

EL BOLETIN®

THE BULLETIN

Celebrating our past and creating our future

Celebrando nuestro pasado y creando nuestro futuro

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FROM THE DESK OF THE PRESIDENT...

Patricia Arredondo, Ed.D.
Arizona State University



"The NLPA conference exceeds all expectations. People were clamoring to register but with limitations on seating capacity, hundreds were not able to attend!" This is a headline that I would like to see us report in the Fall issue of *El Boletín* and in the *APA Monitor* that reports success and a milestone for NLPA, as we host our first national conference. Granted, I do not want us to turn away anyone who wishes to attend the conference but what a dilemma we will have in November if in fact, registrations exceed 400.

At Arizona State University (ASU), we have a team of professionals and graduate students who are doing all of the behind-the-scenes work that will lead to a first-class conference. Because the conference is the weekend (Nov. 18-21) before Thanksgiving, some of you may want to take a few extra days or the entire week to visit the beautiful environs of el Valle del Sol/Valley of the Sun, as greater Phoenix is called.

Amistades and sponsors are lending their support to the NLPA conferencia. Yours truly, with the help of our local graduate student team, Veronica Bordes, Jessica Ortega, and Angela Zapata, are soliciting financial support for the conference. I invite you to send me the names and addresses of any organization or group or individual to whom you think we can send a letter for sponsorship. We will also be having a *rifa/raffle* at the conference. If you would like to contribute a gift from your institution, home state, or a handcrafted item, please bring it along.

Passionate, informative, supportive, and factual are words that I associate with the discourse on the NLPA listserv. There are so many times when I get a big smile on my face as I read the helpful exchanges regarding resources or how to best say something in Spanish, employment leads, invitations to dissertation studies, and recommendations for internship sites. I truly appreciate the sentiments expressed in response to anti-Latino viewpoints presented by culturally encapsulated, discriminatory writers. We are fortunate to have the listserv to validate our shared and individual realities, and to feel that we are not alone.

(Continued on next page)

FROM THE DESK OF THE PRESIDENT (Continued)

Accomplishments, accomplishments, and more accomplishments! I know that in the past few months, there has been good news on many fronts. Many of you have been elected to important new positions, promoted, secured new positions, had new publications released, and otherwise, experienced new successes. My heartfelt congratulations to all of you for reaching these milestones. NLPA is about doing, contributing and leading.

APA is around the corner. NLPA will be receiving a citation for our 25th anniversary at the opening session of the conference. Stay tuned to the listserv announcing the location for our membership meetings that will take place in the Division 17 and 45 suites.

Hasta muy pronto y adelante siempre.

~Patricia~

DEL ESCRITORIO DE LA PRESIDENTA...

**Patricia Arredondo, Ed.D.
Arizona State University**

"¡La conferencia de NLPA excede todas las expectativas. La gente clamoreaba para registrarse pero con limitaciones en el número de asientos, cientos de personas no pudieron atender!" Éste es un título que quisiera ver en EL Boletín y en el Monitor de APA reportando un éxito para NLPA resultando de nuestra primera conferencia nacional. Concedido, no quisiera que le negáramos la entrada a cualquier persona que desee asistir a la conferencia pero qué dilema nosotros tendremos en noviembre si por hecho, los registrados exceden 400.

En la universidad estatal del Arizona (ASU), tenemos un equipo de profesionales y estudiantes graduados que están trabajando para ayudarnos a llevar a cabo una conferencia de primera clase. Porque la conferencia es el fin de semana (Noviembre 18-21) antes de Día de Acción de Gracias, algunos de ustedes puede desear tomar algunos días adicionales o la semana entera para visitar los alrededores del hermosos Valle del Sol/Valley of the Sun, pues así se llama Phoenix.

Amistades y patrocinadores están prestando su ayuda a la conferencia de NLPA. Sinceramente, con la ayuda de nuestro equipo local de estudiantes graduados, Veronica Bordes, Jessica Ortega, y Angela Zapata, estamos solicitando ayuda financiera para la conferencia. Les invito a que me envíe los nombres y las direcciones de cualquier organización o grupo o individuo a las cuales usted piensa que les podemos enviar una carta para el patrocinio. También tendremos un rifa/raffle en la conferencia. Si usted quisiera contribuir un regalo de su institución, de su estado, o un artículo de artesanía, por favor traigalos.

Apasionadas, informativas, de apoyo, y efectivas son las palabras que asocio al discurso en el listserv de NLPA. Hay tantas veces en que consigo una sonrisa grande en mi cara mientras que leo los intercambios provechosos con respecto a recursos o cómo decir mejor algo en español, tips para obtener empleo, invitaciones a los estudios de la disertación, y recomendaciones para los sitios de internados. Aprecio los sentimientos expresados en respuesta a los puntos de vista anti-Latinos presentados por escritores discriminatorios, encapsulados culturalmente. Éste es el mundo real que vivimos, y somos afortunados tener el listserv para validar nuestras realidades compartidas e individuales, y a sentirnos que no estamos solos.

¡Realizaciones, realizaciones, y más realizaciones! Sé que en los pocos meses pasados, hemos visto buenas noticias en muchos frentes. Muchos de ustedes han aceptado nuevas posiciones importantes, nuevas promociones, han lanzado nuevas publicaciones, en fin han experimentado nuevos éxitos. Mis felicitaciones a ustedes por alcanzar estos éxitos. NLPA se trata acerca de hacer, contribuir y conducir.

APA está alrededor de la esquina. NLPA recibirá una citación para nuestro 25to aniversario en la sesión de abertura de la conferencia. Pronto anunciaremos la localización para nuestras reuniones que ocurrirán en las habitaciones de la división 17 y 45.

Hasta muy pronto y adelante siempre.

~Patricia~

REMINDER

**NLPA Membership Meeting
July 28, 2004, 5-6 pm
Division 17 Hospitality Suite at APA in Hawaii**



EXECUTIVE COMMITTEE

Treasury and Membership Update: Edward Delgado-Romero and Jari Santana-Wynn

We now have 284 members of NLPA as of July 8, 2004, including 15 lifetime founding members. Our treasury stand around \$9,000. For our upcoming conference in November we have received donations from the following: Dr. Ethel Tobach, Divisions 12, 18 and 42 of APA, The office of the Vice President for Arizona State University, the Arizona State University Foundation, Hospice of the Valley (AZ) and the Jewish Family Children's Center (AZ). If you can identify additional sponsors for the NLPA conference, please contact Dr. Arredondo.

Our main expenses recently have been deposits for the conference, legal expenses related to our incorporation and work done on behalf of NLPA.

If you have not renewed your membership, please do immediately because we will be removing inactive members from the listserv in July. Professional dues are \$35, and student dues are \$15. There are funds available for students who need to be sponsored, contact me if interested.

Finally, it is important to the financial health of NLPA that we have a successful and well attended conference. You may have seen messages over other listservs about conferences that fail to attract enough attendees, and this turns out to deplete the treasury of the organization. We have worked hard to put together a superior conference at a spectacular location and done our best to keep the prices reasonable. So please go to the website and get registered:
<http://www.thewisdomgroup.net/nlpa/call.html>

Electronic Communications Update: Andres Consoli

This is a brief reminder on "administrivia" for our electronic mailing list, nlpa-l. The National Latina/o Psychological Association electronic mailing list (referred to as the list from here on) is housed at San Francisco State University (SFSU). Enrollment in the list is a benefit granted to NLPA members only. The email address of our list is: nlpa-l@sfsu.edu. SFSU limits the size of email messages that can be sent via email to all SFSU lists to about 40000 characters (about eight pages worth of text written in the body of an email message). This is typically not a problem for most email messages unless they include an attachment. Therefore, please do not send attachments to the list, as your message will bounce. Simply send a message with a brief description indicating a website URL where people can go to view the information or cut and paste the information from the document you would like people to see onto the body of the email message you will be sending to the list. Finally, please, write to me (consoli@sfsu.edu), not the entire list if you will be changing your email address or you would like to change the email address to which you are subscribed.

CONFERENCES/MEETINGS

American Psychological Association

Honolulu, Hawaii, July 28-August 1
www.apa.org

First Regional Congress of Psychology of the Interamerican Society of Psychology/La Sociedad Interamericana de Psicología

Guatemala City, Guatemala, October 3-5, 2004
www.sip2004.org

Latino Psychology Conference

Scottsdale, Arizona, November 18-21, 2004

SPOTLIGHT ON LATINA/O PSYCHOLOGY- ENFOQUE EN LA PSICOLOGIA DEL LATINA/O

First Regional Congress of Psychology of the Interamerican Society of Psychology

Andres Consoli (consoli@sfsu.edu)

La Sociedad Interamericana de Psicología (SIP) (Interamerican Society of Psychology) invites you to participate in the First Regional Congress of Psychology to take place in Guatemala City on October 3-5, 2004. The overall purpose of the First Regional Congress is to promote and provide a space for encounter, interchange, and communication among psychologists in the region, and to facilitate scientific, academic, and professional endeavors. The Congress will focus on the themes of health and development, models of prevention and intervention, implications and applications of psychological research and technology, and violence and resiliency.

This First Regional Congress will provide the opportunity for students and psychologists, SIP members and nonmembers alike to participate in enhancing the field of psychology within the country and the region. From an academic and professional viewpoint we will address the challenges and opportunities that are relevant to the needs of our region from various psychological dimensions. We are conscious of the importance of continuing to develop the behavioral sciences so that they may successfully respond to the needs of our diverse populations.

The site for the Congress, Guatemala, is a multiethnic, multilingual, pluricultural country that will welcome you with the beauty of its volcanoes, mountains, lakes, the warmth and hospitality of its people, and the diversity and richness of its cultural traditions and expressions.

We welcome you to Guatemala to initiate, promote and increase the possibilities of collaboration and to further projects that contribute to the development of our societies. We invite you to visit the Congress web site, www.sip2004.org, for more information. The Congress Scientific Committee, coordinated by Claudia García de la Cadena, claudigd@uvg.edu.gt, kindly solicits your participation. If you would like to speak to NLPA members who are also members of SIP and are actively involved in organizing this First Regional Congress, please write to Andrés Consoli, consoli@sfsu.edu, Treasurer of SIP, or José Toro Alfonso, jtoro@rrpac.upr.clu.edu, Executive Secretary of SIP.

Primer Congreso Regional de la Sociedad Interamericana de Psicología

Andres Consoli (consoli@sfsu.edu)

La Sociedad Interamericana de Psicología (SIP) (Interamerican Society of Psychology) le invita a participar en el Primer Congreso Regional de Psicología que se llevará a cabo en la ciudad de Guatemala del 3 al 5 de octubre del 2004. El objetivo primordial de este Primer Congreso Regional es promover y proveer un espacio para el encuentro, el intercambio, y la comunicación entre los psicólogos/as de la región así como facilitar colaboraciones científicas, académicas y profesionales. El Congreso se centrará en áreas relacionadas a salud y desarrollo, modelos de intervención y prevención, implicaciones y aplicaciones de la investigación psicológica y tecnológica, y violencia y resiliencia.

Este primer encuentro regional proveerá la oportunidad para estudiantes, psicólogos y psicólogas, miembros y no miembros de la SIP para participar fortaleciendo el campo del quehacer psicológico tanto en el país como en la región. Desde una perspectiva académica y profesional y desde las diferentes áreas de la psicología, abordaremos los desafíos y oportunidades que son relevantes a las necesidades de nuestra región. Estamos concientes de la importancia de continuar desarrollando las ciencias del comportamiento para que puedan, de manera exitosa, responder a las necesidades de nuestras poblaciones de acuerdo a su diversidad.

La sede del congreso, Guatemala, es un país multiétnico, multilingüe, y pluricultural que le dará la mas cordial bienvenida con la belleza de sus volcanes, montañas, lagos, la calidez y hospitalidad de su gente así como con la diversidad y riqueza de sus tradiciones y expresiones culturales.

Le invitamos a Guatemala a iniciar, promover e incrementar las posibilidades de colaboración mutua y propiciar proyectos que contribuyan al desarrollo de nuestras sociedades. Para mayor información, le invitamos a visitar la página del congreso por Internet, www.sip2004.org. El comité científico del congreso, coordinado por Claudia García de la Cadena, claudigd@uvg.edu.gt, le solicita su participación. Si usted quisiera comunicarse con miembros de la NLPA quienes también son miembros de la SIP y están involucrados activamente en la organización de este Primer Congreso Regional, por favor escriba a Andrés Consoli, tesorero de la SIP, o a José Toro Alfonso, jtoro@rrpac.upr.clu.edu, secretario ejecutivo de la SIP.

EARLY-MID CAREER COLUMN

Addressing White Privilege in Multicultural Training

Elizabeth Reyes, Ph.D. (EAR12@sa.psu.edu)

As a trainer with graduate trainees, I find myself in the new role of training White counselors in multicultural competency and challenging ignorance and white privilege. A native-English speaking student approached me about working with Latinos. Though she studied Spanish, she was only comfortable listening not speaking. Based on her skill level, she was interested in constructing an experience working with bilingual/Spanish-speaking clients where, according to her, she would be able to listen in Spanish and respond in English. She rationalized that the client would be able to express him/herself in his/her own language as would she: "At least something is better than nothing." Is it? There are circumstances when there are few-to-no resources, but too often this "better-than-nothing" rationale is the basis for substandard services to ethnic minority populations. A more striking example of ignorance, is when a trainee began discussing her work with an African American client: "He is an amazing person. He is very active in organizations on campus, great GPA, tons of offers from graduate schools, I mean, he's so perfect, he's White. He's basically White." He's basically White?

Confronting prejudice as a peer graduate student is quite different than as the supervisor and the authority figure. As a graduate student, it was easier-not easy-but easier to challenge a peer. When it was not possible to challenge comments outright, the alternatives were to retreat with other students of color afterwards ("could you believe that?") or, in rare instances, the professor would challenge the comment.

There are numerous "first-times" that occur for the early career professional. As the supervisor, I was mindful of monitoring my own reaction and thinking about how to use this as a teachable moment. My speechlessness and surprise luckily worked in my favor. She asked, "What? Did I say something?" After a careful pause, I asked, "I am wondering what it means to be White? What does it mean to be Black? What behaviors do you associate with "being Black"?"

Though I do not believe that ethnic minorities are incapable of making prejudicial comments, there is a difference in power when addressing it with Caucasian trainees. Here is the irony of White privilege: The person of color needs to be sensitive even in the midst of this Caucasian student's outright racism and lack of awareness. Who has the real power? Perhaps in the supervisory relationship, I do. But as soon as we walk out of supervision, it is a different story and we both have varying awareness of this fact. I have since moved the discussion of white privilege to the beginning of the seminar. Doing this allows me to confront it more freely and "objectively" while still being congruent with my personal reactions. This incident also made me aware that almost overnight, it is now my responsibility to say something in response to prejudice. Students and trainees of color are now

watching me as I do or do not respond to comments in meetings, classes, etc. While I embrace the supervisory role and the opportunity to educate, shifting to the role of authority carries a certain responsibility that is difficult to understand until you have the job. Though I do not feel shut down in my supervisor-role, I do not feel that I can be as spontaneous with my personal reactions as I was as a graduate student. Perhaps the most important developmental task I have found as early career Latina professional is learning to actively and appropriately advocate on the part of multicultural diversity.

El Privilegio Blanco en el Entrenamiento Multicultural

Elizabeth Reyes, Ph.D. (EAR12@sa.psu.edu)

Como maestra de estudiantes graduados, me encuentro en el nuevo papel de entrenar a consejeros blancos sobre la capacidad multicultural y desafiar a la ignorancia y el privilegio del blanco. Un estudiante nativo de habla inglesa se me acercó sobre el trabajo con Latinos. Aunque ella estudió español, ella solamente se sentía cómoda escuchándolo pero no hablandolo. De acuerdo con su nivel de habilidad, ella estaba interesada en construir una experiencia trabajando con los clientes bilingües/de habla hispana donde, según ella, ella sería capaz de escuchar en español y de responder en inglés. Ella racionalizó que el cliente podría expresarse en su propia lengua: "Por lo menos algo es mejor que nada." ¿Es verdad esto? Hay circunstancias cuando hay pocos-o-ningunos recursos, pero este "mejor-que-nada" análisis es la base para los servicios inferiores para las poblaciones étnicas de la minoría. Un ejemplo más llamativo de la ignorancia, es cuando un estudiante comenzó a discutir su trabajo con un cliente Africano-Americano: "Él es una persona asombrosa. Él es muy activo en organizaciones en el colegio, tiene un gran GPA, toneladas de ofertas de escuelas graduadas, así que él es perfecto, él es Blanco. Él es básicamente Blanco." Él es básicamente Blanco?

El enfrentamiento al prejuicio como estudiante graduado es absolutamente diferente que como el supervisor y la figura de autoridad. Como estudiante graduado, era más fácil-no fácil-pero más fácil desafiar a un par. Cuando no era posible desafiar comentarios francamente, las alternativas eran retirarse con otros estudiantes de

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EARLY-MID CAREER COLUMN

On Mentoring: From Being Pooh to Becoming Christopher Robin (or Searching for the Heffalump)

Melanie Domenech Rodríguez, Ph.D. (mdr88@cc.usu.edu)

Last night I was putting my daughter to bed with our well-established ritual of teeth brushing – book – flying covers (a Dora blanket, of course). As she becomes older, bedtime rituals become more important, especially for me. She is increasingly asserting her independence and rejecting kisses, hugs, and cuddling; bedtime is the last bastion of relentless displays of affection. Last night's book was *How to Catch a Heffalump* one of the many Pooh tales. As I was reading, I was struck with how much I have recently felt like Pooh.

I am a young mentor. I have only recently begun to chair theses and dissertation committees and have found the task quite challenging, and sometimes mirroring Pooh and Piglet's search for a Heffalump.

Dear Reader, let me just interject here that as I mentor I have received excellent feedback from my students. They "love" my mentorship style; I am energetic, positive, and I offer up a *lot* of suggestions ... we shall return to this issue soon.

In *How to Catch a Heffalump*, Pooh, Piglet and Christopher Robin are strolling through the Hundred Acre Woods, picnic-basket in hand, looking for a good spot to eat. When they settle down, Christopher Robin shares that he has recently seen a Heffalump. The two friends decide, after Christopher Robin departs, to catch a Heffalump. The only problem is neither really knows what a Heffalump is; What does it look like? What does it eat? How does one catch one? It was here where the sympathy kicked in: chairing a student's research sometimes feels to me like catching a Heffalump. The students are anxious, much like Piglet, and looking for direction from a mentor. They are unlikely to acknowledge their limitations –for example, to ask the mentor "What is a Heffalump? They might feel like they should already know what a Heffalump is because after all they taken so many classes. Surely somebody (a smart Owl?) along the way mentioned a Heffalump and the student just forgot. The mentor, excited to have the opportunity to mentor, might be comfortable entertaining the plans to catch a Heffalump, and like Pooh, offer suggestions (Pooh declared that Heffalumps eat honey "of course!"). However, the young mentor might also be reluctant to ask "What in the world is a Heffalump?!?" The mentor might feel like she should already know what a "Heffalump" is because after all she has taken so many classes. And she has a Very Important Paper that says the young mentor "knows stuff." Acknowledging that she doesn't know what a Heffalump is might, well, make her look silly.

As the story progresses, a hole is dug, honey is placed in the hole, and the hole is covered. The trap is set for Piglet and Pooh to catch a Heffalump. Piglet and Pooh go off to bed. In the middle of the night Pooh feels a "rumble in his tummy" and remembers his last pot of honey is in the trap. He sets off to retrieve his pot of honey and manages to get his head stuck in it. Piglet comes by the next morning and is thrilled to find a Heffalump in the trap. It's a large animal with a round head that makes strange grunting sounds. Piglet runs to Christopher Robin and tells him he has caught a Heffalump. Christopher Robin calmly asks "Where? What did it look like?" Two Very Smart Questions, even though Christopher Robin—presumably- knows the answers already.

"Like -- like -- It had the biggest head you ever saw, Christopher Robin. A great enormous thing, like -- like nothing. A huge big -- well, like a -- I don't know -- like an enormous big nothing. Like a jar."
"Well," said Christopher Robin, putting on his shoes, "I shall go and look at it. Come on."

By the trap, Christopher Robin and Piglet watch as Pooh hits his head and the honey pot cracks open. They all laugh and decide perhaps they will see a Heffalump another time. Christopher Robin expresses his unconditional regard for Pooh ("Silly old Bear, I love you so much!").

Perhaps is the excitement of youth, or the impostor syndrome that seems to plague so many ethnic minority scholars, but as a mentor I have failed to ask the Basic Questions and have recently found myself with my head in a honey jar ... stuck, vulnerable, wishing I had the Wisdom of Christopher Robin to ask the Very Basic Questions. While I do believe mentoring is a journey, an adventure, that one takes on with a student, I look forward to the day when I have the Wisdom to ask these Basic Questions that led students to find their own responses, and when I can respond to my students with unconditional positive regard as they muck through the Very Difficult Process of developing, carrying out, and defending their theses and dissertations.

EDITORIAL DE LA CARRERA TEMPRANA-MEDIA

Ser mentor: Ser Pooh y Convertirse en Christopher Robin (o Buscando el Heffalump)

Melanie Domenech Rodríguez, Ph.D. (mdr88@cc.usu.edu)

Anoche estaba acostando a mi hija a dormir y siguiendo nuestro ritual ya establecido de lavarse los dientes, leer un libro, y arroparla (con su sábana de Dora, por supuesto). A medida que ella va creciendo, este ritual se va haciendo más importante, especialmente para mí. Ella está cada vez más independiente y menos deseosa de besos, abrazos, y acurrucamientos; la hora de dormir es el último baluarte de descaradas muestras de afecto. El libro de anoche fue *Como atrapar un Heffalump*, uno de los muchos cuentos de Pooh. Mientras lo leía, me percaté de los mucho que me he sentido como Pooh recientemente.

Yo soy una mentora joven. Recientemente he comenzado a dirigir tesis de maestría y doctorado y he encontrado que esta tarea es muy retardadora, y a veces parece igual a la aventura de Pooh y Piglet en su búsqueda del *Heffalump*.

Querido Lector, déjenme interponer aquí que como una mentora he recibido excelentes comentarios de mis estudiantes. Ellos “adoran” mi estilo como mentora; soy energética, positiva, y ofrezco muchas sugerencias ... volveremos a esto pronto.

El *Como atrapar un Heffalump*, Pooh, Piglet, y Christopher Robin van paseando por el Bosque de los Cien Acres con su canasta de picnic, buscando un buen lugar para sentarse. Cuando se acomodan, Christopher Robin le dice a sus amigos que ha visto recientemente a un *Heffalump*. Los dos amigos deciden, luego de que Christopher Robin se va, que van a atrapar a un *Heffalump*. El único problema es que ninguno de los dos en realidad sabe lo que es un *Heffalump*; ¿Cómo lo reconocerían? ¿Qué come? ¿Cómo se atrapa? Fue en este momento que empecé a sentir mucha simpatía: dirigir la investigación de un estudiante a veces me parece igual que el proceso de atrapar un *Heffalump*.

Los estudiantes se sienten ansiosos, así como Piglet, y buscan que el mentor los guíe. Muchas veces no admiten sus propias limitaciones –por ejemplo, preguntarle a mentor “¿Qué es un *Heffalump* (o una tesis)?” Se pueden sentir que deberían saber que ya deberían saber lo que es un *Heffalump* por que después de todo han tomado muchas clases. Seguramente alguien (¿un Búho inteligente?) les ha dichos alguna vez lo que era un *Heffalump* y se les olvidó. El mentor, emocionado de poder tener la oportunidad de aconsejar a un estudiante puede sentirse cómodo planeando la captura del *Heffalump*, y, como Pooh, puede ofrecer sugerencias (Pooh aseveró que los *Heffalumps* comen miel “¡por supuesto!”). Sin embargo la joven mentora también puede estar poco dispuesta a preguntar “¿¿Que rayos es un *Heffalump*?!” La mentora se puede sentir que ella también debería saber que es un *Heffalump*. Después de todo ella ha tomado muchas clases. Y ella tiene un Papel Muy Importante que confirma que la joven mentora “sabe cosas.” El reconocer que ella no sabe lo que es un *Heffalump* puede, bueno, hacerla ver muy tonta.

La historia sigue y se cava un hueco, se pone miel dentro del hueco, y se cubre el hueco con ramas para que no se vea fácilmente. La trampa está puesta para que Pooh y Piglet atrapen al *Heffalump*. Piglet y Pooh se van a la cama. A media noche Pooh siente un “retumbar en su barriga” y recuerda que su último jarrón de miel está dentro de la trampa. Se va decidido a sacar su jarrón de miel y en el intento (y por goloso) se le queda la cabeza atascada en él. Piglet pasa por la trampa al otro día por la mañana y se emociona muchísimo al encontrar un *Heffalump* en su trampa. Es un animal grande de cabeza redonda que ruge extrañamente. Piglet corre a buscar a Christopher Robin para decirle que ha atrapado un *Heffalump*. Christopher Robin calmadamente pregunta “¿Dónde? Describemelo.” Dos Preguntas Muy Inteligentes, aún cuando Christopher Robin –podemos presumir- ya sabe las contestaciones.

“Como – como – tiene la cabeza más grande que jamás hayas visto, Christopher Robin. Es una cosa enorme. Como – como nada. Un gran, enorme, --- bueno, como – no sé – como una enorme, grande, nada. Como un jarrón.”

“Bueno,” dijo Christopher Robin, poniéndose sus zapatos, “Voy a ir a verlo. Ven.”

A lado de la trampa, Christopher Robin y Piglet observan mientras Pooh se da un golpe en la cabeza y el jarrón se rompe. Todos se ríen y deciden que tal vez verán un *Heffalump* en otro momento. Christopher Robin expresa su aprecio incondicional hacia Pooh (“Oso Tontín, ¡te quiero tanto!”).

Tal vez es la pasión de los jóvenes, o el síndrome de impostor que parece asediar a tantos intelectuales de minoría étnica, pero como mentora he fallado en preguntar las Preguntas Básicas y me he encontrado recientemente con mi cabeza en un jarrón de miel ... atascada, vulnerable, deseando tener la Sabiduría de Christopher Robin de preguntar la Preguntas Muy Básicas. Creo que el ser mentor es un viaje, una aventura, que uno toma con un estudiante. Pero, espero con ansias el día cuando tenga la Sabiduría para preguntar las Preguntas Básicas que llevan a los estudiantes a encontrar sus propias respuestas, y cuando les pueda responder a mis estudiantes con el aprecio incondicional mientras ellos atraviesan los pantanos del Proceso Muy Difícil que es el desarrollar, implementar, y defender una tesis, ya sea de maestría o doctoral.

STUDENT COLUMN- COLUMNA ESTUDIANTIL

Psychological Testing With Latinos

Hal Fuentes (halfuentes@hotmail.com)

The Midwest Association of Latino Psychologists (MALP) recently hosted a meeting dedicated to the issue of psychological testing with Latino populations. The featured presenter was James P. Choca, Ph.D., who discussed the ongoing debate between using national versus local norms for psychological testing. After an excellent review of the history of this issue, Dr. Choca provided two fascinating case examples that highlight the complexity of the issue. For example, using Spanish norms may yield slightly higher IQ scores, which can have legal, political, and clinical implications. The focus of the discussion was on arguably the most valid psychological test normed on Spanish-speaking populations, the Wechsler Adult Intelligence Test (WAIS-III), Spanish version. The presentation provoked a stimulating discussion about other relevant issues to testing, such as threats to validity, difficulty obtaining diverse samples, and the reluctance of testing corporations to invest in valid tests for Spanish speakers, due to their perception that not enough people would buy such tests.

The discussion helped raise awareness of tests designed for Spanish-speaking populations, such as the Spanish WAIS-III. Clinicians who provide test services for Latinos should go to www.teaediciones.com, a Spanish website, to obtain information on a variety of tests for Spanish speakers, or email madrid@teaediciones.com to receive a free catalog of their test material, which includes Spanish versions of just about every psychological test commonly given in the U.S.

Following the presentation, MALP members exchanged information about testing services for Latinos in the area. Although culturally responsive, affordable test services remain disturbingly scarce, the group was able to obtain a few new referral sources.

For those persons interested in becoming involved with MALP, an organization dedicated to providing education, networking, and mentorship for professionals and students, please contact halfuentes@hotmail.com or go to Yahoo groups and search for MALP.

La Prueba Psicológica Con Latinos

Hal Fuentes (halfuentes@hotmail.com)

La asociación Midwest (oeste) de psicólogos Latinos (MALP) tuvo recientemente una reunión dedicada a la prueba psicológica con Latinos. El presentador fue James P. Choca, Ph.D., que discutió el hecho de usar normas nacionales o normas locales en la prueba psicológica. Después de una revisión excelente de la historia de este tema, el Dr. Choca proporcionó dos ejemplos fascinantes que dan luz a la complejidad del tema. Por ejemplo, el uso de normas en español puede rendir cuentas de IQ levemente más altas del índice de inteligencia, que pueden tener implicaciones legales, políticas, y clínicas. El enfoque de la discusión fue sobre la prueba psicológica más válida para las poblaciones de habla hispana, la prueba de la inteligencia de adulto de Wechsler (WAIS-III), versión en español. La presentación provocó una estimulante discusión sobre otras ediciones relevantes de la prueba, tal como amenazas a la validez, la dificultad en obtener muestras diversas, y las corporaciones que están poco dispuestas para invertir en las pruebas válidas para los de habla hispana, debido a su opinión de que suficiente gente no compraría tales pruebas.

La discusión ayudó a concientizar acerca del aumento de las pruebas diseñadas para las poblaciones de habla hispana, tales como el WAIS-III Español. Los clínicos que proporcionan sus servicios a la prueba psicológica con Latinos deben ir a www.teaediciones.com, un Web site en español, para obtener la información sobre una variedad de pruebas para los de habla hispana, o mande un correo electrónico a madrid@teaediciones.com para recibir un catálogo de sus materias, que incluye versiones en Español de casi toda prueba psicológica dada comúnmente en los EE.UU.

Después de la presentación, los miembros de MALP intercambiaron la información sobre los servicios de la prueba psicológica con Latinos en el área. Aunque tales servicios son responsivos a la cultura diversa, los servicios siguen siendo escasos, el grupo pudo obtener solo pocas nuevas fuentes de referencia.

Para esas personas interesadas en participar con MALP, una organización dedicada a proporcionar educación, el establecimiento de una red, y mentorado para los profesionales y los estudiantes, por favor pónganse en contacto con halfuentes@hotmail.com o vayan a los grupos de Yahoo y busquen MALP.

UPCOMING AND RECENT PUBLICATIONS AND PRESENTATIONS

Delgado-Romero, E.A., Hernandez, C. A. & Montero, H. (2004). Mapping the development of Hispanic/ Latino(a) student organizations: A model at the University of Florida. *Journal of Hispanic Higher Education*, 3, 237-253.

Delgado-Romero, E.A. (2004). Imagining the future. In G.S. Howard (Ed.), *For the Love of Teaching*. (pp. 143-153). Notre Dame, IN: Notre Dame Press.

Delgado-Romero, E.A. & Howard, G.S. (Eds.) (September, 2004). *When things begin to go bad: Narrative explorations of difficult issues*. Lanham, Maryland: Hamilton Books. For more information on the book go to:
<http://www.amazon.com/exec/obidos/ASIN/0761828656/qid%3D1083765036/sr%3D11-1/ref%3Dsr%5F11%5F1/104-1412863-1591159>

Edwards, L. M. (2004). Measuring perceived social support in Mexican-American youth: Psychometric properties of the Multidimensional Scale of Perceived Social Support. *Hispanic Journal of Behavioral Sciences*, 26, 187-194.

Fuentes, M. A. and Silva, J. (2004). Bullying in Schools: How can the adults and children together (ACT) Against Violence Project help? *The Community Psychologist*, 37(2), 20-22.

Fuentes, M. A., Shepard, J., Elias, M., & Crusto, C. (2004, April). *Community psychologists in schools: Examining positive youth development, emotional intelligence, program evaluation and mental health*. A roundtable presented at the Eastern Psychological Association Annual Meeting. Washington, DC.

Fuentes, M.A. (2004, April). *What a difference being Latino makes*. An invited keynote presentation for the Latino Heritage Program at Ramapo College, Ramapo, NJ.

Fuentes, M. A. and Velásquez, A. E. (2004, April). *An Introduction to the Adults and Children Together (ACT) Against Violence Program (American Psychological Association)*. Poster session presented at the Eastern Psychological Association Annual Meeting. Washington, DC. USA

Romero, A.J. (in press) Low Income Neighborhood Barriers and Resources for Adolescents Physical Activity. *Journal of Adolescent Health*.

Romero, A.J., Robinson, T., Haydel, F., Varady, A., Mendoza, F. & Killen, J.D. (2004). The Associations among Familism, Language Preference, and Education in Mexican American Mothers and their Children. *Journal of Developmental and Behavioral Pediatrics*, 25(1), 34-40.

Romero, A.J. and Roberts, R.E. (2003). The Impact of Multiple Dimensions of Ethnic Identity on Discrimination and Adolescent's Self-Esteem. *Journal of Applied Social Psychology*, 33(11), 2288-2305.

Romero, A.J. and Roberts, R.E. (2003). Stress within a bicultural context for adolescents of Mexican descent. *Cultural Diversity and Ethnic Minority Psychology*. 9(2). 171-184.

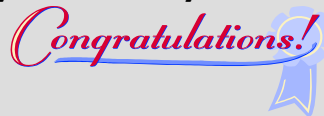
Santiago-Rivera, A.L., Altarriba, J., Pol, N., & Gonzalez, N.O. (2004, August). *Therapists' views on working with the bilingual Spanish-English speaking client: A qualitative investigation*. Poster session to be presented at the American Psychological Association, Honolulu, Hawaii.

Vazquez, C.I. (2004, August). *Parenting with pride Latino style: How to help your child cherish your values and succeed in today's world*. New York: HarperCollins. The release day is August 18, 2004 and the sale date or availability in bookstores is September 7, 2004. The book will be published in two separate versions (English and Spanish) that will simultaneously be released. Dr. Vasquez is co-author of *The Maria Paradox*.

ANNOUNCEMENTS

Los Ninos Services announces the opening of its Washington Heights Center for Early Intervention Services. The center opened in May 2004 and provides parent/child groups to stimulate development and language, as well as performs evaluations of young children. The Center is also seeking a full-time psychologist, social worker and special education teacher. See their website for details: www.losninoservices.com or contact: Scott Mesh, Ph.D., (Executive Director of Los Niños Services, Inc.), 2489 Broadway, 2nd flr., New York, NY 10025, Phone: (212) 787-9700, Fax: (212) 787-4418, scott.mesh@losninoservices.com

HONORS, AWARDS, AND POSITIONS



Ignacio David Acevedo-Polakovich was awarded the Charles H. Wesley Prize from the African American Studies Program at the University of Kentucky. This award is given to the best paper on a topic related to African American or African studies written by a graduate student during the 2003-2004 academic year. Mr. Acevedo-Polakovich was also awarded the Department of Psychology's Michael T. Nietzal Pre-Doctoral Research Award.

Rosa Moreno-Alcaraz received the 2004 Faculty Advancement of Women Award at California State University Long Beach. She also received tenure at her university.

Patricia Arredondo was promoted to Professor at Arizona State University. Dr. Arredondo was also selected for the Women's Summer Institute at Bryn Mawr College and was elected as President of the American Counseling Association.

Raul Calderon Jr. accepted a faculty research associate position at the Prevention Research Center at Arizona State University. Dr. Calderon recently completed his post doctoral fellowship at the University of Kentucky and will be starting his new position at ASU on June 29, 2004.

Edward A. Delgado was awarded the School of Education Mentorship Award and the Trustee's Teaching Award for the School of Education at Indiana University. This award was given to the top 6 teachers in the School of Education.

Lillian Comas Diaz was elected President-elect of Division 42, Independent Practice, APA 2004.

Cynthia de las Fuentes was elected President-elect of Division 35, Society of Psychology of Women, APA 2004.

Lynda D. Field has been promoted to Associate Professor of Psychological Services at Suffolk University.

Milton Fuentes was awarded \$2000.00 by the Student Faculty Research Awards Program (MSUPTA Mentoring Program), Office of Research and Sponsored Programs Montclair State University. Dr. Fuentes was also appointed as the Co-Director of the American/Latino Studies Program, Montclair State University.

Miguelina German was awarded the Martha Bernal Scholarship from the Psychology Department at Arizona State University. Dr. Bernal was the first Hispanic (male or female) to receive a doctorate in psychology in the United States. She was a faculty member at ASU for many years and after she died, the faculty created an endowed scholarship in her memory to be awarded to a Hispanic graduate student.

Richard A. Rodriguez is the new Director of Counseling and Psychological Services: A Multicultural Center at the University of Colorado at Boulder.

Azara Santiago-Rivera, president-elect of NLPA accepted a faculty position at the University of Wisconsin-Milwaukee (UWM) in the Department of Educational Psychology, Counseling Psychology Program, effective Fall 2004. Dr. Santiago-Rivera is moving to Milwaukee in late July and can be reached via e-mail: azara@uwm.edu. His on-campus address is: University of Wisconsin-Milwaukee, School of Education, Enderis Hall 791, 2400 East Hartford Ave, Milwaukee, WI 53201.

Personal Announcement

Edward A. Delgado-Romero, Ph.D., NLPA Treasurer and Assistant Professor at Indiana University, welcomes a new daughter—Isabel "Isa" Heesacker-Romero, who was born on June 18th, 2004. Congratulations!

The National Latina/o Psychological Association Conference

Advancement in Latino Psychology 2004: Strengthening Psychology Through Latino Family Values

November 18-21, 2004, Scottsdale, Arizona

The National Latina/o Psychological Association (NLPA) proudly celebrates our 25th anniversary as we host our first official NLPA national conference in Scottsdale, Arizona. The NLPA conference will include two and one half days of paper sessions, symposia, poster session, and keynote panel discussions. The program will be organized in research and practice-oriented tracks with presentations by both professionals and students.

Distinguished Panelists will include Drs. J. Manuel Casas, Israel Cuellar, Oliva Espin, and Ena Vazquez Nuttall. **Pre-Conference Presenters** will include Dr. Jose Cervantes, on spirituality; Dr. Felipe Castro, on substance abuse; Dr. Maritza Gallardo-Cooper, on working with children in therapy; Drs. Arciniega and Gallardo-Cooper, on working with Latino couples; and Dr. Azara Santiago-Rivera, on bilingual therapy.

The conference will also grant continuing education units for psychologists, social workers, and counselors. Please register today for the conference at:
<http://www.thewisdomgroup.net/nlpa/call.html>

(continued from page 5)

El Privilegio Blanco

color ("¿podrías creer eso?") o, en casos raros, el profesor desafiaría el comentario prejudicial.

Hay los numerosos "primera-vez" que ocurren para el profesional temprano en la carrera que requieren que uno piense aprisa. Recuerdo la sensación de atontada e incapaz de hablar. Como supervisora, estuve atenta de mi propia reacción y pensando en cómo utilizar esto como un momento enseñable. Mi incapacidad de hablar y sorpresa trabajaron afortunadamente en mi favor. Ella pregunto, "¿Qué? ¿Dije algo?" Después de una pausa cuidadosa, yo dije, "me estoy preguntando lo que significa ser Blanco. ¿Qué significa ser Negro? ¿Qué comportamientos ustedes asocian con "ser Negros"?"

Aunque no creo que las minorías étnicas sean incapaces de hacer comentarios prejudiciales, hay una diferencia en poder al tratarlo con los aprendices caucásicos. Aquí está la ironía del privilegio Blanco: La persona de color necesita ser prudente en medio del racismo absoluto de esta estudiante Caucásica. ¿Quién tiene el poder verdadero? Quizás en la relación de supervisión, sería yo. Pero tan pronto como caminemos fuera de la supervisión, ambas tenemos una historia y conocimiento diferentes acerca de este hecho. Desde esa ocasión, moví la discusión del privilegio Blanco al principio del seminario. Hacer esto me permite que lo enfrente más libremente y "objetivamente" y todavía siendo congruente con mis reacciones personales.

Este incidente también me concientizo rápidamente en que ahora es mi responsabilidad decir algo en respuesta al prejuicio. Los estudiantes de color ahora me están observando, que hago, que respondo o no respondo a estos comentarios en reuniones, clases, etc. Mientras que abrazo el papel de supervisión y la oportunidad de educar, el nuevo puesto lleva cierta responsabilidad que es difícil de entender hasta que uno tiene el trabajo. Aunque no me siento cerrada en mi papel como supervisora, no me siento que puedo ser tan espontáneo con mis reacciones personales como era siendo estudiante graduado. Quizás la tarea de desarrollo más importante que he encontrado como profesional Latino nueva en la carrera es aprender como abogar activa y apropiadamente por la diversidad multicultural.

NLPA Awards: Call for Nominations

Please submit names of candidates for the following NLPA awards:

NLPA - Distinguished Professional Award

This award will be conferred upon psychologists whose contributions have advanced an agenda congruent with NLPA's mission. Nominations may be made under the early career (10 years or less since earning a doctoral degree) category or the regular category.

NLPA - Star Vega Distinguished Service Award

This award will be conferred upon psychologists who have distinguished themselves by their service to the Latino/a community. The award is named in honor of Dr. Star Vega for this conferment.

Nominations should be accompanied by two letters documenting how the nominee fulfills the criteria for the award. While persons who are not members of NLPA may be nominated to the awards, all awardees would need to be members of NLPA before the bestowing of an award. In other words, nominees selected to receive an award would need to join the organization before the conferment of the award.

Awards will be announced and granted during NLPA's National Conference to be held November 18-21, 2004.

Nominations and supporting documents should be received by October 1, 2004. Please send them to: Andres J. Consoli, Ph.D., Associate Professor, Department of Counseling, College of Health & Human Services, San Francisco State University, 1600 Holloway Ave., BH 524, San Francisco, CA 94132-4161

NLPA- Cynthia de las Fuentes Dissertation Award

The purpose of this award is to support students in finishing their dissertation project.

Eligibility Requirements

1) Content requirement: The dissertation needs to focus on issues related to Latino/a Psychology theory, research, and practice. It should not merely include Latinos/as in the study. 2) Status requirement: The data should be collected at the time of application.

Submission Requirements

1) Submit a summary of your dissertation of up to 2 pages (doubled spaced, font type Times New Roman, font size 12 pt.) indicating title, purpose and objectives of the study, and methodology. 2) The submission should be accompanied by a letter from the chair of the dissertation committee and/or training director indicating the student's good standing in the program and documenting the phase of the study.

Award: One award for a total of \$500 will be made at each NLPA National Conference.

Deadline: October 1, 2004 (received)

Please submit your application to Andrés Consoli, Chair of NLPA's Awards Committee (consoli@sfsu.edu). The results of the competition will be announced during NLPA's National Conferencia. While graduate students who are not members of NLPA may apply, the person nominated to receive the dissertation would need to be or become a member of NLPA before the bestowing of the award. Please forward this message to graduate students and their advisors.

This award is sponsored by a generous donation made by Dra. Cynthia de las Fuentes, associate professor, Department of Psychology, Our Lady of the Lake University, San Antonio, Texas.

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Grand Total: \$ _____

Mail form with payment (check payable to NLPA) to: Edward Delgado-Romero, Ph.D., NLPA Treasurer, Dept. of Counseling and Educational Psychology, W.W. Wright School of Education, 201 N. Rose Ave., Room 4060, Bloomington, IN 47405-1006, USA.