients. We live in a multicultural world, our practice should and must reflect that. In addition, we, the new wave of psychologists and psychologists-in-training, are representative of diverse backgrounds and experiences and our wealth of experience will inform our future efforts to shape the profession. Focusing on the development of a more culturally competent profession is a duty we have not only to our clients, but to our profession and to ourselves.

This event was the first in a new line of programming CPAGS has developed, the Cross-Cultural Series for Students, intended to support students in learning about culturally competent practices in psychology. In implementing this series, CPAGS has the complementary goals of helping students gain proficiency while simultaneously showing schools and the profession that students view cultural competence as an essential aspect of our training. Our hope is that the academic programs and internships from which CPAGS draws its members will respond by strengthening and integrating their multicultural component, thereby creating a marked improvement in the quality of cultural competence training students receive. The long-term goal of the program is to incrementally affect both the breadth of cultural competence training and the level of sophistication at which it is addressed.

We are in the midst of planning the second Cross-Cultural Conference for Students in Northern California for the spring of 2006. The focus will be working with LGBT clients and will look particularly at internalized homophobia, working with Latino men who are HIV positive, and working with families and children with gay and lesbian parents.

As Kumea Shorter-Gooden urged students at the Cross-Cultural Conference for Students in November, “live a multicultural life.” Let us take that as our own and add to it, “make yours a multicultural practice.”

FEBRUARY 2006

STUDENT COLUMN

First in My Family to Attend a University

As the youngest of eight, and the first in my family to attend a university, my experience as a student has been rewarding, yet often challenging. Being the first person in a Latino family to attend a university can have multiple meanings. At times this title can be a badge of honor, one that states “despite the challenges, I have accomplished a tremendous goal” other times, it serves as a reminder of often difficult and painful times of confusion, fear, stress and anxiety. The “first” carries significant weight, part of which includes the fear of the unknown and the fear of failure. It has been my experience that as part of a Latino family, one often does not operate independently, although the family is not physically present in school, they are often present in other more psychologically meaningful ways.

In trying to normalize this experience, a few Latina graduate students shared their experiences in hopes of shedding light to the challenges that first generation university students can face. Some students described the fear of disappointing their families, others felt the pressure of succeeding and “making something out of themselves which would make their family proud,” others carried the guilt of the sacrifices their family was making in order for them to attend school, and others felt the pressure of being the role model for younger relatives.

Some students described having more than school to worry about. Being students did not exempt them from being “*responsables de la familia*” responsible for their families. Such responsibilities included working full or part time in order to contribute to the needs of their family. Yet all of these challenges were often confronted with little guidance and many unknowns. The consensus among the students interviewed for this article was that their parents knew that attaining a higher education was an important goal; however, they did not know how to guide their children through the process. For many of them, their parents had only received a partial elementary school education in their country of origin and were unfamiliar with the education system in the U.S. Although their family played a significant role in encouraging the student to attain a higher education, it was the students’ responsibility to figure it out how to navigate through the system.

A current graduate student at CSPP, LA describes her experience as:

A mixture of feelings best captures my experience of being the first in my family to go to college. Excited at the realization that I had been accepted to a LMU, yet disappointed that my parents were encouraging me to go to a local community college and work to save money to attend a university in the future. I remember asking myself, “*Ummm, so why did they push me so hard about my grades all my life?*” My overall state of mind was that of confusion. Somehow the transition from high school to college was not like I had seen on TV show families or movies, which left me with a lot of work to do on my own. Once again, as in the past, in my role the eldest bilingual child in my family I was thrust forward to face new situations on my own. I was responsible for figuring out financial aid, feeling unsure of my capabilities, and leaving my family as I moved out for the first time. I had to deal with the reactions of friends and family members who could not relate to the changes that were happening in my life. I went from speaking Spanish daily at home to periodically forgetting words due to my new environment. Trying to balance my own worries and self-imposed pressures of “making it” as a college student with my mom’s daily phone reminders of the things they were doing without to pay for my schooling. I went from being content with having just enough spending money from my part-time job to having debt on over five credit cards.

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Another current graduate student at CSPP, LA describes her experience as challenging yet overall memorable due to mentors that guided her through the unfamiliar academic system and friendships that normalized her experience:

My first few years of college were not easy. As the first member of my family to go to college, I did not have someone who could guide me through the process of the college experience and the rigorous academic work. Although I struggled my first year of college with my grades, by the time I graduated from the university, I had been named to the Dean's Honor List and granted honor society memberships and other awards. During my undergraduate education, I was very fortunate to have met some great faculty and staff members who were very supportive and who became personally invested in my academic success. I also developed a very close knit group of friends who to this day continue to support me in my pursuit of a doctorate degree. A number of the friendships I have developed throughout my college education have been with individuals who are themselves the first members of their immediate families to attend the university and to pursue a post baccalaureate degree. In addition, I also had and continue to have the support of my parents and sister. I wholeheartedly believe that what has made the difference for me in my pursuit of a higher education has been the guidance and mentorship of staff and faculty and the undying support of my family and friends. I attempt to honor all of these individuals with the work that I do recognizing that my hard work and accomplishments are not mine alone.

Another current graduate student at CSPP, LA describes the pressures felt during her undergraduate years and the importance of her family throughout the process:

I was born in Lima, Peru although education was largely emphasized in my family, survival was more important. My parents and I moved to the U.S. when I was eight. It was clear that there were more educational opportunities here and my parents were quick to instill in me that I *would* go on to become "una profesional". I was the first "lucky one" in my family to attend college. Becoming the first person, let alone female, in my family to graduate from college was not an easy task. There was a lot of pressure in being named "la universitaria". It meant that I *had* to do well, that I *could not* have any doubts, and that no matter what, I *would finish* because I was the role model to all of my cousins. Being the first one also meant that there was no one else before me to give me advice, to show me that it could be done, or reassure me that everything would work out fine. Although I had the unconditional moral support of my parents, I often yearned for someone I could run to that would guide me through the overwhelming pressures of school. That, unfortunately, my family could not provide for me. Despite the struggles, when I graduated from UC-Riverside with a degree in Biology last June, my entire family (those who live in the U.S.) attended the ceremony. I was proud of myself not only for having accomplished my goal of graduating college, I was also proud of myself for not having let my family down.

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ACT

Despite the different backgrounds of each of the students' interviewed for this article, being a first generation student in a Latino family can carry significant challenges that are often difficult to cope with. Whether in a negative or positive way, the common fiber in all of the experiences described above is the significant role family played in each of these students' lives. In spite of multiple challenges and self-doubt, the students interviewed were able to accomplish their multiple goals: attain a higher education, make their families proud, and serve as role models. Although the task of attaining a higher education can often seem daunting when making the journey alone, these students were able to move forward and seek the support needed to accomplish their goals. In looking back at their experiences, these students describe their journey as difficult, but not impossible, and more importantly as flight of resiliency and growth. Unfortunately, not all first generation Latino university students have this same fate.

In an attempt to give hope to other students who may feel alone in their academic journey or those who encounter first generation university students through their work at university counseling centers or elsewhere; it is important to highlight components that may facilitate this experience. Support in the form of mentorship from faculty and staff proved instrumental in helping students meet their academic potential. Friendships that were able to provide support and a sense of normalcy for the students' experience were also important in their academic journey.

By:

Amy Guerrero, M.A. CSPP-LA

Veronica Vargas, M.A. CSPP-LA

Julia Esqueda-Arteaga, M.A. CSPP-LA

Sandra Vidal, CSPP-LA

Position Announcement

ACT Against Violence Program 1st National Train-the-Trainer Spanish Workshop Washington, DC – May 18-20, 2006

APA's Public Interest Directorate invites qualified psychologists to apply for the 1st ACT – Adults and Children Together – Against Violence Train-the-Trainers Spanish Workshop. The ACT Against Violence Training program, a research-based national early violence-prevention initiative, prepares professionals nationwide to help families and communities to create violence-free environments for children.

The three-day workshop will prepare professionals to implement the program in Latino communities and disseminate to families information on child-development, roots and consequences of violence in the lives of children; prevention skills such as anger management, social problem-solving, positive discipline and media literacy. The workshop covers also program implementation and evaluation; and fund raising strategies.

Applicants should:

Be fluent in Spanish.

Have organizational support to implement a program.

Have experience in public speaking, conducting workshops and presentations.

Have experience in working or consulting with organizations and/or agencies providing services to Latino families.

Be interested in community action and mobilization.

Have interest and experience in violence prevention, family violence and child abuse.

Applicants should send a resume, completed application form and a letter of support from a supervisor to Julia Silva at APA. The workshop will offer CEUs to psychologists. The deadline for application is March 1st, 2006. Space is limited to 15 participants.

Instructors

Dr. Milton Fuentes, past president of the NJ Latino Psychological Association and Dr. Elisa Velasquez from Sonoma State University, experienced college professors and ACT-trained psychologists, will be the workshop instructors.

Place, date & expenses

The workshop will be held in **Washington, DC on May 18-20, 2006 at the APA headquarters**. Thanks to the generous support of the MetLife Foundation, APA will cover participants' travel and lodging expenses, and will provide coffee breaks and lunches. Participants will pay \$120 for the materials.

For more information or to request an application form, contact Julia Silva, Director, ACT Against Violence Training Program, at (202) 336-5817; or by e-mail: jsilva@apa.org.

FEBRUARY 2006

POSITION ANNOUNCEMENT

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

FACULTY COUNSELORS

2 (two) Full-Time, Temporary Positions

(Lecturer A or B, 12-month)

Counseling and Psychological Services (CAPS) seeks talented and accomplished individuals who are passionate about enhancing the psychosocial development and emotional well-being of Cal Poly Pomona students.

THE UNIVERSITY

Cal Poly Pomona is a public university widely recognized for its polytechnic mission and learning-by-doing philosophy. One of the 23 campuses of the California State University (CSU), Cal Poly Pomona is consistently ranked as one of the best public universities in the West. Cal Poly Pomona has a rapidly growing student population, currently 20,000, with 70% representing diverse ethnic groups. Through its seven colleges and hospitality management school, the University offers 65 undergraduate and 20 master's degree programs taught by approximately 1,200 full- and part-time faculty. Cal Poly Pomona is noted for its scenic and historic 1400-acre campus, once the Arabian horse ranch of cereal magnate W. K. Kellogg. It is located 30 miles east of downtown Los Angeles in one of the most dynamic economic and cultural regions in the country. Additional information is available at the university's website at www.csupomona.edu.

THE DEPARTMENT

Counseling and Psychological Services strives for excellence in student services by adhering to the values adopted by the Student Affairs Division (i.e. a student-centered philosophy, integrity, interconnectedness, passion, quality, and richness of diversity). Reflective of these values, CAPS provides a variety of mental health, psycho-educational and outreach services to the university community. Services are designed to enhance psychosocial development and emotional well-being of students, thus contributing to their retention and graduation from the university.

POSITION TITLE AND DESCRIPTION

Counseling and Psychological Services (CAPS) invites applications for 2 (two) full-time, temporary Faculty Counselors (Lecturer A or B, 12 month). These positions require excellence in clinical service delivery including individual, couple, family and/or group counseling; initial screenings/intakes of students seeking services; crisis coverage and emergency intervention (including hospitalization); the facilitation of on-campus and external referrals; as well as treatment planning and clinical case management. Duties also include indirect clinical services in the form of training, consultation, and outreach services and/or psycho-educational programs to various constituencies on campus (e.g., student organizations, faculty and staff); serving as a resource to university offices in an effort to enhance student life; and providing clinical supervision and training seminars for graduate interns. Other leadership responsibilities and activities include coordination of at least one area of departmental functioning (such as, clinical services, clinical training, campus relations, service outcome assessment); assisting with special projects; and participating in university committees and campus events, etc. Some evening hours required.

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MINIMUM QUALIFICATIONS (Required and Preferred Education, Knowledge, Abilities, and Experience) Earned graduate degree in clinical or counseling psychology, marriage and family therapy, or social work and a California license as a Psychologist. Marriage and Family Therapist or Clinical Social Worker required (if not currently licensed, candidate must be immediately license eligible as defined by the CA Boards of Psychology or Behavioral Science). Earned doctorate in behavioral sciences preferred. Experience working with a broad range of psychological problems, and the ability to utilize professional therapy orientations, techniques and strategies in meeting the needs of a multi-cultural, multi-gendered, multi-aged clientele required. Previous experience in a university counseling center preferred. Experience in one or more of the following desired: supervising and training doctoral level interns; facilitating clinical service delivery; caseload assignment and management; teaching/presenting and program development; and using outcome measures to assess quality of service delivery. Bilingual ability, Spanish - English highly desired. Candidates with expertise treating addictions or eating disorders a plus.

SALARY

Salary is competitive and commensurate with qualifications and experience. Positions include a very attractive benefits package.

HOW TO APPLY

Review of complete applications will begin January 9, 2006, and will continue until all positions are filled. Early response is encouraged. Completed application packages will be available for examination by any tenured and tenure-track faculty of CAPS.

A complete application will consist of: Cover letter addressing the candidate's interest and background related to each of the requirements listed above in the position description and qualifications. Detailed curriculum vitae. Completed Academic Employment Form, found at:

<http://www.csupomona.edu/~academic/faculty/docs/application.pdf>

Copy of graduate transcript (official confirmation of degree required for hire). Three recent letters of reference supporting the candidate's match with the requirements listed above in the position description and qualifications.

Please submit all application materials by e-mail or fax to:

CAPS Faculty Counselor Search Committee

c/o Ellen Patterson

E-mail to: epatterson@csupomona.edu

Fax to: (909) 869-6775

Phone: (909) 869-3220

In addition, an Affirmative Action Applicant Data Form, found at: http://www.csupomona.edu/~academic/faculty/docs/aff_action_form_2.pdf should be completed and returned separately to the address noted on the form.

The University is committed to diversifying its faculty and staff, and has made educational equity one of its highest priorities. California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, disability, marital status, age, religion, or veteran status. The University hires only individuals lawfully authorized to work in the United States. As required by the Cleary Disclosure Act, the university's annual security report is available at <http://dsa.csupomona.edu/police/securityreport.asp>.

FEBRUARY 2006

POSITION ANNOUNCEMENT

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

3801 West Temple Avenue

Pomona, CA 91768

FACULTY COUNSELORS

3 (three) Full-Time, Tenure-Track Positions

(Student Services Professional, Academic-Related I, 12-month)

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POSITION TITLE AND DESCRIPTION

Counseling and Psychological Services (CAPS) invites applications for 3 (three) full-time, probationary tenure-track Faculty Counselors (SSP, AR I, 12 month). These positions require excellence in clinical service delivery including individual, couple, family and/or group counseling; initial screenings/intakes of students seeking services; crisis coverage and emergency intervention (including hospitalization); the facilitation of on-campus and external referrals; as well as treatment planning and clinical case management. Duties also include indirect clinical services in the form of training, consultation, and outreach services and/or psycho-educational programs to various constituencies on campus (e.g., student organizations, faculty and staff); serving as a resource to university offices in an effort to enhance student life; and providing clinical supervision and training seminars for graduate interns. Other leadership responsibilities and activities include coordination of at least one area of departmental functioning (such as, clinical services, clinical training, campus relations, service outcome assessment); assisting with special projects; participating in university committees and campus events, etc. Some evening hours required.

MINIMUM QUALIFICATIONS (Required and Preferred Education, Knowledge and Abilities, Experience)

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Earned doctorate in counseling or clinical psychology and a California license as a Psychologist required. 3 years post-licensure and previous experience in a university counseling center preferred. Experience working with a broad range of psychological problems, and the ability to utilize professional therapy orientations, techniques and strategies in meeting the needs of a multi-cultural, multi-gendered, multi-aged clientele required. Experience in one or more of the following desired: supervising and training doctoral level interns; facilitating clinical service delivery; caseload assignment and management; teaching / presenting and program development; and using outcome measures to assess quality of service delivery. Bilingual ability, Spanish - English highly desired for one or more of the positions. Candidates with expertise treating addictions or eating disorders a plus.

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Detailed curriculum vitae.

Completed Academic Employment Form, found at:

<http://www.csupomona.edu/~academic/faculty/docs/application.pdf>

Copy of graduate transcript (official confirmation of degree required for hire).

Three recent letters of reference supporting the candidate's match with the requirements listed above in the position description and qualifications.

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FEBRUARY 2006

POSITION ANNOUNCEMENT

Program Director, Clinical Psy.D. Program

California School of Professional Psychology (CSPP)
at Alliant International University (AIU), Los Angeles

Position Available: July 1, 2006

Position Summary:

The Program Director is the academic and administrative leader of the Clinical Psy.D. Program of the Los Angeles CSPP campus, which provides graduate-level training to approximately 300 students. This is a full-time position where one-quarter time is spent in teaching and mentoring of students. The Program Director reports to the Dean of CSPP. The core responsibilities of the Program Director are:

Ensuring delivery of a quality academic program, including the development and ongoing evaluation of the curriculum

Recruiting, hiring, developing, supervising, and evaluating Clinical Psy.D. Program staff and faculty

Working collaboratively with the Professional Field Training Office in planning and evaluating the clinical field training experiences of Clinical Psy.D. students

Ensuring program continuity through collaborative work with admissions and enrollment management personnel

Working collaboratively with student service personnel to ensure that registration, student orientation, financial aid, and other student services are responsive to the needs of Clinical Psy.D. students

Developing an Annual Operating Plan and Annual Budget Plan and ensuring implementation and adherence

Ensuring that tasks related to APA accreditation are implemented, including developing and writing self-study reports and submitting annual reports

California School of Professional Psychology (CSPP) at Alliant International University (AIU)

CSPP, the largest school within AIU, was founded in 1969 as one of the first professional schools of psychology in the country. AIU, which was formed in 2001 as a merger of CSPP and United States International University, has five campuses (Fresno, Los Angeles, San Diego, San Francisco, and Mexico City), two satellites (Irvine and Sacramento, California), and a program in Japan. AIU is WASC-accredited. Other schools within AIU are the California School of Business and Organizational Studies and the Graduate School of Education. In addition there are three educational centers:

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Center for Forensic Studies, Center for International Studies, and Center for Undergraduate Education.

CSPP offers APA-accredited Psy.D. and Ph.D. degrees in Clinical Psychology. The mission of CSPP is to provide the highest quality of education, training, research and service in professional psychology. CSPP has a long-standing and demonstrated commitment to fostering respect for human diversity and training psychologists to serve the underserved. AIU is an Equal Opportunity/Affirmative Action Employer. (See AIU website at www.alliant.edu)

Requirements for the Position

Doctoral degree in psychology, preferably with licensure

Faculty experience in teaching and mentoring in a graduate psychology program

Academic administrative experience

Record of superior achievement in the field of psychology

Knowledge and/or experience with APA accreditation process

Application Process

Submit cover letter, describing your qualifications for the position, curriculum vitae, and the names of three references via email (as an MS Word attachment) to: Dr. Kumea Shorter-Gooden, Professor and Chair, Search Committee, at kshorter-gooden@alliant.edu

For preferred consideration, submit materials by February 15, 2006; however, the search will continue until the position is filled.

For additional information, contact the Search Committee Chair by email or at 626-284-2777 ext. 3042.

***Please Join Us For a Very Special Event:
Rafael D. Canul, Ph.D.
Discusses and Signs:
"Mexican Illegal Aliens: A Mexican American Perspective"
Thursday, February 23, 2005, 6:30 p.m.
Libreria Martinez
www.latinobooks.com
1110 N. Main Street
Santa Ana, CA 92701
(714) 973-7900***

Dr. Canul, in this substantial, well-documented and impressive socio-political and economic analysis, focuses on the difficult and challenging motives and experiences for Mexicans illegals who have settled in the U.S. since 1920's. He provides a unique Mexican American perspective on this controversial issue of illegal immigration. Furthermore, he concludes with a forceful argument that, despite rising nativism ignited by illegal immigrants, illegal immigrants are indispensable for many sectors of the U.S. economy. The lack of American political will to address in orderly manner the issue of foreign workers has victimized the weakest link of dynamic and highly profitable economic process: the Mexican illegal aliens. Dr. Canul provides an ample historical background of how the federal government has attempted to deal with, and how it has failed to stem the tide of illegal migration. He also addresses within a historical context the reactions of Americans to the various waves of immigration from the rise of the antforeign Nativists, the restrictive immigration laws and quotas of the 1920's; through the World War II era, the Bracero Program, the Amnesty declared by Reagan to the present concerns with War on Terror.

This excellent work is an effective tool for increasing multicultural awareness and should be an effective teaching guide for social sciences and humanities

This book provides the first comprehensive, Mexican American historical perspective of the Mexican illegal immigration to the United States during the last 50 years and how this history impacts on current Mexican Americans political articulation.

Upcoming Conferences

African American Mental Health Conference:

Culture, Identity & Recovery

February 23, 2006 in Los Angeles, CA.

For more information contact: rwoodruff@dmh.co.la.ca.us

California Psychological Association's 60th Annual Convention

Creating a Better Future with Psychology: Bridging Science,

Practice and Community

The Palace Hotel, San Francisco, Ca

March 23-26, 2006

THE ILLUSION OF INCLUSION:

Beyond Rhetoric To A Sustainable Future

May 18-21, 2006

Hyatt Regency Bethesda

<http://www.nmci.org/conferences/current/spring2006/default.htm>

2006 NLPA Conference:

Dates: October 12-14, 2006

Location: Milwaukee, Wisconsin

Hotel: Hyatt Regency in Milwaukee

Boston College Institute for Race and Diversity Conference

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

2006 Winter Roundtable, Teachers College

<http://www.tc.edu/roundtable/>

American Psychological Association 2006 Convention

<http://www.apa.org/conf.html>

American Counseling Association 2006 Convention:

<http://www.counseling.org/AM/Template.cfm?Section=CONVENTION>

National Multicultural Conference and Summit 2007

Dates: January 24-26, 2007

Location: Sheraton Hotel, Seattle, WA

www.multiculturalsummit.com

Resources

Latina Power - Book by Dr. Ana Nogales, CLPA Member

Using 7 strengths you already have to create the success you deserve

Available in English and Spanish language editions, **Latina Power!** shows Latinas how to recognize and maximize seven attributes they already possess to enhance their lives and bring them closer to their dreams.

Just in time for Hispanic Heritage Month celebrations, Dr. Nogales infuses her firsthand experiences and professional wisdom into **Latina Power!**. The uplifting message of this book encourages Latinas to move beyond expected roles and become the women they wish to be simply by embracing seven traits naturally ingrained into them by Latino culture, including:

- Espíritu Creativo (a Creative Spirit)
- The Aguantadora's Passionate Determination
- The Comadre's Networking Ability
- The Diplomática's Discretion
- The Atrevida's Courage
- The Malabarista's Balance

La Reina's Confidence and Strength

Dr. Nogales incorporates an interactive, personal element into each chapter, including a self-assessment quiz to determine how strong or weak each attribute is in the Latina reader's own personality, and exercises to improve each trait. Also featured throughout the guide are personal stories exemplifying each strength, as told to the author by Latinas from a wide variety of backgrounds, including novelist Isabel Allende, Congresswoman Loretta Sanchez, and many others. Prescriptive and encouraging, **Latina Power!** is certain to benefit countless Latinas.

Multicultural Psychology: Understanding Our Diverse Communities
by Jeffrey Scott Mio, Lori Barker-Hackett, & Jaydee Tumambing
McGraw-Hill 2006

Resources

The Latina/o Pathway to the Ph.D.

Abriendo Caminos

Edited by Jeanett Castellanos, Alberta M. Gloria and Mark Kamimura

Forewords by Melba Vasquez and Hector Garza

"An insightful account of how the pathway to Hispanic higher education success is paved with familia, cultura, y identidad étnica in 21st Century America. It is also a compelling call to action for the advancement of a more prosperous and just civil society that fully taps on the intellectual and creative talents of Latinos/as."—

Antonio Flores, President of the Hispanic Association of Colleges and Universities

"No one ever earns a doctorate alone-- family, friends, colleagues, and mentors all play a role. This book charts the many paths to achievement by highlighting what it also means to be Latina/o in today's America. An important contribution."—**Earl Lewis**, Emory University

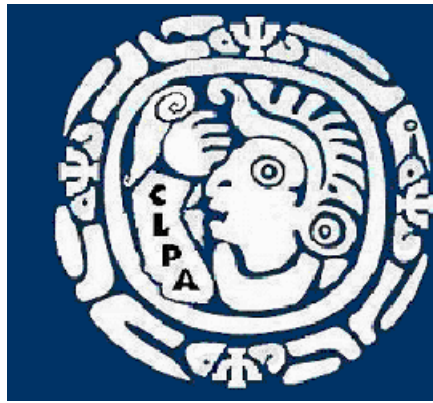
"Increasing the successful participation of the country's fastest growing community – the Latino community – is a pressing challenge for higher education. This book serves as an important resource to anyone who seeks to meet this challenge."—**Sarita E. Brown**, President, Excelencia in Education

286pp, paper, 1-57922-107-6, \$24.95

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California Latino Psychological Association (C.L.P.A.)

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DECLARACIÓN DE LA MISIÓN DE LA ASOCIACIÓN LATINA DE PSICOLOGÍA DE CALIFORNIA

La Asociación Latina de Psicología de California (ALPC) se dedica a defender y servir las necesidades de salud mental de la comunidad Latina. ALPC invierte en asuntos clínicos, investigativos y académicos relacionados con la psicología Latina. La ALPC apoya la justicia social en asuntos que afectan la salud mental de las comunidades Latinas, y la calidad de educación, el ambiente de entrenamiento y de labor de psicólogos Latinos. Las metas de la ALPC son las siguientes:

- A. Avanzar el desarrollo, entendimiento y diseminación de la Psicología Latina fomentando su aplicación para el beneficio de las comunidades Latinas a lo largo de California;
- B. Apoyar el mejoramiento y la integración de la información, practica y escolaridad en los asuntos de salud mental de los Latinos;
- C. Mejorar la calidad de entrenamiento que prepara a todos los proveedores de servicios de salud mental para trabajar con las comunidades latinas, y aprobar el estudio de los asuntos latinos en psicología.
- D. Facilitar la comunicación interdisciplinaria creando una red de trabajo entre los proveedores de servicio y educadores Latinos de todas la disciplinas quienes dirigen la calidad de vida y de asuntos de salud mental dentro de la comunidad Latina;
- E. Promocionar y apoyar los programas de guías que específicamente preparan a los estudiantes latinos para ser líderes en el campo y para apoyar la Psicología Latina como un área de estudio.

La Asociación Latina de Psicología de California esta abierta a todos aquellos individuales interesados en asuntos de salud mental de los Latinos, quienes aprueban los principios de la ALPC, convienen con los requisitos de afiliación, y participan en el desarrollo de la Asociación.



MISSION STATEMENT OF THE CALIFORNIA LATINO PSYCHOLOGICAL ASSOCIATION

The California Latino Psychological Association (CLPA) is dedicated to advocating and serving the mental health needs of the Latino community. CLPA is invested in the clinical, research and academic issues related to Latino Psychology. The CLPA advocates for social justice on issues affecting the mental health of Latino communities, and the quality of education, training and work environments of Latino Psychologists. The CLPA has the following goals:

- A. To advance the development, understanding and dissemination of Latino Psychology by fostering its application for the benefit of Latino communities throughout California;
- B. To advocate for the enhancement and integration of research, practice and scholarship on Latino mental health issues;
- C. To improve the quality of training that prepares all mental health service providers to work with Latino communities and to endorse the study of Latino issues in psychology;
- D. To facilitate interdisciplinary communication by creating a network among Latino service providers and educators of all disciplines who address the quality of life and mental health issues within the Latino community;
- E. To promote and support mentoring programs that specifically prepare Latino students to become leaders in the field and to advocate Latino Psychology as an area of study.

The California Latino Psychological Association is open to all individuals interested in Latino mental health issues, who endorse the principles of the CLPA, meet the membership requirements, and participate in the development of the association.

Pautas de Presentación

La comunidad se publica cuatrimestralmente por la Asociación Latina de Psicología de California (ALPC). Es leída por psicólogos de California, médicos aliados y otros profesionales de la salud mental, legisladores nacionales y del estado, miembros de la prensa y otros interesados.

Las presentaciones pueden incluir revisiones de libros, columnas de carreras de estudiantes, experiencias relacionadas con el desarrollo de carrera o artículos enfocándose en investigaciones, educación y/o práctica clínica con la comunidad Latina.

Información para prospectivos autores

Tamaño- Los artículos, por lo general, varían desde 750 a 1500 palabras (aprox. 3-6 páginas escritas en computadora con doble espacio). Las revisiones de libros son generalmente de 300 a 400 palabras de largo.

Contenido- Los Editores estimulan aquellos artículos que cubren una extensa variedad de temas (ej. avances científicos, asuntos de práctica profesional, clima del cuidado de salud, etc.). Diversos puntos de vista, análisis críticos, ideas teóricas también son estimulados.

Mentalidad Cultural- Los Psicólogos prestan atención a diferencias socio- culturales sutiles, especialmente en artículos escritos para una audiencia profesional. Cualquier escritura sobre género, raza/ origen étnico, edad, orientación sexual, discapacidad debe ser culturalmente “correcta” y libre de prejuicios. Si tiene dudas por favor refiérase a *Publication Manual of the American Psychological Association Fifth Edition (2001)*.

Referencias- Cuando escriba para cualquier audiencia profesional o científica, cite las referencias en el cuerpo del artículo cuando reporte datos, se refiera a otras fuentes, cite declaraciones o puntos de vista de otras personas, o de lo contrario justifique las ideas en el artículo. El número de referencias debe variar entre 1 a 6 cuando sea posible, las referencias completas deben ser enlistadas al final del artículo. Largas listas de referencias podrían no ser publicadas debido a limitaciones de espacio.

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Entregas por correo electrónico- Mándalo en forma adjunta a Tlopez@argosyu.edu

Correspondencias a la Asociación Latina de Psicología e California, y La Comunidad deben ser mandadas a :

ADDRESS

Argosy University
Attn. Tica Lopez, PhD
3501 W. Sunflower Ave. Ste.110
Santa Ana, Ca 92704

Submission Guidelines

La Comunidad is published quarterly by the California Latino Psychological Association (CLPA). It is read by California psychologists, allied medical and other mental health professionals, state and national legislators, members of the media, and interested others.

Information to prospective authors

Length - Articles generally range from 750 to 1500 words (approx. 3-6 pages typed double spaced). Book reviews are typically 300 to 400 words in length.

Content - The Editors encourage articles that cover a wide range of topics (i.e., scientific advances, professional practice issues, legislative matters, healthcare climate, etc.). Diverse views, critical analyses, theoretical or innovative ideas are also encouraged.

Cultural mindfulness - Psychologists are attentive to socio-cultural nuances in any communications, especially in articles written for a professional audience. Any writing about gender, race/ ethnicity, age, sexual orientation, disability must be culturally "correct" and free of bias. If in doubt, please refer to the *Publication Manual of the American Psychological Association Fifth Edition (2001)*.

References - As in writing for any professional or scientific audience, cite references in the body of the article when reporting data, referencing other sources, quoting statements or views from other persons, or otherwise substantiating ideas in the article. The number of references should range from 1 to 6 when possible; full references should be listed at the end of the article. Long reference lists may not be published due to space limitations.

Author identification - At the end of the article, write a brief bio-sketch of the author(s). Bio-sketches should include name, work setting or affiliation, professional specialty, and information on how to contact author(s).

Author photo (optional) - Send one 3x5 inch black/white photograph of the author(s) to the address listed below.

Submission Deadlines - September 20, for October/November Edition; December 20th, for Jan./Feb. edition; March 20th, for April/May edition; June 20th, for July/ August edition.

How to submit articles

Hard copy and disk submissions - We can accommodate commonly used word processing programs. Send copies of your article to the address below

Email submissions - Email as attachment to Tlopez@argosyu.edu

Correspondence to The California Latino Psychological Association, and La Comunidad should be sent to:

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Membership Brochure

WHY JOIN CLPA

- To advocate for the integration of research, practice, and scholarship on Latino mental health issues.
- Be an active agent of change to improve the current conditions of Latinos and the community's mental health status through public and institutional policy efforts.
- Meet other professionals invested in Psychology, specifically interested in the Latino community.
- Promote educational programs for Latinos interested in the field of Psychology.

Membership categories include:

Professional, Mental Health Associate, Student, and Institution/Organization.

Professional: Must have a doctoral degree in Psychology or related field from a regionally accredited institution.

Mental Health Associate: Minimum degree earned must be a bachelor's or master's degree in Psychology or related field.

Student: Must be enrolled in an undergraduate or graduate program in the field of psychology or related field.

Institution/Organization: The institution/organization must endorse CLPA's principles set forth in the bylaws and the CLPA mission statement.

CLPA Membership Form

Name: _____ Degree: _____

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