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THE BULLETIN®

CELEBRATING OUR PAST AND CREATING OUR FUTURE



NLPA--The True Meaning of Familismo

The NLPA inaugural conference has set a standard of inspiration, personalismo, and familismo for all future professional conferences. Professionalism, enthusiasm, collegiality, and caring characterized *Strengthening Psychology through Latino Family Values* as nearly 300 students and professionals met from November 18-21, 2004 at the Scottsdale Plaza Resort in Scottsdale, Arizona. I knew that this conference was going to be successful as soon we began to receive conference proposals. They came from throughout the U.S., Mexico, Japan, and Guatemala. Further, when we invited additional poster presentations, more than 20 were enthusiastically sent in. The momentum was building. Unlike other conference when nominations for awards are difficult to attract, NLPA had wonderful nominations for our first award ceremonies. A few weeks before the conference, we had inquiries from presenters and exhibitors. Together, we made NLPA history.

I will wax on just a little more as I recall some of the many highlights of this remarkable gathering of our hearts, minds, and spirits. Thursday evening's opening reception featured Mariachi Pasión, an all-women troupe that serenaded a happy crowd. Gracias to Dr. José Cervantes who led the opening ceremony ritual, inviting us to declare our intentions for the conference. Friday evening introduced us to musica brasileira, estilo capuera, brought to us by Gustavo McGrew's son. Gustavo was a member of our local planning committee and is the Vice

President for Diversity for TERROS, one of our major sponsors. Saturday evening was full of alegria thanks to the fabulous performance of Ballet Folklorico Alegria. The small dancers made us all applaud with appreciation because these youngsters are maintaining cultural traditions through Mexican music and dance. At 1am, there were 50 individuals on the dance floor passionately singing to *Volver, Volver* along with our band *La Familia*.

Yes, we socialized, harmonized, and filled the workshops with our thirst for knowledge. I will always remember walking in to the ballroom on Friday evening about 9:30 and seeing more than 120 participants watching the award-winning film, *The Gatekeeper*. John Carlos Frey stirred our hearts and minds with his profound film on the indignities suffered by illegal immigrants and his personal journey of ethnic identity development. There were many others who made the conference special by their participation. Dr. Diane Halpern, president of APA presented a posthumous citation to Dr. Alfredo Castañeda, the first Chicano psychologist in the U.S.—an historical moment. Dr. Ron Levant, president-elect of APA offered us the integrative health approach for consideration and Dr. Gene Garcia, Dean of the ASU College of Education, reminded us that psychology is undertheorized" and in need of new models from Latino perspectives. There is a lot of work to be done by all of us to strengthen existing psychological theories. I am counting on our students and young professionals

to bring their research and practice to inform and strengthen psychology.

Much appreciation goes to APA for supporting us bountifully with press coverage, a photographer all three days, and the participation of Dr. Henry Tomes, Director of the Public Interest Directorate, Dr. Bertha Holliday, Director of the Office of Ethnic Minority Affairs, and Dr. Barry Anton, of the Board of Directors. To my home institution, ASU, we all owe many thanks for the generosity in support of many aspects of the conference. All together we had 25 student volunteers, a 10-person local planning committee, and many, many volunteers who contributed their time to make this a synergetic conference. The conference program book recognizes all of the contributors—exhibitors, sponsors, and volunteers.

NLPA is a source of great pride to me personally and professionally. I will continue to be a major cheerleader for our organization as I move on to my new status as past president. I want us to give Azara Santiago Rivera, our new president, all of the commitment and support necessary to continue to grow NLPA. We made it to 425 members in less than 2 years, raised \$35,000 for the conference, and have 21 Lifetime Members. We are just getting underway. I want to thank all of the students who have initiated a student-centered dimension to NLPA. Diana Naranjo and others are showing us the type of leadership that exists among all students. I am counting on you and will be there for you.

Patricia Arredondo

NLPA-El Verdadero Significado de Familismo

El primer congreso de NLPA (por sus siglas en inglés) ha establecido un estándar de inspiración, personalismo, y familismo para todos los congresos profesionales futuros. Profesionalismo, entusiasmo, compañerismo, y calidez caracterizaron *Fortaleciendo la Psicología a través de Valores Familiares Latinos*. Casi 300 estudiantes y profesionales se reunieron del 18 al 21 de noviembre en el Scottsdale Plaza Resort en Scottsdale, Arizona. Sabía que la conferencia sería un éxito desde que empezamos a recibir propuestas para el congreso. Las propuestas llegaron de todos los EEUU, México, Japón, y Guatemala. Además, cuando solicitamos propuestas para carteles, más de 20 fueron enviados con mucho entusiasmo. El congreso estaba tomando impulso. A diferencia de otros congresos donde las nominaciones para premios son difíciles de obtener, NLPA obtuvo excelentes nominaciones para la primera ceremonia de premios. Unas semanas antes de la conferencia, tuvimos averiguaciones de presentadores y expositores. Juntos hicimos historia de NLPA.

Elaboraré un poco más mientras recuerdo algunos de los muchos momentos memorables de esta reunión de corazones, mentes, y espíritus. La recepción del jueves por la noche figuró a Mariachi Pasión, una tropa de mujeres que serenaron a los felices espectadores. Gracias al Dr. José Cervantes, quién dirigió el rito de la ceremonia de apertura y nos invitó a declarar nuestras intenciones para la conferencia. El viernes por la noche nos vimos rodeados de música brasileña, estilo capuera, presentada por el hijo de Gustavo McGrew. Gustavo fue miembro del comité de planificación y es el Vicepresidente por la Diversidad de TERROS, uno de nuestros más grandes patrocinadores. El sábado por la noche estuvo lleno de alegría gracias al fabuloso espectá-

culo del Ballet Folklórico Alegría. Los pequeños bailarines nos llevaron al aplauso y grata apreciación ya que estos jóvenes están manteniendo tradiciones culturales a través de música y baile mejicano. A la 1 de la madrugada, permanecían unos 50 individuos en la pista de baile que apasionadamente cantaban *Volver, Volver* con la banda *La Familia*.

Sí socializamos, armonizamos, y llenamos los talleres con nuestra sed de sabiduría. Siempre recordaré cuando entré a la sala de baile en viernes por la noche como a las 9:30 y vi a más de 120 participantes viendo la película *The Gatekeeper*. John Carlos Frey nos conmovió —mente y corazón— con su profunda película acerca de las indignidades que sufren los inmigrantes ilegales y su propia jornada de desarrollo de identidad étnica. Hubo muchos otros que hicieron la conferencia especial a través de su participación. La Dra. Diane Halperin, presidente de la APA presentó una mención póstuma al Dr. Alfredo Castañeda, el primer psicólogo Chicano en los EEUU — un momento histórico. El Dr. Ron Levant, próximo presidente de la APA nos ofreció un modelo de integración de salud para nuestra consideración y el Dr. Gene García, Decano del Colegio de Educación de ASU, nos recordó que la psicología está necesitada de más teoría, y de nuevos modelos presentados desde la perspectiva Latina. Tenemos mucho trabajo por hacer para fortalecer teorías psicológicas existentes. Cuento con nuestros estudiantes y profesionales jóvenes para que usen su práctica y su investigación para informar y fortalecer la psicología.

Apreciamos mucho a la APA por su generosísimo apoyo a través de cobertura de prensa, fotógrafo por los tres días, y la participación del Dr. Henry Tomes, Director del Directorado de Interés Público, Dra. Bertha

Holiday, Directora de la Oficina de Asuntos Minoritarios, y el Dr. Barry Anton, de la Junta de Directores. A mi institución, ASU, le debemos muchas gracias por su generosidad en apoyar muchos aspectos del congreso. En total tuvimos 25 estudiantes voluntarios, un comité local de planificación de 10 personas, y muchos, muchos voluntarios que contribuyeron su tiempo para que de este congreso tuviese mucha sinergia. El programa de la conferencia reconoce a todos los que contribuyeron — expositores, auspiciados, y voluntarios.

Me siento muy orgullosa de NLPA, personal y profesionalmente. Continuaré dando muchísimo ánimo a nuestra organización mientras paso a mi nuevo puesto de presidente anterior. Quiero que todos le demos a Azara Santiago Rivera, nuestra nueva presidenta, todo el compromiso y apoyo necesario para continuar *creciendo* como organización. Ya llegamos a los 400 miembros en menos de dos años, recaudamos \$35,000 para la conferencia, y tenemos 20 Miembros de por vida. Estamos solamente empezando. Quiero agradecer a los estudiantes que han iniciado una dimensión estudiantil de NLPA. Diana Naranjo y otros están demostrando el tipo de liderazgo que existe entre nuestros estudiantes. Cuento con ustedes y ustedes pueden contar conmigo.

Mientras embarco en esta transición, quiero expresar mi apreciación a todos en el Comité Ejecutivo. Cada uno de los individuos debe ser reconocido por sus contribuciones desinteresadas de los últimos dos años. Juntos hemos moldeado la nueva NLPA y lo hemos hecho con gran orgullo. ¡¡Adelante siempre!!

Patricia Arredondo

NLPA's Inaugural Conference: The Graduate Student Perspective

NLPA is the first organization in which I feel like more than a member; I am a student, a voice, an advocate, a colleague, and a friend. The conference truly represented an organization that I am proud to belong to. One that is welcoming, collaborative, strong, and motivated. Throughout the conference I was impressed and by the professionalism and strength of the presenters and information shared. Each and every presentation I attended was inspiring and thought provoking. I also feel honored to be part of an organization that is so inclusive.

After the conference, I was surprised to find out that some of my colleagues and peers assumed that I was Latina because I was attending the conference. I did not expect this reaction at all and used it as a learning moment. I made it clear that knowledge and learning share no color lines. Lastly, as psychologists we understand the need to feel valued in our professional endeavors. I can truly say that I value each and every member in the organization. We all add such diversity and experience that truly is extraordinary. This conference shows us how proud we should all be of our organization and how our strength and dedication will prove to be fruitful in the years to come.

NLPA es la primera organización en la cual me siento como algo más que un simple miembro; soy estudiante, voz, defensora, colega, y amiga. La conferencia verdaderamente representó una organización de la cual estoy muy orgullosa de pertenecer; una organización que es acogedora, colaboradora, fuerte, y motivada. A través de la conferencia me impresionó el profesionalismo y fortaleza de los ponentes y la información compartida.

Cada una de las presentaciones a las que asistí fue inspirante y provocadora. También me siento honrada de ser parte de una organización que es tan inclusiva.

Después de la conferencia, me sorprendí que mis colegas y compañeros pensaron que yo era Latina por estar presente en la conferencia. Yo nunca me imaginé provocar tal reacción y fue un momento de aprendizaje. Clarifiqué que el conocimiento y el aprendizaje no se dividen por colores. Como psicólogos entendemos la importancia de ser valorado como profesionales.

Ahora en realidad podré proclamar como aprecio a cada uno de los miembros de esta organización. Todos aportamos una diversidad y experiencia verdaderamente extraordinarias. Esta conferencia nos demuestra cuán orgullosos debemos estar de nuestra organización, y como nuestra fortaleza y dedicación será fructífera en los años que siguen.

Bryn Harris

Attending NLPA's conference this November was one of the best experiences I have encountered in my early graduate career. As it can be imagined, graduate school can take quite a toll on your life and spirit, especially without the support of others who can validate the importance of the issues of your people. However on this weekend, I left the conference with immense feelings of satisfaction and comfort to realize the amount of support that exudes through NLPA and its many members. The event showcased the hard work, dedication and professionalism that truly represent the many faces of NLPA. I felt proud and honored to have been able to be a part of an event where people of different regions, ages and backgrounds could come together to celebrate the impor-

It was an event that left a remarkable impression on me and I look forward to future conferences with enthusiasm for opportunities to yet again be a part of one of the many landmarks in NLPA's history.

Asistir a la conferencia de NLPA este fin de semana fue una experiencia memorable en mi carrera como estudiante graduada. Como se pueden imaginar, la vida de estudiante puede presentar retos para mantener la salud mental y espiritual, especialmente sin el apoyo sincero de otros en realizar el trabajo de tu gente. Pero en este fin de semana regresé de la conferencia con un inmenso sentido de satisfacción y comodidad al sentir el apoyo de mis colegas presentes en la conferencia. En cada presentación se vio el trabajo, educación y profesionalismo que en realidad representa NLPA. Me sentí orgullosa y honrada de haber sido parte de un evento en donde personas de diferentes regiones, edades y culturas se pudieron reunir para celebrar la importancia de la presencia de Latinos en la psicología. Me inspiró ver el gran entusiasmo de los conferenciantes y la gracia con la cual compartieron su conocimiento. Especialmente sentí gran emoción en ver las diferentes generaciones de líderes pasados, presentes y futuros unidos por un mismo interés. Aunque en mi propio pasado he enfrentado obstáculos en perseguir mi meta de trabajar con poblaciones Latinas, esta experiencia me sirvió para reencontrar la esperanza y fuerza para realizar mis metas profesionales con la cabeza en alto.

Becky Pérez

Inaugural Conference Feedback

Following on the well-spoken words of Dr. Zalaquett, I too have been 'processing' the NLPA Inaugural Conference. I have just two words-- "PRIDE" and JOY"!!!!

I have been sharing my experience of the conference with many colleagues (including several White colleagues)--and as I talk about it I realize more and more what this conference means to me.

First, THANK YOU for giving me the opportunity to present my research. It was an honor. As a student I do not think I TRULY realized what it meant to have a paper proposal accepted for presentation (this was my first psychological conference paper presentation.) I mean, I knew it at some level because I worked really hard to have a 'tight' presentation--but I had never taken part in any "mainstream" conference presentations, only the more, less formal caucus suite gatherings. I think I thought that this was my 'place' as a student--well, as a professional too. I now understand that my place is among the voices. Also, I have never presented my OWN research to professionals outside of my own faculty.

WOW! I GET IT now! This experience expanded my awareness of myself as a professional on SO MANY LEVELS! Also, due to the nature of qualitative research, I have the 'stories' of the men who have achieved high levels of education in my guardianship--I have wanted to present these in a place that HONORS these men and raises them up in the praise they deserve. This conference provided the both the platform and the springboard on which to begin the presentation

of the narratives of the high achieving Mexican American and Chicano men who participated in this study.

Second, THANK YOU for the feeling of "familia" that I felt throughout the conference. I heard that not only in my presentation room, but in others, people presented "together"--helped each other out w/the technical equipment etc. I also both felt, received, and participated in the mentoring that was happening all around me. This all seemed to be done w/in a sense of equanimity and equality vs. rank in education! I do not see this at APA at large.

Third, THANK YOU ALL for the feeling of JOY and PRIDE that resonated through me during this conference and still remains with me. There truly was a 'festive' feel--throughout the meetings, as well as at meal and play times--Many themes and subjects are difficult to hear--and I saw people all around me participating in research to correct all that's 'white' with psychology. This REALLY got my research hormones running! The work that's BEING done is INCREDIBLE! and we have a whole lot more for all of us to be involved in :) and the PRIDE!!! WOW! First of all it's obvious the PRIDE that went into the planning, organization, and work for this conference (Muchisimas Gracias a todos!). Also, to be around SO MANY Latina/o professionals and other professionals of color--as always, is VERY GRATIFYING, lifts the spirit, gives a last year graduate student, not a spark, but a ROARING FLAME, of HOPE--even while listening to many of our Latina/o undergrads and first year grad students tell of stifling and White dominated learning environments--a HOPE that we are SO AWARE, that we WILL continue, complete, and subvert!

So as we continue to provide opportunities and seek venues to KEEP the flame roaring, I have to add that these words do not express all I feel in my heart--I humbly thank you all from the depths of my heart for this conference experience.

Denise Elizabeth Francis Montano, M.S.,
Psych Intern



L to R: Rosalilia Mendoza, John Carlos Frey, Araceli López, & Arlene Carrasco

"I was in awe at the blend of cultural pride and professional accomplishments that was displayed at the conference! The location was perfect, nestled in the mountains, palm trees and a cactus here and there. But better yet was the wealth of information, inspiration, and collaboration that the conference so effectively facilitated. My congratulations to all involved in the planning and execution of such a rich and meaningful conference. It's hard to find a gathering where professional giants can still make you feel like familia!"

Elizabeth D. Palacios, Ph.D., LSSP
Baylor University

I really enjoyed the opportunity to stand in the shadow of greatness. What an opportunity it was to speak with some of the leading Latina/o leaders in the fields of psychology, counseling, and the arts.

I also appreciated the conference's organization and the quality of presentations. Furthermore, I was mesmerized by the number of sound quantitative and qualitative research presented, as well as the strong emphasis in advocacy and social justice. I had the privilege of presenting with colleagues. It helped me broaden the boundaries of my own research on Latina/o students' academic success. I also enjoyed the opportunity to see colleagues and friends who I haven't seen for a while, as well as to meet some people with whom I have worked online. It was very nice to be able to put a face to a name.

The following comment, made by one of the students attending the conference, summarized the importance of this type of events for current and future generations, "I didn't know that there were so many of us." Some of the conference's glitches also reminded me of the words of Jeffrey Zeig when I complained about my own mistakes in organizing a conference: "Every perfect job should have at least a perfect error." It is an honor and a privilege to belong to our organization. Thank you to all the NLPA leadership and conference organizers for a job well done.

Carlos

Inaugural Conference Feedback

"I am convinced that NLPA will strengthen professional psychology for many years to come. We are a collective force con muchas ganas y determinación. Our mantra can be "sí se puede."

Patricia Arredondo, Arizona State University

"It was a validating experience to be around a group of like-minded individuals that share similar views and interests. Being biracial, it's often difficult for me to feel like I belong 100% to any group, yet at the conference I felt welcomed and proud to be Latina, and I am inspired to continue my work with Latino/a youth!"

Alicia Soliz

"The mentorship, love, and support I felt from faculty, supervisors and other students were amazing. I truly felt like we were our own familia taking care of each other and making sure we "make it" in the other world. Thank you to the executive committee members and Patricia for making this such an awesome success. I can't wait until 2006!"

Ines Campoverde, University of Utah

"As a new graduate student, returning to school for the first time in eight years, this was the first conference I have ever attended; I don't think I could have made a better, or luckier, choice. The people I met, the things I learned, all left me with both a sense of pride as well as an enriched sense of personal responsibility for the privileges I have and continue to receive in my life. I thank you all for the lessons, the advice, and for all the hard work and effort."

Jessica Ann Chandler, Arizona State University

Early-Mid Career Column

“Just Say No, Eventually They Will Stop Asking”



Secretary
Alberta M. Gloria

“In general my White faculty colleagues are asked to speak on what they do, and I am asked to speak on who I am.”



New President Elect
Azara L. Santiago-Rivera, Ph.D.

The title of this column refers to the advice that a White colleague of mine offered me in response to the overwhelming requests for service I receive from campus and community groups. The statement was meant to be supportive, yet it ignored the systemic dynamics that make service the proverbial stone around the neck of aspiring Latino/a faculty. When a systemic problem is defined as an individual issue (e.g., a lack of personal boundary setting) the status quo continues unchallenged and those individuals suffer, question themselves and may leave academe altogether.

Service is one of the components, along with teaching and research, that is the basis for achieving tenure (permanent employment). However, in reality at major research universities service expectations are minimal. Yet new faculty of color, especially those hired as special targeted hires, are often seen by the larger campus community as a resource and expected to provide ethnic minority related service. They were hired, in part, to help with the diversity of the campus. Hence faculty of color are immediately faced with a dilemma: they are sought out by the community for the least valued aspect of their job.

Service includes but is not limited to: serving on search, admissions, governance and advisement committees, presenting workshops to students, writing newsletter articles, sitting on panels and presenting lectures. All faculty may be asked to provide service, but typically it's only faculty of color who are asked to provide ethnic minority

related service (that is, in my experience White faculty are not asked to provide service because they are White or considered White role models). I'm often amazed at the things I am asked to do because of my being a Latino rather than due to my research interests (for example in one week I was asked to speak about Latino “thugs”, relationships between Latinos and African Americans and moderate a panel on Latino Greeks – none of which have anything to do with my research). In general my White faculty colleagues are asked to speak on *what they do*, and I am asked to speak on *who I am*. The end result is that my scholarship is seen as secondary or non-existent and I soon begin to feel like a token rather than a faculty member.

Yet I also know the need for Latino/a voices and role models on campus is a real one and that providing service provides more immediate positive feedback than teaching evaluations or waiting on a letter from an editor. Some amount of ethnic minority service keeps me energized and satisfies my need to “give back” to my community. I realize that there is also a cost to constantly saying no – students and staff feel betrayed and might even consider you a sell out and eventually may lead to feeling cut off from your own community.

In this semester I have had twelve requests for service in two months (all related to local and regional Latina/o issues) and have said no eleven times.

Said another way: I say no 92% of the time. I don't have trouble saying no, my personal boundaries are very good. Yet the issue of doing too much service and needing to “say no” came up on my last annual review as an issue to watch out for. Damned if you do, damned if you don't.

So what's the answer? Although I feel a sense of catharsis openly discussing this issue, more needs to be done. Research and scholarship is the coin of the realm in academe, so I decided to get together with colleagues to discuss these issues. Lisa Flores, Alberta Gloria, Patricia Arredondo and Jeanett Castellanos presented challenges for Latina/o faculty at the 2001 conference and subsequently wrote a chapter to increase awareness of challenges, including service. In addition one of my areas of research includes burnout of faculty of color and I've amassed literature from many disciplines documenting the systemic nature of the service issue for faculty of color.

I will continue to say “no” and “yes” to service requests because the need is very real. The community needs me and I need them. I also need to have enough time so I can be a husband and father and achieve tenure. It has helped me to realize that demands for service are not an individual issue, but a systemic one. We all need to work together to change that system.

By Ed Delgado-Romero

“Solo Di No y Eventualmente Dejaran de Pedirte”

El título de esta columna se refiere al consejo que un colega Blanco me ofreció en respuesta a las numerosas solicitudes de servicio que recibo de varios grupos del campus y de la comunidad. La intención del consejo que me dio era principalmente para apoyarme, mas ignoró la dinámica sistemática que hace del servicio la piedra proverbial alrededor del cuello de el/la aspirante Latino/a a ser catedrático universitario. Cuándo un problema sistemático se define como un problema individual (por ej., el no saber poner límites a los demás) el “status quo” o la condición de la situación continúa igual y esos individuos sufren, dudan de sí mismos y corren el riesgo de hasta dejar el mundo académico.

El servicio es uno de los componentes, junto con la enseñanza e investigación, que forma la base para obtener la permanencia. Sin embargo, la realidad es que en las principales universidades de investigación, las expectativas de servicio son mínimas. Sin embargo los nuevos catedráticos de color, especialmente aquellos empleados con un objetivo especial, a menudo son vistos por la comunidad del campus como un recurso y se espera de ellos que proporcionen servicio relacionado con las minorías étnicas. Estos catedráticos fueron empleados, en parte, para ayudar con la diversidad del campus. Por eso los catedráticos de color se enfrentan inmediatamente con un dilema: el ser buscados por la comunidad por el aspecto menos valorado de su trabajo.

Los servicios solicitados incluyen pero no son limitados a: servir en comités de búsquedas, admisiones, administración y tutoría, presentar talleres a estudiantes, escribir artículos para boletines, ser parte de paneles y presentar conferencias. Todos los catedráticos pueden proporcionar servicio, pero típicamente solo a los catedráticos de color se les pide que proporcionen servicio relacionado a las minorías étnicas (es decir, en mi experiencia, a los catedrati-

cos Blancos no se les pide proporcionar servicio porque ellos son Blancos o considerados ejemplos/modelos a seguir). A menudo me asombro de las cosas que me piden hacer solo por ser Latino y no por mi área de investigación (por ejemplo en una semana se me pidió hablar acerca de gánsters Latinos, de las relaciones entre Latinos y Afro-Americanos, se me pidió también moderar un panel acerca de Latinos-Griegos -- ninguno de estos temas tiene que ver con mi investigación). En general mis colegas Blancos se les pide hablar acerca de *lo que ellos hacen*, y a mi se me pide hablar acerca de *quien yo soy*. El resultado final es que mi trabajo intelectual se vea como secundario o inexistente y yo de pronto comienzo a sentirme como una “muestra” y no como un miembro del profesorado.

Sin embargo, sé también que la necesidad de voces Latinas y de modelos a seguir en campus es verdadera, y que al proporcionar servicio recibo una reacción inmediata y positiva la cual es mas rápida que las evaluaciones de la enseñanza o el esperar la carta de un editor. Cierta cantidad de servicio minoritario étnico me mantiene vigoroso y satisfago mi necesidad de “devolverle” a mi comunidad. También me doy cuenta de que hay también un costo alto al decir “no” constantemente -- estudiantes y personal se sienten traicionados y pueden considerarte desleal y puede esto llevarte eventualmente a un sensación de aislamiento de tu propia comunidad.

En este semestre yo he tenido doce pedidos de servicio en un periodo de dos meses (todos relacionado a asuntos Latinos locales y regionales) y en once ocasiones he dicho no. Dicho de otra manera: yo digo “no” 92% del tiempo. Yo no tengo problemas para decir “no,” mis fronteras personales son muy buenas. Sin embargo el asunto de prestar demasiado servicio y mi necesidad de “decir no” surgió en mi última eva-

luación anual como un asunto al que debía prestar atención. Estás condenado si lo haces, estás condenado si no lo haces.

¿Así que qué cual es la solución? Aunque yo sienta ahora una catarsis al estar discutiendo abiertamente este asunto, aún se necesita hacer más. La investigación, y la productividad en ella, es la moneda que reina en el mundo académico, así que decidí reunirme con algunas colegas para discutir este asunto. Lisa Flores, Alberta Gloria, Patricia Arredondo y Jeanett Castellanos presentaron los desafíos para la catedráticos Latinos/as en la conferencia del 2001 y subsidiariamente escribieron un capítulo para aumentar la concientización de nuestros retos, incluyendo el servicio. Además, una de mis áreas de investigación incluye el “burn out” o desgastamiento de los catedráticos de color y he acumulado muchísima literatura de distintas disciplinas que documentan la naturaleza sistemática del asunto del servicio para los catedráticos de color.

Continuaré diciendo “no” y “sí” a quien me pida servicios porque la necesidad es muy verdadera. La comunidad me necesita y yo los necesito a ellos. También necesito tener suficiente tiempo para poder ser esposo y padre y obtener la permanencia. Esto me ha ayudado a darme cuenta que las demandas por servicio no es un asunto individual, sino sistemático. Todos necesitamos trabajar juntos para cambiar ese sistema.

“En general mis colegas Blancos se les pide hablar acerca de lo que ellos hacen, y a mi se me pide hablar acerca de quien yo soy.”

Spotlight on Latina/o Psychology

NJMHI launches new Public Service Announcement Campaign

**Electronic
Communi-
cations
Andrés
Consoli**



Advancing Mental Health for Hispanics program, with the support of the State of New Jersey Department of Human Services' Division of Mental Health, is pleased to announce the launching of a new bilingual public service announcement campaign (PSA) geared to the Hispanic population. The television and print public service announcement campaign aims to heighten awareness, understanding and acceptance of mental illness and available treatments among the Hispanic popu-

lation, and to reduce the stigma associated with utilizing mental health services among the Hispanic population, the nation's largest ethnic minority group.

The campaign consists of a broadcast quality, high impact, high profile 60-second PSAs in English and in Spanish for television viewing, and print material, such as posters, fact sheets and other educational material in English and Spanish for distribution in New Jersey, New York, and Pennsylvania, the nation's largest media market.

"We are extremely pleased with the final products produced for this television and print campaign, and look forward to evaluating its impact on destigmatizing mental health treatment for Hispanics in the months to come", said Henry

Acosta, NJMHI Deputy Director and *Changing Minds, Advancing Mental Health for Hispanics* Program Director.

Depending on the results of the PSA campaign in the initial target areas, the NJMHI will explore additional support for further distribution of the PSA materials throughout other regions in the United States. To learn more about the NJMHI's *Changing Minds, Advancing Mental Health for Hispanics* work, please visit <http://www.njmhi.org>, or contact Henry Acosta at 609-838-5488, ext. 205 or via e-mail at hacosta@njmhi.org.

Henry Acosta

"We are extremely pleased with the final products produced for this television and print campaign, and look forward to evaluating its impact on destigmatizing mental health treatment for Hispanics in the months to come"

NJMHI Lanza su Nueva Campaña Publicitaria al Servicio del Público

El Instituto de Salud Mental de Nueva Jersey, Inc. (NJMHI, por sus siglas en inglés) y su programa *Cambiando Mentes, Avanzando la Salud Mental para los Hispanos*, con el apoyo de la división de Salud Mental del departamento de Servicios Humanos del estado de Nueva Jersey, se complace en anunciar el lanzamiento de una nueva campaña publicitaria bilingüe al servicio del público (PSA) dirigida a la población Hispana. La campaña publicitaria televisiva y anuncios públicos impresos tienen como objetivo incrementar el conocimiento, entendimiento y aceptación de enfermedades mentales así como los trata-

mientos disponibles para la población Hispana, y reducir el estigma asociado con el uso de servicios de salud mental entre la población Hispana, la población étnica minoritaria más grande de la nación.

La campaña consiste en la difusión de calidad, alto impacto, alto perfil de PSAs de 60 segundos en inglés y español para la televisión, y material impreso como carteles, hojas informativas, y otros materiales educativos en inglés y español para distribuirlos en Nueva Jersey, Nueva York, y Pensilvania, el mercado publicitario más grande de la nación.

"Estamos extremadamente

complacidos con los productos producidos para las campañas televisiva e impresa, y buscamos la oportunidad de evaluar su impacto en la desestigmatización al tratamiento de la salud mental entre Hispanos en los meses venideros," dijo Henry Acosta, Director del NJMHI y Director del Programa *Cambiando Mentes, Avanzando la Salud Mental para los Hispanos*.

Dependiendo de los resultados en el área objetiva de la campaña PSA, el NJMHI explorará apoyo adicional para la difusión de materiales PSA en otras regiones de los Estados Unidos. Para mayor información del trabajo de NJMHI

Cambiando Mentes, Avanzando la Salud Mental para los Hispanos, favor de visitar <http://www.njmhi.org>, o contactar Henry Acosta al 609-838-5488, ext. 205 o por correo electrónico a hacosta@njmhi.org.

Henry Acosta

"Estamos extremadamente complacidos con los productos producidos para las campañas televisiva e impresa, y buscamos la oportunidad de evaluar su impacto en la desestigmatización al tratamiento de la salud mental entre Hispanos en los meses venideros"



Treasurer Ed Delgado-Romero

Issues Now Available in Spanish and On-line



Website Manager
Andrea Romero

"It has been well received by many professionals throughout the United States with over 1,000 free copies distributed nationwide."

The New Jersey Mental Health Institute, Inc.'s (NJMHI's) groundbreaking document, *Comprehensive In-Depth Literature Review and Analysis of Hispanic Mental Health Issues with Specific Focus on Members of the Following Ethnic Groups: Cubans, Dominicans, Mexicans and Puerto Ricans*, is now available in Spanish and on the NMJI Web site at www.njmhi.org, thanks to the support of Eli Lilly and Company. The report was produced in an effort to obtain a more detailed understanding of issues facing Hispanics with regards to utilizing mental health services, barriers to accessing services, and practices that have been found to be effective with the Hispanic population. It has been well received by many professionals throughout the

United States with over 1,000 free copies distributed nationwide.

The report summarizes and analyzes professional literature surrounding studies on barriers to care, utilization of mental health services, and clinical best practices. The report also provides a historical overview of each group referenced above and discusses issues relevant to each group that may contribute to their views of mental health.

The report was co-authored by Peter J. Guarnaccia, Ph.D., and Igda Martínez, both of Rutgers, The State University of New Jersey, with contributions from Henry Acosta, project director, *Changing Minds, Advancing Mental Health for Hispanics*. It provides a summary of key findings from national studies with Hispanics, as well as a summary of key findings

from the comprehensive literature review and analysis. Gaps in research areas and service delivery are also identified and provided, as are recommendations for future endeavors by those interested in addressing the lack of access to and the quality of mental health services for Hispanics.

To obtain a free copy of the report in either English or Spanish, please visit the NJMHI Web site and click on *Hispanic Mental Health Literature Review*. Please note that the report is protected by U.S. Copyright laws and that all requests for reprints or use for other than its initial intended purpose should be directed in writing to the NJMHI at hacosta@njmhi.org.

Henry Acosta

Revisión y análisis comprensivo de literatura sobre temas de salud mental Hispana ahora están disponibles en Español y en la Internet.

El documento ingenioso de el Instituto de Salud Mental de Nueva Jersey, Inc. (NJMHI) titulado, **Profunda Revisión y Análisis Comprensivo de la Literatura Sobre Temas de Salud Mental Hispana con Enfoque Especifico en Miembros de los Sigüientes Grupos Étnicos: Cubanos, Dominicanos, Mexicanos y Puertorriqueños**, está ahora disponible en Español y en el sitio de NJMHI en www.njmhi.org, gracias al Apoyo de Eli Lilly y Compañía. El reporte fue producido con motivo de obtener un entendimiento más detallado sobre los temas que enfrentan los Hispanos con relación a utilización de servicios de salud mental, barreras en obtener acceso al servicio, y prácticas que se han encontrado efecti-

vas con la población Hispana. Éste ha sido gratamente recibido por muchos profesionales a través de los Estados Unidos con mas de 1,000 copias gratuitas distribuidas nacionalmente.

El reporte abrevia y analiza literatura profesional en torno a estudios sobre las barreras para tratamiento, utilización de servicios de salud mental, y las mejores prácticas clínicas. El reporte también provee una sinopsis histórica sobre cada grupo étnico mencionado anteriormente y discute temas relevantes a cada grupo que podrán contribuir a sus opiniones sobre la salud mental.

El documento fue escrito por Peter J. Guarnaccia, Ph.D., e Igda Martínez, ambos de Rutgers, la Universidad del Estado de Nueva Jersey, con

contribuciones de Henry Acosta, director de proyecto, *Cambiando Mentes, Avanzando Salud Mental para Hispanos*. El reporte provee un resumen de hallazgos claves basados en estudios nacionales con Hispanos, así como también hallazgos claves de revisión y análisis comprensivo de la literatura. Se identifican áreas donde falta mayor conocimiento tanto en investigación, como en aportación de servicio; también se presentan recomendaciones para proyectos futuros por parte de aquellos interesados en abordar la falta de acceso y la calidad de servicios de salud mental para Hispanos.

Para obtener una copia gratuita del reporte en inglés o The New Jersey Mental Health Institute, Inc.'s (NJMHI) *Changing Minds*,

Para obtener una copia gratuita del reporte en inglés o español, por favor visite el sitio de NJMHI y haga clic en *Revisión de Literatura de Salud Mental*. Por favor anote que el reporte está protegido por las leyes de derechos exclusivos de Estados Unidos y que todos los pedidos de copias para algún uso contrario al propósito inicial deben ser dirigidos por escrito a el NJMHI a hacosta@njmhi.org.

Henry Acosta

"Éste ha sido gratamente recibido por muchos profesionales a través de los Estados Unidos con mas de 1,000 copias gratuitas distribuidas nacionalmente."

NJMHI Releases Model Mental Health Program for Hispanics

Over the past several years, numerous reports have highlighted disparities that exist for Hispanics with respect to access to and quality of mental health services. Committed to making a positive and long-lasting change to this disparity, the New Jersey Mental Health Institute, Inc. (NJMHI) created the *Changing Minds, Advancing Mental Health for Hispanics* project in October 2001 with the goal of addressing the nationwide lack of access to and quality of mental health services for Hispanics.

The NJMHI has been working diligently in an effort to better understand the belief systems, attitudes and barriers facing the Hispanic population in need of mental health services and to implement effective strategies to address the identified barriers. All project activities to date have led to the recently released Model Mental Health Program Report. The report represents the NJMHI's *Changing Minds, Advancing Mental Health for Hispanics* efforts to produce a model that includes best practices for mental health agencies and clinicians to utilize in order to attract and retain Hispanics in mental health services that reflect Hispanics' needs and cultural preferences.

Based on NJMHI's *Changing Minds, Advancing Mental Health for Hispanics* project activities conducted and continued education about the mental health needs of Hispanics, the NJMHI identified the following areas to be explored and addressed in order for a community mental health agency to become a more culturally competent service provider for Hispanics:

- Program Environment
- Outreach and Educational Awareness Activities
- Organizational Cultural Awareness and Sensitivity
- Program Staffing
- Program Delivery System Treatment Availability
- Clinical Treatment Programs

Details on each program area are provided in the report. The NJMHI believes these areas are critical to reducing and/or eliminating the array of barriers Hispanics face in access to and the quality of mental health services. The model includes suggested practices which should be viewed as recommendations, and should in no way be a substitute for professionally established standards for quality mental health service delivery or ethical codes of conduct. The model was unveiled in December 2003 at an NJMHI sponsored Summit on Improving Mental Health Services for Hispanics and may be viewed on the NJMHI Web site at www.njmhi.org.

In providing mental health professionals with such information, the NJMHI is pleased to be a driving force in the fight to eliminate health disparities in access to and quality of mental health services for Hispanics. As the NJMHI embarks on a journey to not only identify barriers to care, but to also develop effective strategies to address these disparities, the NJMHI would like to thank the supporters of the *Changing Minds, Advancing Mental Health for Hispanics*

project. Special thanks go to the Eli Lilly and Company Foundation for the initial two-year funding of the project, which has allowed the project to go from concept to practice and has supported the research activities needed to produce this recommended model/framework. We are appreciative of their support on improving mental health services for Hispanics. Additionally, the NJMHI would also like to thank Princeton Financial Systems/State Street New Jersey for the award provided to complement funds received from the Eli Lilly and Company Foundation for initial project activities that lead to this recommended model.

The NJMHI believes that in order to increase access to and enhance the quality of mental health services for Hispanics, we must first understand the problems as they are experienced first hand. Then we must stop, listen to those impacted by the disparities, involve them in the solution process. We must do this while remaining focused and passionate about our efforts.

If you are interested in learning more about the *Changing Minds, Advancing Mental Health for Hispanics* project or the developed model, please contact Henry Acosta, NJMHI Deputy Director and *Changing Minds, Advancing Mental Health for Hispanics* project director, at (609) 838-5488, ext. 205, or via e-mail at hacosta@njmhi.org.



Student/Professional Development
Jeanett Castellanos

“The NJMHI believes these areas are critical to reducing and/or eliminating the array of barriers Hispanics face in access to and the quality of mental health services.”

NJMHI Propone Un Programa Modelo De Salud Mental para Hispanos

A lo largo de los últimos años, varios informes han enfatizado las disparidades que existen para los hispanos, con respecto al acceso y calidad de servicios de salud mental. Con el compromiso de cambiar la disparidad de una forma positiva y duradera, el Instituto de Salud Mental de Nueva Jersey, Inc. (NJMHI, por sus siglas en inglés) creó el proyecto *Cambiando Mentes, Avanzando la Salud Mental para los Hispanos*, en octubre del 2001, con el objetivo de abordar la carencia nacional de acceso y calidad de servicios de salud mental para los hispanos.

NJMHI ha estado esforzándose diligentemente en comprender los sistemas de creencias, actitudes y barreras que afectan a la población hispana necesitada de servicios de salud mental, e implementar estrategias efectivas para enfrentar dichas barreras. Todas las actividades del proyecto, hasta ahora, han llevado a la producción del Informe de Programas Modelo de Salud Mental. El informe representa los esfuerzos de *Cambiando Mentes, Avanzando la Salud Mental para los Hispanos* de NJMHI para producir un modelo que incluya las prácticas óptimas que pueden utilizar las agencias de salud mental y profesionales para atraer y retener hispanos en dichos servicios, reflejando las necesidades y preferencias culturales.

Basado en las actividades de *Cambiando Mentes, Avanzando la Salud Mental para los Hispanos*, y en la educación continua alrededor de las necesidades de Hispanos, el NJMHI identificó varios puntos que podrían ser utilizados por agencias comunitarias de salud mental para mejorar su competencia cultural:

- Medioambiente del Programa

- Educación Comunitaria y Actividades de Consciencia Social
- Sensitividad y Consciencia Cultural Para la Organización
- Reuniones de Empleados
- Sistemas de Provisión y Disponibilidad de Tratamientos

Programas de Tratamiento Clínico

Detalles acerca de cada área del programa se proveen en el reporte. El NJMHI cree que estas áreas son críticas en la reducción y/o eliminación de barreras que los hispanos enfrentan en obtener acceso y asegurar la calidad de servicios de salud mental.

El modelo sugiere prácticas que deben de ser vistas como recomendaciones, y que de ninguna manera substituyen estándares profesionales establecidos o códigos de ética profesional. El modelo fue introducido en diciembre del 2003 en la Cumbre Para la Mejorar los Servicios de Salud Mental para Hispanos, patrocinada por el NJMHI. El modelo puede ser examinado en la página web del NJMHI, www.njmhi.org.

Proveyendo a los profesionales de la salud mental con tal información, el NJMHI tiene el honor de ser una fuerza conductora en la lucha para eliminar las disparidades que existen en el acceso y calidad de servicios de salud mental para hispanos. Mientras el NJMHI se encamina a identificar barreras en el cuidado de hispanos y desarrollar estrategias efectivas para enfrentarse a dichas disparidades, al NJMHI le gustaría dar las gracias a los que han apoyado el proyecto, *Cambiando Mentes, Avanzando la Salud Mental para los Hispanos*. La Fundación Eli Lilly y Compañía

merece un agradecimiento especial por el financiamiento inicial de dos años. Este financiamiento ha permitido que el proyecto se desarrolle del concepto a la práctica, y que se puedan llevar a cabo las actividades de investigación necesarias para producir este modelo recomendado. Apreciamos su apoyo en mejorar los servicios de salud mental para hispanos. Además de esto, al NJMHI le gustaría dar las gracias a Princeton Financial Systems/State Street New Jersey por la contribución de fondos que complementó el apoyo recibido de la Fundación Eli Lilly y Compañía.

El NJMHI cree que para incrementar el acceso y mejorar la calidad de servicios de salud mental para hispanos, debemos primero entender los problemas de la manera en la que la gente los experimentan. Luego debemos parar y escuchar a los que están siendo impactados por las disparidades, involucrarlos en el proceso de generar soluciones. Debemos hacer esto mientras permanecemos enfocados y apasionados en nuestros esfuerzos.

Si tiene interés en aprender más acerca del proyecto, *Cambiando Mentes, Avanzando la Salud Mental para los Hispanos*, o el modelo desarrollado, puede comunicarse con Henry Acosta, Sub-Director de NJMHI y Director del proyecto, *Cambiando la Mente, Avanzando la Salud Mental por Hispanos*, al (609) 838-5488, ext. 205, o por correo electrónico a hacosta@njmhi.org.

Author's Name

“El NJMHI cree que estas áreas son críticas en la reducción y/o eliminación de barreras que los hispanos enfrentan en obtener acceso y asegurar la calidad de servicios de salud mental.”



**Historian
Cynthia de las
Fuentes**

Providing Mental Health Services with Online Youth Counseling

The Gulf Coast Gear Up Partnership Project began in the Fall of 2002 in attempts to reach out to three rural communities with large numbers of low-income and Hispanic students in the Gulf Coast region of South Texas. The Counseling Psychology program at Texas A&M University administers the project and is one of seven partners working together to provide services and support to approximately 400 youth. The Counseling Psychology program offers an individual online counseling program to address barriers to achievement and promote individuals' strengths toward personal and academic success.

Graduate student counselors have several goals for their online clients. As the counselors work one-on-one with the students through weekly email letters, they offer support and unconditional positive regard while building an online relationship. The graduate counselors also serve as reliable and understanding sources of knowledge about teen-life issues in addition to helping their counsees find solutions to their problems and realize their dreams through their own strengths and talents.

The benefits of online counseling are many. Having access to mental health care in a community that has very limited resources gives the students an opportunity they would otherwise not have due to geography, physical difficulties, poverty and lifestyle. In writing out their problems, students are able to externalize themselves from the problem. This allows the students to distance themselves to review their situation from a healthier psychological stance. The students are also able to review the techniques and solutions they and their counselors create. They can reread the ses-

sions see the process of working out solutions, which then empowers the students and serves as written proof of their participation and success.

The most difficult challenge of online counseling continues to be how to build a therapeutic alliance; a true, personal and caring relationship without a physical presence. The therapeutic relationship is understood to be the most important factor contributing to psychotherapy outcome. A good counselor can not only respond to the nuances of language; both verbal and bodily expressions, but is also an artist of tact and timing, sensing when to be patient and knowing when to push. Mostly, a good counselor is creative in finding a path to understanding. Without the verbal and bodily expressions of language, the online counselor is relying solely on the art of the written word. When a shrug, a frown or a tear can't be seen, the challenge for the counselor is to model how to communicate emotions online in order to build trust and foster a nonjudgmental relationship of caring.

There are many positive byproducts to using the text only medium in counseling. For example, there are fewer social cues for the therapist to attend to such as remembering to smile or looking interested, resulting in more cognitive energy to focus on intentional language selection and formulation of a thought or response. There are many useful techniques that help counselors communicate warmth, empathy, and emotions to clients through language. Each of these techniques serves to build a therapeutic relationship with the client and enhance the use of the text only medium.

Descriptive immediacy is a technique used to relate emotional information to the recipient. This tech-

nique promotes a visual image to the meaning of the text. For example, a counselor might say "If you were sitting right next to me I'd give you a big hug!" Additionally, using emotional bracketing helps the recipient to clearly understand the tone of the words. An example could be "It's been days since I've heard from you (concerned, worried)."

Emoticons are parenthetical expressions that convey body language or facial expressions such as J or L. CAPS serve the purpose of highlighting your voice and conveying strong emotions or statements such as "WOW!" Asterisks can be used to draw attention to a point. For example, "That's *really* awesome, Jane!" Trailers can be used to reflect a thought or feeling in transition such as "Tell me more about that..."

Other techniques that can be used to enhance communication using written language are using different fonts to express a different mood or feeling. Additionally, using the recipient's name can serve to deepen the relationship, as well as quoting back direct words from the content of the other's message to show attention. As the relationship continues and deepens, both partners will become more aware of the nuances and subtleties of each other's typed expressions.

The Gulf Coast Gear Up Partnership Project offers an invaluable resource for students in an underserved area. Internet counseling offers an opportunity for students to engage in a meaningful relationship and utilize their own strengths to realize their goals and dreams.

By: Lisa M. Cepeda &
Ashley D. Barnes

Proveyendo Servicios de Salud Mental a Través de *Online Youth Counseling*

El *Gulf Coast Gear Up Partnership Project* comenzó en el otoño del 2002 como un esfuerzo para conectar con tres comunidades rurales en la región de la Costa del Golfo en el sur de Texas con grandes poblaciones de estudiantes de bajos recursos y estudiantes Hispánicos. El programa de consejería de la universidad Texas A&M administra el proyector y es uno de siete asociados que están trabajando unidos para proveer servicios y apoyo a aproximadamente 400 jóvenes. El programa de Psicología de Consejería ofrece un programa de consejería individual para abordar el tema de barreras educativas y promover las fortalezas individuales que llevan al éxito personal y académico.

Los consejeros, que son estudiantes de postgrado, tienen siete metas para sus clientes "en línea." Los consejeros trabajan individualmente con los estudiantes a través de cartas electrónicas semanales, y les ofrecen apoyo y respeto incondicional mientras establecen la relación "en línea." Los consejeros también sirven como recursos confiables y comprensivos acerca de temas de la adolescencia, además de de ayudar a sus clientes a encontrar soluciones a sus problemas y realizar su sueños a través de sus propios talentos.

Son muchos los beneficios de la terapia "en línea." El tener acceso a servicios de salud mental en una comunidad de recursos sumamente limitados les da a los estudiantes una oportunidad que de otro modo no tendrían dada la geografía, dificultades físicas, pobreza, y estilos de vida. Cuando escriben sus problemas, los estudiantes tienen la oportunidad de desconectarse del problema. Esto les permite a los estudiantes la oportunidad de distanciarse del problema para repasar su situación desde una perspectiva más sana psicológicamente. Los estudiantes también pueden repasar técnicas y soluciones que ellos y sus consejeros crean. Pueden leer y releer las sesiones y repasar el proce-

so de solucionar problemas, lo cual habilita a los estudiantes y les da prueba escrita de su participación y su éxito.

El reto más difícil a la consejería "en línea" lo sigue siendo el como formar una alianza terapéutica; una relación verdadera, personal, y cálida sin la presencia física. Se entiende que la relación terapéutica es el factor más importante en el resultado de la psicoterapia. Un buen consejero puede responder a la sutilezas del lenguaje, verbal y físico, y también es una artista en cuanto a tacto y sentido de oportunidad, teniendo el buen sentido de saber cuando tener paciencia y cuando confrontar. Mayormente, un buen consejero es creativo en su búsqueda de un camino al entendimiento. Sin las expresiones verbales y físicas del lenguaje, el consejero "en línea" tiene que dejarse llevar solamente por la palabra escrita. Cuando un encogerse de hombros, un ceño fruncido, o una lágrima no se pueden ver, el reto para el consejero es modelar como comunicar las emociones "en línea" para promover la confianza y fomentar una relación de confianza sin juicios.

Hay muchos beneficios auxiliares cuando se utiliza solamente el texto en la consejería. Por ejemplo, el consejero se puede librar de estar pendiente de señales sociales como lo son el sonreír o verse interesado, con el resultado de que hay más energía cognoscitiva para enfocarse en la selección intencional de las palabras y la formulación de un pensamiento o respuesta. Hay muchas técnicas útiles que ayudan a los consejeros a comunicar calidez, empatía, y emociones a los clientes a través del lenguaje. Cada una de estas técnicas sirve para establecer la relación terapéutica con el cliente y realiza el uso del texto solamente.

La descripción inmediata es una técnica que se usa para relatar información de carácter emocional al que la recibe. Esta técnica promueve la

imagen visual del texto. Por ejemplo, un consejero puede decir "¡Si estuvieses sentado al lado mío te daría un fuerte abrazo!" Adicionalmente, el uso de paréntesis emocionales ayuda al que recibe la información a entender el tono de las palabras. Por ejemplo, "han pasado muchos días desde que tengo noticias tuyas (preocupación)."

Los emoticones son expresiones parentéticas que ilustran lenguaje físico o expresiones faciales como ☺ o ☹. MAYUSCULAS sirven para realzar la voz e ilustrar emociones o expresiones fuertes como "¡WAO!" Los asteriscos se pueden usar para llamar la atención a un punto en particular. Por ejemplo, "¡Esto está *verdaderamente* genial!" Los tres puntitos se pueden usar para reflejar un pensamiento o sentimiento en transición, tal como "Dime más acerca de eso ..."

Otras técnicas que se pueden utilizar para realzar la comunicación escrita es el uso de diferentes fuentes o letras para expresar un sentimiento diferente. También, el uso del nombre de la persona puede servir para profundizar la relación. El uso de citas directas del mensaje del otro puede demostrar atención. A la vez que la relación continúa y profundiza, ambas personas tomarán más conciencia de las sutilezas de las expresiones escritas del otro.

El *Gulf Coast Gear Up Partnership Project* ofrece un recurso invaluable para estudiantes en un área con pocos servicios. La consejería "en línea" presenta una oportunidad para que los estudiantes participen en una relación significativa y que utilicen sus propias fortalezas para realizar sus metas y sus sueños.

Por: Lisa M. Cepeda &
Ashley D. Barnes

Student Column

Choosing the ideal graduate program is a critical point in the life of every student, especially for those of us who are the first in our families to take such step. During this process, students pay attention to faculty interactions, faculty's research interests, graduate students' feelings about the program, funding opportunities, among others. Ethnic minority students in particular look for support systems that would allow help their graduate experience be more pleasant. In my situation, when I decided to attend the doctoral program in Counseling Psychology at the University of Nebraska-Lincoln (UNL), I knew I will have a supportive faculty as well as be member of a student organization that advocated for multiculturalism and diversity issues.

This student organization is the Ethnic Minority Affairs Committee (EMAC) and it is housed at the Department of Educational Psychology at UNL. Every graduate student who is interested in multicultural issues is encouraged to join. EMAC has grown since its establishment in the 70s and has become a strong voice at the University of Nebraska-Lincoln. UNL's Faculty, Administrators, and members of the community hold EMAC in very high esteem.

Some of the activities EMAC members participate are review applications for the MA and PhD programs and make recommendations to the admission committees if they feel that a candidate has the potential for graduate studies, but has a discrepancy (e.g., low GRE scores) in the application. Furthermore, the members of EMAC serve

in faculty search committees, and interview candidates for faculty positions to assess for applicant's knowledge of cultural/ethnic diversity. In addition to playing an active role at the university-level, EMAC is active in the community. Every year, EMAC participates with a local homeless shelter serving home cooked meals during the holiday season. Other community activities include reviewing educational assessments from the local school districts for gender, ethnic, racial, cultural, and religious bias.

Perhaps the most unique attribute of EMAC is that it facilitates students to have a safe place to talk about our concerns about graduate school, family, or just to update each other on what is going on. As members of EMAC we provide support for one another. It has been two years since I started my graduate studies at UNL and since then I have been an active member of EMAC. I will continue be active in EMAC until I graduate. It is my hope that in the future EMAC becomes more visible at the state and national level. This year the members of EMAC will try to bring well-recognized psychologists in the area of Multiculturalism, conduct a self-study of the organization, and start reconnecting with EMAC alumni to start establishing networks. I am very optimistic about the future of EMAC and am happy to be part of such a great and supportive organization. For more information about EMAC please email Alejandro Morales, M.A., at morales1@bigred.unl.edu.

Alejandro Morales

“Ethnic minority students in particular look for support systems that would allow help their graduate experience be more pleasant.”

Reporte Estudiantil

El escoger el programa ideal de postgrado representa un momento crítico en la vida del estudiante, sobretodo para los que somos los primeros de nuestra familia en tomar ese paso. Durante el proceso, el estudiante se fija en las interacciones entre la facultad, toma nota de las investigaciones e intereses científicos de la facultad, averigua lo que piensan los otros estudiantes acerca del programa, y llega a conocer cuáles son las oportunidades que existen para financiar investigaciones científicas. Son, particularmente, los estudiantes de grupos étnicos minoritarios que buscan apoyo y ayuda para que la experiencia de postgrado sea agradable. En mi caso, cuando decidí asistir al programa de doctorado de Psicología de Consejería de la Universidad de Nebraska-Lincoln (UNL), no solo supe que tendría el apoyo de la facultad, pero a la vez lograría ser miembro de una organización estudiantil que aboga por temas multiculturales y de diversidad.

La organización a la que me uní es el Comité para Asuntos Étnicos Minoritarios (EMAC, por sus siglas en inglés). La EMAC es parte del Departamento de Psicología Educacional de la UNL. Todo estudiante de postgrado que tenga interés en cuestiones multiculturales se le recomienda ingresar. EMAC ha crecido desde su establecimiento en la década de los setenta y se ha realizado como una voz potente en la Universidad de Nebraska-Lincoln (UNL). La facultad, la administración, y los miembros de la comunidad estiman mucho a la EMAC.

Los miembros de la EMAC participan en varias actividades incluyendo la revisión de aplicaciones de estudiantes a los programas de maestría y doctorado. Los miembros de la EMAC hacen recomendaciones acerca de los candidatos y su potencial para estudios de postgrado aunque exista alguna inconsistencia en la aplicación, por ejemplo bajas calificaciones para la prueba standard, GRE. Además, los miembros de la EMAC son miembros de los comités que entrevistan a nuevos miembros de la facultad. Los miembros de EMAC ayudan a evaluar el conocimiento que tienen los candidatos

acerca de cuestiones de diversidad étnica y cultural.

Los miembros de la EMAC desempeñan un papel dinámico al nivel universitario y también dentro de la comunidad. Cada año la EMAC participa con un resguardo para personas desalojadas y sirven comidas caseras durante los días festivos. Otra actividad comunitaria incluye la revisión de evaluaciones psicoeducativas de los distritos escolares locales para la detección de posibles prejuicios ya sean étnicos, raciales, culturales, religiosos, o de género.

Quizás en lo que más sobresale la EMAC es que nos proporciona a nosotros, los estudiantes, un lugar en donde podemos sentirnos cómodos conversando acerca del postgrado y sobre nuestras familias, y reuniéndonos con otros estudiantes y poniéndonos al día de las novedades. Como miembros de EMAC, nosotros los estudiantes nos proveemos mucho apoyo uno al otro.

Han sido ya dos años desde que inicié mis estudios de posgrado en la UNL y desde entonces soy miembro activo de la EMAC. Seguiré siendo miembro activo de la EMAC hasta el día en que me gradúe. Deseo que EMAC tenga más reconocimiento a nivel estatal y nacional. Este año los miembros de la EMAC se dedicarán a invitar a psicólogos reconocidos dentro del campo multicultural. La EMAC también se dedicará a realizar un auto-estudio de la organización y de establecer conexiones con ex alumnos para establecer redes profesionales. Me siento muy entusiasmado cuando pienso en el futuro de la EMAC y estoy feliz de ser parte de una organización tan exitosa y alentadora. Para más información acerca de la EMAC me pueden contactar por correo electrónico a la siguiente dirección, Alejandro Morales, M.A., morales1@bigred.unl.edu.

“Son, particularmente, los estudiantes de grupos étnicos minoritarios que buscan apoyo y ayuda para que la experiencia de postgrado sea agradable.”

Advertisements

Ellen Hoon: hoon@dickinson.edu
Department of Psychology at Dickinson College

The Department of Psychology at Dickinson College invites applicants for a tenure track position beginning Fall 2005 in Clinical/Community psychology at the rank of Assistant Professor. We especially encourage applications from individuals whose interests lie in prevention of psychological disorder through analysis and remediation of community-level causes. Candidates should have the Ph.D. (or be ABD) in psychology and must provide evidence of potential for excellence in teaching. Ability to involve undergraduate students as research collaborators is essential. Candidates should also demonstrate potential for obtaining extramural funding and/or forging collaborative, cross-disciplinary relationships. Teaching load is three course sections (or equivalent) per semester, and supervision of senior projects. Our largest sections have a capacity of 35 students.

Dickinson College is a highly selective four-year, independent liberal arts college with 2300 students. General college information is at www.dickinson.edu. The Psychology curriculum aims to increase students' abilities to understand and produce psychological research and to recognize and critically evaluate claims about behavior. Students have presented recently at APA, APS, Association for Behavior Analysis, EPA, and Society for Neurosciences.

Send a cover letter describing your teaching experience and research interests, your e-mail address, CV, evidence of undergraduate teaching effectiveness, and a two-year plan for establishing a program of scholarship that can potentially include student collaborators to Search Committee, Department of Psychology, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Arrange for three letters of recommendation and graduate transcripts to be sent to the same address. We will begin considering applications immediately and will continue until the position is filled. You may contact the committee via e-mail at barber@dickinson.edu.

Ruth Granger: granger@health.arizona.edu
University of Arizona
Campus Health Service

Psychologist Provider for Campus Health Counseling and Psychological Services needed. Requirements: PhD in psychology from APA accredited institution, 1 yr psychology internship + 1500 hrs post doc exp, licensure by AZ State Board of Psychologist Examiners or eligibility for "expedited licensure." Apply at <http://www.hr.arizona.edu> <<http://www.hr.arizona.edu/>> for job #31720. Review begins 11/1/04. EEO-AA Employer-M/W/D/V

Ruth Granger
Human Resources Program Coordinator
University of Arizona
Campus Health Service
P. O. Box 210095
Tucson, AZ 85721-0095
520-621-1077
520-626-8962 FAX

Kathy Geary: KGeary@tresearch.org

Family Trainer (TRI) is a leader in behavioral healthcare research and is seeking motivated, self-starter w/ excellent problem solving, verbal & written communication skills, demonstrated cultural competence & sensitivity to implement two manual driven interventions w/ a diverse urban population of adult family members of substance abusers. Send cover letter & resume to: HR@tresearch.org

Advertisements

The School of Professional Psychology (SPP) at Pacific University in Forest Grove, Oregon is seeking applicants to fill a tenure-track or term position at the Assistant Professor level for the 2005-2006 academic year.

SPP has an APA accredited doctoral Clinical Psychology program, a state approved accredited Master's in Counseling Psychology program, its own Psychological Service Center in downtown Portland, and an AP-PIC approved internship training program. The successful candidate must have a Ph.D. or PsyD in Clinical or Counseling Psychology and be license eligible in Oregon.

Responsibilities will include teaching courses in the areas of human diversity, cross-cultural psychology and delivery of culturally competent mental health services, student advising, mentoring and supervision of community based services. The successful candidate will be bilingual (English and Spanish) with reading, writing and speaking proficiency in both languages in clinical and academic settings. Candidates with previous experience working with native Spanish-speakers (1st and 2nd generation as well as recent Hispanic immigrants of Mexican origin) are highly preferred. We are seeking candidates with cross-cultural experience who have research interests and publications in cross-cultural psychology and/or issues related to the target population described above.

To apply for this position, send a cover letter, a current curriculum vita and three letters of recommendation to Jon Frew, Ph.D., Pacific University, 511 SW 10th Avenue, Suite 400, Portland, Oregon, 97205. The application deadline is December 1st, 2004, or until the position is filled. Pacific University is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

Odessa Brown Children's Clinic (OBCC), a primary care clinic of Children's Hospital & Regional Medical Center, is a community resource managed by the diverse community it cares for. OBCC works with schools, area churches and social service agencies in Seattle's Central District to ensure that children from birth to 18 years of age are offered the quality health, dental and mental care they deserve. If you're interested in being part of an organization that provides first-rate care while building trusting, mutually respectful relationships please explore the following opportunity.

Mental Health Clinical Director will assess and treat children for a wide range of developmental, medically related, and/or psychological-based learning and behavior problems. Also they will assist the OBCC's leadership team in assuring that program development is on target with the program's teaching, advocacy, and community service mission.

In order to be considered you must have a Ph.D. or Psy.D. in clinical psychology from an APA approved university, APA approved internship and experience working in an interdisciplinary environment. This position requires a Washington state Psychology license or immediate eligibility for licensure. Supervisory and clinical experience with youth from a variety of ethnic and cultural backgrounds is preferred.

At OBCC, we believe in accountability, respect and teamwork - not only with the community we work within, but also with each other. If you share these principles, we encourage you to join us. We offer excellent pay and benefits, retirement plans, opportunities for career advancement, paid training days, and so much more. For immediate consideration, please apply online. You can also send your resume to:

Children's Hospital & Regional Medical Center, 4800 Sand Point Way NE, P.O. Box 50020 - S-201, Seattle, WA. 98145-5020. EOE.

Publications

Recently published and now available:

Velasquez, R., Arrellano, L., & McNeill, B. W. (Eds.). (2004). *Handbook of chicana and chicano psychology and mental health*. Mahwah, NJ: Lawrence Erlbaum.

Ulloa, E.C., Jaycox, L., Marshall, G., & Collins, R. (2004). Attitudes about violence, gender, and dating among latino youth. *Violence and Victims* 19, 3.

Awards

*Congratulations to Irene Lopez and Antonio Polo for obtaining two year NIMH post docs through the Family Research Consortium IV. This is a very prestigious post doc. As part of the post docs, Irene Lopez is a visiting scholar at Rutgers University working with Dr. Peter Guarnaccia, a medical anthropologist, and Dr. Polo is doing his research at Harvard University, working with Dr. Margarita Alegria, a clinical psychologist. For anyone interested in finding out more about the program the website is:

<http://cultureandhealth.ucla.edu:16080/frc4/>

*Milton A. Fuentes, Psy.D. has been honored with the title Elected Member-At-Large of the New Jersey Psychological Association.

* Carlos P. Zalaquett, Ph.D., L.M.H.C. recently received the USF Hispanic Heritage Faculty Award, presented at the 2004 USF Hispanic Heritage National Month Celebration, October 7, 2004. University of South Florida.

*On Friday, November 5, 2004, Henry Acosta, MA, MSW, LSW, a NLPA member from New Jersey, was honored by the National Association of Puerto Rican Hispanic Social Workers during the organizations 22nd Annual Awards and Scholarship Dinner. Mr. Acosta was honored with the Leadership Award for his dedication and contributions to the Hispanic community and the mental health field.

Upcoming Events

Training title "Unearthing the Moment" Intensives in existential-humanistic psychotherapy. First of four trainings which take place in Arizona (over an 18 month period of time)-3-day Training -Thursday, January 6th 6:00 p.m. through Sunday, January 9th noon, 2005- Franciscan Renewal Center in Scottsdale

Presented by:

Instructor: Myrtle Heery, Ph.D., M.F.T., has been a teacher and student with James F. T. Bugental, Ph.D., a pioneer of existential-humanistic psychotherapy close to three decades. Teaching Assistant and Organizer: Ilyssa Swartout, Psy.D. has been recognized as an in-depth psychotherapist through the International Institute for Humanistic Studies and is also on their advisory board

Costs:

Non-residential: \$375-Residential: \$575 -Costs for both include all teaching materials and nine meals. Residential includes 3 nights' double occupancy sleeping accommodations (shared room).

Interested participants will need to register w/a \$50 deposit by contacting Dr. Ilyssa Swartout at 602-463-6854 or email at iswartout@aol.com. Checks to be sent to: Dr. Ilyssa Swartout, 17235 N. 75th Ave, Ste E-170, Glendale, AZ. 85308

**EnVision Yourself Latinos: Striving for Graduate School Access & Affordability*

February 5, 2005

10 AM -2 PM

Teachers College, Columbia University
179 Grace Dodge Hall

This program will focus on the recruitment of Latino/a students and the specific issues that Latinos/as face when pursuing an advanced degree. We will focus on graduate preparedness, the application process and the expectations of students when attending graduate school. Co-sponsored by Coalition of Latino/a Scholars and Office of Admissions. For more information and to register for the event, please contact: envision_tc@yahoo.com

Announcements

Los Niños Services announces their move to a new and larger central office in midtown Manhattan. They are pleased to announce this long anticipated move, needed due to expanded services and contracts. Los Niños Services provide early childhood services to young, primarily Spanish-speaking children in the New York City area. More news and details available at www.losninosservices.com.

Emilio C. Ulloa, Ph.D. began his new job as Director of Undergraduate Advising for the Department of Psychology at San Diego State University in August of 2003.

The Future of Children has published a special issue entitled Children of Immigrant Families (Fall 2004), which is available online at no charge. The Future of Children is a publication of The Woodrow Wilson School of Public and International Affairs at Princeton University and The Brookings Institution. It seeks to promote effective policies and programs for children by providing policymakers, service providers, and the media with timely, objective information based on the best available research.

http://www.futureofchildren.org/pubs-info2825/pubs-info.htm?doc_id=24016

Comprehensive literature review and analysis of Hispanic mental health issues now available in Spanish and on-line. The New Jersey Mental Health Institute, Inc.'s (NJMHI's) groundbreaking document, *Comprehensive In-Depth Literature Review and Analysis of Hispanic Mental Health Issues with Specific Focus on Members of the Following Ethnic Groups: Cubans, Dominicans, Mexicans and Puerto Ricans*, is now available in Spanish and on the NJMHI Web site at www.njmhi.org. To obtain a free copy of the report in either English or Spanish, please visit the NJMHI Web site and click on *Hispanic Mental Health Literature Review*. Please note that the report is protected by U.S. Copyright laws and that all requests for reprints or use for other than its initial intended purpose should be directed in writing to the NJMHI at hacosta@njmhi.org.

Dr. Carlos P. Zalaquett (zalaquet@tempest.coedu.usf.edu) and Dr. Miguel Gallardo (mgallard@uci.edu) are working in the National Successful Latina/o Student project. More information available at <http://www.coedu.usf.edu/zalaquett/s/m.html>.

Carlos P. Zalaquett, Ph.D., L.M.H.C. created the web site for the USF's Successful Latino Students (<http://www.coedu.usf.edu/zalaquett/ls/ls.html>). All the stories were

published by La Gaceta de Tampa (<http://www.coedu.usf.edu/zalaquett/ls/LG.html>).

Carlos P. Zalaquett, Ph.D., L.M.H.C. published an electronic document, entitled "Increasing School Counselors' Impact on the Achievements of Hispanic/Latino Students" in the Career Convergence Web Magazine of the National Career Development Association (NCDA) (05/01/2004)

Ulloa, E.C., Jaycox, L.H., Aronoff, J., Weidmer, B., Shelley, G., Marshall, G.N., & Collins, R. (2004, September). The break the cycle evaluation: Research findings from a Los Angeles based teen dating violence prevention program. In *Dating violence and bullying in Mexican and Mexican-American adolescents*. Symposium conducted at the 9th Annual International Conference on Family Violence, San Diego, CA.

Ulloa, E.C., & Kezerian, C. (2004, May). *An exploration of the relationship between social norm attitudes and violent dating behavior among college students*. Poster session presented at the Centers for Disease Control National Center for Injury Prevention and Control 3rd National Sexual Violence Prevention Conference, Los Angeles, CA.

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Announcements

Dear Colegas of NLPA,

As chair of NLPA's awards committee, it gives me great pleasure to share with you the names of our award recipients. The awards were presented at our recently held, national conferencia.

A total of four awards in four different categories were granted.

NLPA - Cynthia de las Fuentes Dissertation Award

Criteria for the award included:

Focusing on issues related to Latino/a Psychology theory, research, or practice.

Contributing in a substantive way to the advancement of knowledge related to Latino/a Psychology.

This Dissertation Award included \$500 through a generous donation by Dra. Cynthia de las Fuentes.

Awardee: Ms. Rachel Navarro, University of Missouri-Columbia

NLPA - Star Vega Distinguished Service Award (an award conferred upon psychologists who have distinguished themselves by their service to the Latino/a community). The award is named in honor and memory of Dr. Star Vega for this conferment. Dr. Star Vega, Practitioner, Professor of Psychology, and advocate for all psychologists, died Saturday April 24, 2004 at the young age of 55 due to leukemia. Dr. Vega was core faculty in the doctoral program in Clinical Psychology at Phillips Graduate Institute. She was also the 2002 President of the California Psychological Association, the first Latina to occupy this position.

Awardee: Dr. Salvador Santiago-Negrón, Universidad Carlos Albizu

The next two awards make direct reference to the NLPA Mission. The NLPA mission statements reads: Generating and advancing psychological knowledge. Fostering the effective application of psychological knowledge for the benefit of the Hispanic/Latino population. Valuably contributing to the field of Latina/o psychology. Promoting the educational and professional advancement of Latina/o psychologists. Fostering communication with members of Latina/o

communities at all levels for their mutual education. Promoting an awareness and understanding of issues that Latina/o psychologists and mental health professionals might have as related to their educational and professional experiences.

NLPA - Distinguished Professional Early Career Award (an award conferred upon psychologists whose contributions have advanced an agenda congruent with NLPA's mission). Early career is 10 years or less since earning a doctoral degree.

Awardee: Dra. Lydia Buki, University of Illinois at Urbana-Champaign

NLPA - Distinguished Professional Career Award (an award conferred upon psychologists whose contributions have advanced an agenda congruent with NLPA's mission).

Awardee: Dra. Patricia Arredondo, Arizona State University

The NLPA-Awards Committee was constituted by:

Ignacio David Acevedo-Polakovich
University of Kentucky

Esteban V. Cardemil, Ph.D.
Clark University

Andrés J. Consoli, Ph.D. (chair)
San Francisco State University

Yvette N. Tazeau, Ph.D.
San Jose, California

Melisa S. Valle
Texas A&M University

I want to express my appreciation to all of you who took the time to nominate a colleague and to congratulate you all alike, recipients and nominees.

¡Sí se puede!

Andrés Consoli

NLPA Executive Committee

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Arizona State University
*empower@asu.edu or
empow@aol.com*

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We're on the web:
[http://
nlpa.web.arizona.edu](http://nlpa.web.arizona.edu)

NLPA Membership Form

New: _____ Renewal: _____ (Check One)

Name: _____ Degree: _____ Title/Position: _____

Mailing Address: _____ City: _____ State/Zip: _____ Country: _____

Institution/Organization: _____ Email Address: _____

Phone: _____ Fax: _____ Ethnic Self-Identification (Optional): _____

Clinical, Research, & Teaching Interests: _____

Membership Fee

_____ Lifetime Member	\$500
_____ Institution/Organization	\$100
_____ Professional	\$35
_____ Student	\$15

Optional Student Sponsorship

Number of students you would like to sponsor X \$15 = \$ _____
(Sponsoring a student facilities membership for those unable to pay)

Optional: Name of student you would like to sponsor:

Voluntary Contribution

\$ _____ (Donations make it possible to support the growth & visibility of NLPA)

Total

Membership Fee \$ _____

Voluntary Contribution \$ _____

Optional Student Sponsorship \$ _____

Grand Total \$ _____

Mail form with payment (check payable to NLPA) to:

Edward Delgado-Romero, Ph.D., NLPA Treasurer
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W.W. Wright School of Education
201 N. Rose Avenue, Room 4060
Bloomington, IN 47405-1006, USA