

El Boletín

The Newsletter of the National Latina/o Psychological Association



From the President

Training in Latina/o Psychology



Welcome to the latest issue of *El Boletín*. I have spent my first months in office strengthening the foundations of NLPA as an organization. This includes pulling together a new policies and procedures manual and working with Abrazo marketing as they transition into their new role as association managers. The first thing we have been working on is the renovations to the NLPA website is now live. Our next order of business is the 2010 conference, which will have the theme "Latinas: Celebrating the psychological strength and resilience of Latina women and girls". The keynotes will be Melba Vasquez (who will be the president of APA by then – we hope!) and Patricia Arredondo. I am looking forward to emailing you a call for papers along with a location announcement

later this month. In the meantime, I'd like to announce and thank program chairs Rachel Navarro and Loreto Prieto.

In reinvigorating *El Boletín*, our editor, David Acevedo-Polakovich, has instituted a tradition of having themed newsletter issues. The current issue is about training in Latina/o psychology. Psychology is the most popular major for Latina/o undergraduates, masters students and doctoral students. However, in an educational system where Latinas/os drop out in record numbers, we face many challenges as we patch and strengthen a very leaky academic pipeline from pre-K to graduate school.

NLPA members are practitioners and researchers who can directly impact the success of Latina/o students. As an organization, NLPA can reach out to undergraduate programs to promising students interested in Latina/o issues in psychology. I have put together a committee that will focus specifically on undergraduate issues. NLPA can also impact the training of non-Latina/o psychologists such that they become culturally competent to work effectively with the Latina/o population in the US.

To fulfill our potential to further Latina/o academic achievement, NLPA must focus on several areas: 1. We

must retain student members as they transition to professional status; 2. We must re-engage members of the former National Hispanic Psychological Association and have them share their wisdom with us; and 3. We must support and promote the members of our association, from early career professionals to senior members, such that they can have the energy and inspiration to continue their vital work. We must be examples of the academic achievement that we want to see in others, and therefore must do our best to help our members fulfill their promise. For example, three NLPA members will be inducted as fellows of APA (Division 45), Lydia Buki, Jose Cervantes and Azara Santiago-Rivera. Their recognition is well deserved and possible due to the efforts of senior NLPA members willing to write letters of support and nomination. Let's continue to lift each other and our community higher.

Adelante!

Edward A. Delgado-Romero, Ph.D.
Associate Professor
University of Georgia

President
National Latina/o Psychological
Association, 2006-2008

Noticias

NLPA events and Accomplishments

ACHIEVEMENTS

NIH Grants Empower NLPA Members to Pursue Improved Treatment for Latina/o Depression.



Azara Santiago-Rivera, PhD, and Esteban Cardemil, PhD

Building on NLPA members' recent successes in the attainment of funding (see story on p3 of our previous issue), Azara Santiago-Rivera, PhD, and Esteban Cardemil, PhD, have each received grants from the National Institute of Mental Health that will support their research into the treatment of depression among US Latinos. Dr. Santiago-Rivera and her University of Wisconsin-Milwaukee colleague, Jonathan Kanter, have been awarded funds to examine the effectiveness of their cultural-adaptation of Behavioral Activation as a treatment for depression.

Building on previous pilot data, Dr. Santiago-Rivera and Dr. Kanter hope to conduct a larger clinical trial study.

Dr. Cardemil's funding will support his research into help seeking patterns among Latinos with depression. He is particularly interested in identifying factors along which current treatments can be modified or enhanced to make them more appealing and relevant to Latino men, ultimately improving the use of care by these men. NLPA is delighted to see NIH support our colleagues in conducting work with such important implications for US Latinas/os.

NEW Books by NLPA Members Address Research and Practice with Diverse Populations.

NLPA members Brian McNeill PhD, Miguel Gallardo PsyD, and Adriana Umaña-Taylor PhD, have recently published first editions of books exploring research and practice with diverse populations. Building on the success of his previous co-edited books, *The Handbook of Chicana/o Psychology and Mental Health* (with Roberto Velásquez and Leticia Arellano)

and *Latina/o Healing Practices* (with Jose Cervantes; see review on p. 12 of our previous issue), Dr. McNeill has now paired with Dr. Gallardo to edit *Intersections of Multiple Identities: A Casebook of Evidence-Based Practices with Diverse Populations*. This casebook, published by Taylor and Francis, provides demonstrations of Evidence-Based Practice with diverse clientele, focusing on multiple dimensions and intersections of identity and diversity. The book includes contributions by other NLPA members including Marie Miville PhD and Jose Cervantes PhD, and is focused on

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In addition to the events and accomplishments of the National Latina/o Psychological Association, each issue of *El Boletín* features content centered around a particular topic considered important to the membership.

This issue is focused on fostering Training in Latina/o Psychology throughout the academic pipeline. Topical coverage begins on page 7.

(New Books. Continued from p. 2) demonstrating the incorporation of research into culturally responsive clinical practice (*El Boletín's Review of this Book is found on page 18*)

Dr. Umaña-Taylor's co-authored text (with George Knight and Mark Roosa), *Studying Ethnic Minority and Economically Disadvantaged Populations*, presents strategies for resolving challenges that are typically encountered when conducting research with histori-

cally marginalized populations. The book focuses on various aspects of research including ethics, measurement issues, translation, and the cultural adaptation of existing interventions.



Abrazo Multicultural Marketing.

NLPA's executive committee recently approved the decision to partner with

NLPA Builds on Previous Successes with

Abrazo Multicultural Marketing and communication, a Milwaukee firm that specializes in assisting organizations in their efforts understand, connect and seize opportunities presented by today's cultural and economic trends. In this new partnership, Abrazo will assist NLPA in the enhancement of strategies for the recruitment of new members and sponsors, the development of an improved technology infrastructure, and in the administration of NLPA's

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Michelle Cruz-Santiago on the role of NLPA in students' professional

development. NLPA student member Michelle Cruz-Santiago, a 4th year graduate student in clinical/community psychology at the University of Illinois Urbana-Champaign (UIUC), was recently awarded the highly prestigious and competitive Ford Foundation Predoctoral Diversity Fellowship. This award will allow her to continue her promising research on the psychosocial development of Latina/o adolescents. Raised in both the Dominican Republic and New York City, Michelle attributes most of her academic success to her parents' guidance and their examples of honor, achievement, respect, and hard work, which she considers the guiding principles that have lead her to value her educational opportunities. Recently, Michelle talked with *El Boletín* about the reasons she joined NLPA, and the effect this decision has

had on her professional development:

"I joined NLPA in 2005 following the advice of two Latina graduate students whom I met while interviewing for graduate school. Since then, NLPA has been an integral part of my professional and personal development. Professionally, my research and community work is enhanced by the information and discussions shared through the list-serve and at the biennial conference. NLPA is also a great venue for developing relationships with other Latinos in higher education, something that –because of the low number of Latinos in graduate and professional school– can be difficult to accomplish without organizations like NLPA. At a personal level, being in an organization where members can relate to and understand my background is energetic and inspirational. Learning about the experiences of other Latina/o psychologists during NLPA's biennial conference has helped realize that my experiences, while in some ways unique, in many other ways are shared by Latinas/os across the country who also are pursuing higher education. NLPA's biennial conference provides me professional development space where my colleagues are open, welcoming, and emotionally connected to one another. Many of the individuals I met at this conference continue to serve as mentors and role models, providing me with the motivation, professional guidance and emotional support needed to continue pursuing my goals in academia."

Noticias

NLPA Events and Accomplishments

(Abrazo. Continued from p. 3)

2010 Biennial Conference. The new partnership with Abrazo builds on the success of NLPA's more limited previous relationship with Abrazo during the development of 2006 Biennial Conference in Milwaukee. One of the first orders of business for this new partnership was the redesign of the NLPA website.



Miguel Gallardo, PsyD

NLPA Member Appointed to APA Committee on Ethnic Minority Affairs. Building on a strong tradition of NLPA representation within the American Psychological Association's Committee on Ethnic Minority Affairs (CEMA), long-time NLPA member Dr. Miguel Gallardo was recently appointed to a three year term on CEMA. CEMA is an APA body that seeks to "enhance ethnically diverse and multicultural environments, such that all members of the Association will see themselves as more competent and empowered to achieve their own and

collective goals." Previous NLPA members who have recently served on this important committee include NLPA past-President José Cervantes, who until December of 2008 served as CEMA chair. Gallardo, who is the current President of the California Psychological Association (CPA) and one of the founders (and first president) of the California Latino Psychological Association) is an Associate Professor of Psychology at Pepperdine University's Graduate School of Psychology and Education.

Ulloa Honored (x3) for Academic Advising. During the upcoming Fall



Emilio Ulloa, PhD

convention of the National Academic Advising Association's (NACADA), NLPA member Emilio Ulloa, PhD, will be honored as only one of eight advising administrators chosen to receive this organization's Outstanding Advising Certificate of Merit. The award recognizes individuals who have demonstrated outstanding academic advising of students or outstanding academic

advising administration. With over 10,000 members, NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students.

As impressive as this accomplishment is on its own merits, it is perhaps more impressive that this is only one of three advising/mentoring awards given to Dr. Ulloa during 2009. He is also the recipient of two awards from his home campus, San Diego State University: Psi Chi Outstanding Professor, and University Quest for the Best Faculty Award. As NLPA and its members make efforts toward strengthening the Latina/o academic pipeline, it is encouraging to know individuals like Dr. Ulloa are at the forefront.



Edita Diaz, MSED

Los Niños Services Celebrates 10th Anniversary. Los Niños Services, a multilingual agency serving the developmental needs of young children and their families in New York City and

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(Los Niños. Continued from p. 4)

Westchester, recently celebrated its 10th anniversary. Founded by active NLPA members Scott Mesh, PhD, and Edita Diaz, MEd, Los Niños specializes in home and community-based evaluations and services, parent/child groups, service coordination and training for early childhood professionals. As a testament to the community commitment of this organization, Dr. Mesh was honored as a featured father in the NY Family magazine's June issue for his work with young children, and the organization received the Presidential Award for best management practices from consulting organization MAP (Management Action Programs). Having recently added Preschool Services and an ABA Program to its offerings, Los Niños Services will continue to meet the needs of New York City's Latina/o children and families for years to come.



Scott Mesh, PhD



Nabil Hassan El-Ghoroury, PhD

Dr. El-Ghoroury Goes to Washington: NLPA Member is the new APAGS Associate Executive Director. NLPA member, Nabil Hassan El-Ghoroury, PhD, was recently selected as the new Associate Executive Director at the American Psychological Association of Graduate Students (APAGS). Although Dr. El-Ghoroury has been actively involved in APA leadership, including several positions through APAGS, and -most recently- as a member of APA's Board of Professional Affairs, this will be his first foray into the administrative end of APA.

With over 42,000 members, APAGS (co-founded by NLPA member Scott Mesh, PhD, in 1988) seeks to be the voice for graduate and professional students in psychology. El-Ghoroury plans to do significant work on their behalf. Among other goals, he hopes to pursue initiatives that ease licensure

for early career psychologists, promote diversity and help students weather the economic downturn. Other areas that Dr. El-Ghoroury considers important directions for the development of psychology include exploring the incorporation of technology into research and practice, such as the use of telehealth, video-based services and social networking.

MILESTONES

Awarded

I. David Acevedo-Polakovich, PhD, appointed as Co-Chair of the Mentoring Committee for Section VI (Clinical Psychology of Ethnic Minorities) of APA's Division 12 (Society of Clinical Psychology).

Patricia Arredondo, EdD, the Lifetime Achievement Award from the Society for the Psychological Study of Ethnic Minority Issues (APA Division 45).

Yolanda Barrera, PsyD, recognized as one of two University of Denver Graduate School of Professional Psychology 2009- Master Scholars.

Edita Diaz, MEd, honored by El Diario of New York City as one of 25 "Mujeres Destacadas" of 2009.

Sandra E. Larios, PhD, MPH, awarded a Second Place in the American Association of Hispanics in Higher Education Outstanding Dissertation Awards.

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Noticias

NLPA Events and Accomplishments

(Milestones. Continued from p. 5)

Irene Lopez, PhD, appointed to APA's Committee on Socioeconomic Status.

Kristine M. Molina, MS, received the Distinguished Student Research Award from the *Society for the Psychological Study of Ethnic Minority Issues* (Division 45 of APA).

Tiffany Schiffner, PhD, as an Alumna Honoree for New York City's *Posee Foundation*. Dr. Schiffner also attained a third place finish in the American Association of Hispanics in Higher Education Dissertation Competition.

Carina Sudarsky-Gleiser, PhD, appointed as Board Member for the Association of Counseling Center Training Agencies.

Lucas Torres, PhD, the 2009 Way Klinger Young Scholar Award at Marquette University.

Veronica Vargas, a PhD from Arizona State University.

Promoted

Carrie Castañeda-Sound, PhD, to Training Director at Our Lady of the Lake University's Counseling Psychology Program.

Lynda D. Field, PhD, to Training Director at Suffolk University Counseling Center's APA-approved Internship.

Elena Flores, PhD, to Full Professor, University of San Francisco.

Leticia Nieto, PsyD, to Full Professor, Saint Martin's University.

Emilio C. Ulloa, PhD, to tenure at San Diego State University.

Transitioned

Nabil Hassan El-Ghoroury, PhD, to Associate Executive Director of the American Psychological Association of Graduate Students.

Silvia L. Mazzula, to Assistant Professor, John Jay College of Criminal Justice.

Diana Naranjo, to Postdoctoral Fellow, University of California San Francisco.

Geneva Reynaga-Abiko, PsyD, to Assistant Director of Counseling and Psychological Services at the University of California-Merced.

Tiffany Schiffner, PhD, to Staff Psychologist at the University of Central Florida Counseling Center.

Cidhinnia Torres-Campos, PhD, to Dean of Research, Planning, and Evaluation, Southwestern College.

Veronica Vargas, PhD, to Postdoctoral Fellow in Pediatric Neuropsychology at the University of Minnesota Medical School.

Admitted

Darcy Alcántara, B.S., to the PhD program in clinical psychology at the University of Massachusetts-Boston.

CALENDAR

October 26-28, 2009. First Triennial Conference on Latino Education and Immigrant Integration. Held at the University of Georgia's Center for

Continuing Education, the conference is designed to promote a forum where a range of stakeholders including academics, researchers, grass-roots organizers, policy-makers etc. can meet, discuss and begin to frame focused research and cogent policy regarding immigrants and education, particularly in the rapidly changing southeast. More information, including registration materials, is available at <http://www.coe.uga.edu/clase/conference/index.htm>

October 29-31, 2009. NHSN 9th Annual International Conference: Advances in etiologic and intervention models in Hispanic addiction research. Held in Miami (FL), the conference and seeks bring together leading scientists and students covering different scientific perspectives from basic to applied sciences. More information, including submission guidelines, is available at <http://www.nhsn.med.miami.edu/x46.xml>

June 5-5, 2010. 3rd International Conference in Community Psychology: Community Agendas on Contemporary Social Problems. Held at the Universidad Iberoamericana de Puebla (Mexico), the conference will focus on four themes: Economic polarization, New Technologies, Interculturality and Politicization of violence. More information, including submission guidelines, is available at <http://www.3iccp2010.org/>

Seeking the Dream: Latina/o Histories of Higher Education

Manuel A. Diaz and Marie L. Miville, PhD

While education is an important goal for Latinas/os in the United States, the history of Latinas/os' experiences in educational settings has often been one of denial of equal access and deprivation of opportunities that might otherwise facilitate an improved quality of life. Research suggests that institutional policies created discriminatory practices that were (and still are) responsible for inhibiting academic achievement and access to higher education for many Latinas/os. These stark realities play an important role in the alarming education patterns historically observed among Latinas/os.

Beginning in the 19th century, the curricula taught in predominantly Latina/o schools often focused on vocational training rather than traditional academics (San Miguel, 1986). Moreover, English-only practices in academic settings often prevented Spanish-speaking children from continuing their education. Because we now understand that a school's commitment to successfully educating Latinas/os -evident in characteristics of the educational environment- is a key to these students' success (Lucas, Henze, & Donato, 1990), it is not surprising that many Latina/o children were historically overrepresented in patterns of academic underachievement.

As these types of practices have fallen out of use over the last century, Latina/o school enrollment and degree attainment has increased. Some educational institutions have successfully incorporated academic supports, such as student support groups, where Latina/o students can receive assistance. Further, as increasing numbers of Latinas/os obtain educational success, they serve as role models who can mentor students through the college admission process and provide information about what can be expected in higher education. In this issue, Torres and Chavez highlight the importance of continuing to provide these examples to Latina/o graduate students.

Research has begun to evaluate how the campus climate affects student success. Many times, Latina/o students experience feelings of alienation, segregation, discrimination, and cultural incongruity by majority groups on campus (Castellanos & Gloria, 2007; Fiske, 1988). Additionally, although Latina/o students have the ability to get into college, many often wonder why they should go or why they are there. Research suggests that institutions can minimize these feelings of doubt by sending consistent messages to students that encourage them to communicate issues of adjustment to college. This is an issue again exemplified by

“Although the future of education for Latinas/os is promising, continued success in furthering Latina/o achievement in higher education will require increasing focus and commitment.”

the students discussed by Torres and Chavez in this issue (p. 13). (pAnother promising area involves academic enrichment and college bound programs. These programs can provide beneficial resources

for students to help them take charge of their academic careers.

Although the future of education for Latinas/os is promising, continued success in furthering Latinas/os achievement in higher education will require increasing focus and commitment by institutions and individuals. This is a call echoed by Ledgerwood and Straits in their contribution to this issue (p. 16), which delineates an agenda for training in applied Latina/o psychology. Educational institutions must implement strategies to challenge inequalities by increasing awareness in understanding the needs of Latina/o students. Outreach to families and communities can close the information gap between institutions and Latinas/os (Brown, Santiago, & Lopez, 2003). Further, the inclusion of Latina/o faculty and staff can help to strengthen Latina/o student success. With such a diverse campus body, Latina/o students can be empowered to follow their examples of academic success. In this issue, Broussard and Delgado-Romero (p. 7) facilitate the process of identifying Latina/o faculty for aspiring clinical and counseling psychologists.

Identifying Latina/o Faculty in Clinical and Counseling Psychology

Dominique Broussard and Ed Delgado-Romero, PhD

Students and faculty interested in developing as Latina/o psychologists often seek out work with faculty and administrators of color. The reasons for this interest may vary from professional expertise issues (research, practice issues) to personal preference (valuing diversity, a critical mass of Latinas/os, mentorship and support, role modeling). In practice, the search for faculty with expertise in Latina/o psychology can be complicated. Due to marginalization, stigma and racial/ethnic identity development issues, some faculty may not publicly identify as Latina/o. Moreover, not all Latina/o psychologists will have expertise or interest in areas of research or practice involving Latinas/os.

According to the American Council on Education (ACE; 2006), between 1993-2003 Latinas/os experienced the largest rate of increase in faculty (in all fields) with an increase of 66.3%. Latina/os at the Associate Professor level (a level at which tenure is usually conferred) rose 68.5%, while Latina/os at the Full Professor level rose 43.7% (ACE, 2006). Within specific fields the representation of Latina/o faculty can be very small or nonexistent. For example, it is estimated that in 2001 Latina/os composed 3% of graduate Psychology faculty, up from 1% in 1981-82 (Leong, et al., 2003). The professional representation in the American Psychological Association of Latina/os remains very small (Kite et al., 2001) as indicated by a study indicating that only 2.1% of the membership of APA is Latina/o (APA Research Office, 2002). Within APA, of five

practitioners, none of them have been awarded to more than five racial/ethnic-minorities. Also, across APA divisions only 216 racial/ethnic minorities have been awarded Fellow status (Division 45, 2007). This article describes efforts made to identify Latina/o faculty in counseling and clinical psychology, subfields of psychology in which research suggests that Latina/os are most likely to be found (Leong, et al., 2003).

Identifying Latina/o/a Psychology Faculty

Our first step toward completing our research goal was to examine the APA's Office of Ethnic Minority Affairs (OEMA) *Directory of Ethnic Minorities in Psychology* (OEMA, 1994). While some useful contacts were identified, the age of this document suggested other sources would be necessary. A second step in data collection was to turn to the internet. Bidell and colleagues (2007) point out that the World Wide Web is a primary information source and that graduate psychology programs use web sites to disseminate information in the same way they used to use paper application packets years ago. The APA website provides a list of all the APA accredited psychology programs (www.apa.org). There was an expectation that the specific school websites would provide access to biographies, curriculum vitas, personal webpages, or any material that would provide information about Latina/o faculty. However, very few websites gave anything more than names. Some websites provided other information such as degree, faculty

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Latina/o Faculty

(Continued from p. 8)

position, leadership, courses taught, advisees, research interests (Hunter, Delgado-Romero & Stewart, in progress), but it was very difficult to ascertain who was a Latina/o.

Considering the limited amount of information obtained, one of the authors was called upon to use his professional connections. As the president-elect of the National Latina/o Psychological Association (NLPA), this author was able to access the NLPLA membership database and pull up a list of NLPA members who reported they were faculty. Another internet search led to the discovery that a number of the members of NLPA were faculty at non-APA accredited institutions, or faculty in programs other than Counseling or Clinical Psychology, and/or that they held degrees in psychology but were in administrative positions and were not teaching. The NLPA list was not up-to-date because some of the members were no longer at the institutions they were listed under. This could reflect high turnover of Latina/o/a faculty, lower tenure rates (ACE, 2002) or normal events such as promotions, moves or retirement. In an effort to get an accurate picture of Latina/o faculty, a more direct approach was utilized by using the NLPA listserv to asking the membership to email their name, university affiliation, academic/professional rank, program accreditation, program type, website, and email address.

Latina/o Psychology Faculty Identified Through our Research

We ultimately identified 89 faculty within 17 programs at 63 institutions. Of the 89 faculty, 23 (26%) were Assistants

Professors, 27 (30%) were Associate Professors, 21 (24%) were Full Professors, 5 (6%) were administrators, 1 (1%) was a lecturer, 1 (1%) was professor emeritus, 2 (2%) were staff psychologists, and 9 (10%) had unstated positions. Among the faculty 34 (38%) were in Counseling programs, 18 (20%) were in Clinical programs, 10 (11%) were in Counselor Education programs, 3 (3%) were in combined programs, and 23 (26%) were in other programs. It was almost even split across gender: 42 (47%) were men and 47 (53%) were women.

Faculty were spread across US Geographical regions: 15 (17%) of the faculty were located in the Northeast, 9 (10%) in the Southeast, 16 (18%) in the Southwest, 23 (26%) in the Midwest and 26 (29%) in the West. According to the U.S. Census Bureau, the 9 states with the largest number of Latina/o/a population in rank order are: California, Texas, Florida, New York, Illinois, Arizona, New Jersey, Colorado and New Mexico (2007). The search found that the nine states with the largest number of Latina/o/a faculty (in rank order) were California, Illinois, Texas, New York, Wisconsin, Florida, Arizona, Utah, and Colorado. California had the most with 15 people. Illinois had 10, Texas and New York both had 9, Wisconsin had 8, and Florida had 6. The other states had 5 or fewer faculty.

To achieve a critical mass and prevent issues such as tokenization one would assume that having more than one Latina/o would be ideal. A number of institutions had more

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Latina/o Faculty

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than one Latina/o faculty, and two schools that had four faculty. Those two schools were Alliant International University in California and Arizona State University. There were three schools with three Latina/o faculty. These were the University of Utah, University of Wisconsin-Madison, and the University of Wisconsin-Milwaukee. It was interesting to note that there were three schools in Chicago with two Latina/o/a faculty members. Those schools were the Adler School of Professional Psychology, Chicago School of Professional Psychology, and DePaul University. Other schools with two Latina/o faculty include: Central Michigan University, Colorado State University, Marquette University, New Mexico State University, Our Lady of the Lake University, Teachers College, University of Houston, University of Missouri-Columbia, and the University of Texas at Austin. There were 43 schools that had only one Latina/o faculty member.

Limitations of the Current List

The list generated by this study is certainly biased in favor of those Latina/o faculty who actively participate in NLPA. Moreover, the research goals excluded psychology faculty outside of the counseling and clinical specialties. Certainly, Latinas/os make important contributions to psychological research and practice outside of these two specialties and future research efforts should go to lengths to identify these faculty. Finally, reflecting Latinas/os increasing success in higher education, this list has become outdated since its compilation. A simple perusal

Until the percentage of Latina/o/a faculty in psychology reflects the percentage of the Latina/o population across the U.S., lists like the one resulting from this research will be important.

of the announcements section of this newsletter issue points to the recent hire of Latina/o faculty who were not available at the time this list was first compiled.

Where do we go next?

This list is just the beginning. Future research should make it even easier for students to identify Latina/o faculty as well as provide a more comprehensive and inclusive listing. In addition to focusing on a broader segment of psychological sub-disciplines, the list could include information about the professional interests and expertise of Latina/o faculty. Until the percentage of Latina/o faculty in psychology reflects the percentage of the Latina/o population across the U.S., lists like the one resulting from this research will be important. Such lists make it easier for students to identify specific universities and programs that can potentially meet their needs as Latina/o students.

Latina/o Faculty in Clinical and Counseling Psychology

Dominique Broussard and Ed Delgado-Romero, PhD

<u>Name</u>	<u>Current School</u>	<u>Program</u>
Cristina Cox	Adler School of Professional Psych	Clinical
Josefina Alvarez	Adler School of Professional Psych	Clinical
Bernardo M. Ferdman	Alliant International University	Clinical
Eduardo Morales	Alliant International University	Clinical
Richard Rodriguez	Alliant International University	Clinical
Ron E. F. Duran	Alliant International University	Clinical
Carlotta Willis	Antioch University- New England	Clinical
Adriana Umana-Taylor	Arizona State University	Social and Family Dynamics
Andres Barona	Arizona State University	School Psychology
Maryann Santos de Barona	Arizona State University	Educational Psychology
Miguel Arciniega	Arizona State University	Counselor Education
Sally Robles-Rodriguez	Brooklyn College	Psychology
Carlos I. Perez Benitez	Brown University	Psychiatry
I. David Acevedo-Polakovich	Central Michigan University	Clinical
Larissa Niech	Central Michigan University	Clinical
Ana Caro	Chestnut Hill College	Clinical
Hector Torres	Chicago School of Professional Psych	Clinical
Virginia G. Quinonez	Chicago School of Professional Psych	Clinical
Esteban Cardemil	Clark University	Psychology
Geneva Reynaga-Abiko	Colorado School of Prof. Psych	Clinical
Ernest L. Chavez	Colorado State University	Counseling Psychology
Evelinn A. Borrayo	Colorado State University	Counseling Psychology
Shelley Ruelas	CSU Bakersfield	Student Affairs
Maria Scharron-del Rio	CUNY- Brooklyn College	School Counseling
Bernadette Sanchez	DePaul University	Clinical
Brigida Hernandez	DePaul University	Clinical
Myrna Shure	Drexel University	Developmental
Jairo Fuertes	Fordham University	Counseling Psychology
Elizabeth Ruiz	Governor State University	Psychology
Daniel Sciarra	Hofstra University	Counselor Education
Loreto Prieto	Iowa State University	Counseling Psychology
Judith Pena-Shaff	Ithaca College	Psychology
Elizabeth Vera	Loyola University Chicago	Counseling Psychology
Lisa M. Edwards	Marquette University	Counseling Psychology
Lucas Torres	Marquette University	Clinical
Milton Fuentes	Montclair State University	Psychology
Luis Vasquez	New Mexico State University	Counseling Psychology
Rachel Navarro	New Mexico State University	Counseling Psychology
Sara Schwarzbaum	Northeastern Illinois University	Counselor Education
Yolanda Evie Garcia	Northern Arizona University	Counselor Education
Carrie Castaneda-Sound	Our Lady of the Lake University	Counseling Psychology
Veronica McClean	Our Lady of the Lake University	Counseling Psychology
Madeline Fernandez	Pace University	Clinical
Miguel Gallardo	Pepperdine University	Clinical
Donna Castaneda	San Diego State University	Psychology
Andres Consoli	San Francisco State University	Counselor Education
Elisa Velasquez-Andrade	Sonoma State University	Psychology
Albert Bardi	St. Andrews Presbyterian College	Psychology

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(Latina/o Faculty. Continued from p. 11)

<u>Name</u>	<u>Current School</u>	<u>Program</u>
Leticia Nieto	St. Martin's University	Counselor Education
Amado Padilla	Stanford University	Educational Psychology
Elizabeth Fraga	Teachers College	Counseling Psychology
Marie Miville	Teachers College	Counseling Psychology
Jesus (Jesse) Arros	Texas A&M International University	Counseling Center
Linda Castillo	Texas A&M University	Counseling Psychology
Melissa Morgan	UC Santa Barbara	Combined
Julianna Dearthoff	UCSF-School of Medicine	Cancer Epidemiology
Anai Cuadra	Univ. of Miami, Miller School of Med.	Clinical Pediatrics
Dean Coffey	Univ. of Southern California	USC hospital
Mario Hernandez	Univ. of South Florida Mental Institute	Child and Family Studies
Manuel Zamarripa	University fo Texas at Brownsville	Counselor Education
Jesse Valdez	University of Denver	Counseling Psychology
Edil Torres-Rivera	University of Florida	Counselor Education
Edward Delgado-Romero	University of Georgia	Counseling Psychology
Consuelo Arbona	University of Houston	Counseling Psychology
Fred Lopez	University of Houston	Counseling Psychology
Lydia Buki	University of Illinois Champaign Urbana	Counseling Psychology
Shane Lopez	University of Kansas	Counseling Psychology
Fedrico Aldarondo	University of Kentucky	Counseling Center
Etiony Aldarondo	University of Miami	Counseling Psychology
Lisa Y. Flores	University of Missouri-Columbia	Counseling Psychology
Roger L. Worthington	University of Missouri-Columbia	Counseling Psychology
Guillermo Bernal	University of Puerto Rico	Clinical
Barry Anton	University of Puget Sound	Psychology
Elena Flores	University of San Francisco	Counselor Education
J. Manuel Casas	University of Santa-Barbara	Combined
Carlos Zalaquett	University of South Florida	Counselor Education
Michele Guzman	University of Texas	Counseling Psychology
Ricardo Ainslie	University of Texas	Counseling Psychology
Carla Reyes	University of Utah	Counseling Psychology
Christina Rodriguez	University of Utah	Counseling Psychology
Jason Burrow-Sanchez	University of Utah	Counseling Psychology
Alberta Gloria	University of Wisconsin-Madison	Counseling Psychology
Carmen Valdez	University of Wisconsin-Madison	Counseling Psychology
Stephen Quintana	University of Wisconsin-Madison	Counseling Psychology
Azara Santiago-Rivera	University of Wisconsin-Milwaukee	Counseling Psychology
Patricia Arredondo	University of Wisconsin-Milwaukee	Counseling Psychology
Shannon Chavez-Korrell	University of Wisconsin-Milwaukee	Counseling Psychology
Melanie Domenech Rodriguez	Utah State University	Combined
Augustine Baron	Walden University	
Brian McNeill	Washington State University	Counseling Psychology

Latina/o Graduate Students: Challenges, Sources of Strength, and Training Implications

Héctor Torres PsyD and Nayeli Chavez PhD

As Latinas/os who immigrated, completed their graduate studies in the United States, and have subsequently been able to teach in academic settings, our first insights into the experiences of Latina/o students completing their graduate studies in the field of psychology were personal. However, our current position teaching and advising a cohort of 12 students completing a recently created Masters degree in counseling with a concentration in Latino Mental Health has provided us a broader perspective on the challenges faced by Latina/o students and on the resiliency factors that contribute to their success. In this article, we share insights gained over the course of teaching this cohort.

“Educators have the responsibility to be aware of, and respond to, the challenges experienced by their students.”

The Challenges Faced by Latina/o Graduate Students

Language was a challenge observed among some of our Latina/o students. For these students, having English as a second language posed obstacles to their verbal and written expression. To cope with these difficulties, students often spent significantly more time reviewing and thinking about their writing. Unfortunately, in many cases this allowed less time to focus on content and students would turn in papers without the depth expected in graduate training. Unaware that students were struggling with a communication issue, professors would perceive their work as sloppy or superficial. Overall, students with unacknowledged and unaddressed language difficulties suffered academically and often grew frustrated, angry, and discouraged.

Successfully meeting this challenge begins with deliberate efforts to identify these students early in their graduate studies and to facilitate supportive services. These services can include encouraging students to enroll in an academic writing course or workshop, allowing students to turn in early first drafts in order to receive feedback without being penalized, and offering ongoing writing support services. Because of the extended time and effort required to write successfully, students in this situation may also benefit

from a focus on helping them develop improved time management skills.

Being a first generation student is a second challenge faced by many Latina/o students. Lacking family role models, students had to independently develop graduate school survival skills that many of their peers from multi-generational college families learn from family or friends. Feeling that making others aware of their lack of information about graduate training practices and expectations would lead to perceptions of them as unable to complete said training, first generation students would infrequently seek help. Unsurprisingly, these students often felt lost, exhausted, and overwhelmed.

We suggest this challenge be met directly, by making deliberate attempts to ensure that first-generation students understand graduate training practices and expectations. One way to do this in the context of the *personalismo* that characterizes many Latina/o cultures is by providing culturally-competent mentors who can relate and normalize the students' experiences, offering responsive guidance. However, responsibilities should not fall solely on these mentors and all faculty should receive systematic training both in working with first generation students and on the specific roles of cultural values such as *personalismo*, *familismo*, *respeto*, and *simpatía* in the academic experiences of Latina/o first generation students.

The culturally-normed role of Latina/o families can be both a strength (discussed in a separate section) and a significant challenge for many students. For Latina/o students who hold these culturally-normed strong family bonds, family support is essential to their wellbeing and success. Students without previous experiences of physical distance from their family often suffered greatly and wondered if their desired degree was worth such personal sacrifice. These close family bonds can further add to the chal-

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allenges faced by students, particularly among first generation graduate students, if the family's lack of awareness about the sacrifices and challenges associated with being in graduate school leads them to place students in difficult positions. For example, family members might make a student feel guilty for not being able to interact frequently with the family (often by mistakenly interpreting a lack of time spent with the family as arising from the students' sense of feeling superior).

Learning about the experiences of others in their situation validates the struggles of Latina/o students and provides direction on how these might be overcome

One strategy implemented in our program that successfully responded to this culturally-normed need involved the implementation of a cohort model in which students enrolled in the Latino Mental Health Concentration follow the same class schedule and take all classes at the same time for the duration of the program. This allows for the development of strong connections, support between the students, and a sense of familismo.

Finally, *the interaction among these challenge areas often worked to complicate the educational experiences of our students*. For example, because they did not observe them among their predominately non-Latina/o faculty, some students believed that culturally-normed Latina/o interpersonal styles were inappropriate in graduate settings. When receiving feedback about attitudes and behavior in the classroom, these students inaccurately assumed that these styles needed to be replaced with those they observed among their faculty. In one specific instance, after being given the non-specific feedback that his behavior in the classroom was "inappropriate" and that he needed to "pay more attention," one student believed that his sometimes humorous expressiveness in class was inappropriate, and that expectations were for him to behave in a more restrained fashion. This interpretation challenged the student's motivation and led him to question whether his per-

sonality, appropriate in Latina/o contexts, could be accepted in the academic setting. Ironically, faculty enjoyed his humorous expressiveness but hoped that we would avoid looking at his cell phone or laptop during lecture, as it distracted faculty and seemed to be distracting him as well. Unaware of the variety of challenges faced by the student, overly general faculty feedback –intended to be constructive– caused the student greater distress and failed to address the behavior that motivated it.

The Strengths of Latina/o Graduate Students

As introduced above, *Latina/o students find strength and motivation in their family's support and pride*. Family support was very important to our students. Many of our students reported that family rituals, celebrations and cultural activities provided them with energy and motivation to continue their graduate training. Students looked forward to celebrations with their families and perceived these as rewards for their hard work. Many students identified their families as the reason why they decided to pursue a graduate degree and expressed a strong responsibility to improve the economic circumstances of their loved ones. This desire and commitment served as a motivating factor that pushed our students to work hard and succeed academically. Students noted that little things like talking to their parents over the phone, looking at pictures, and seeing things that reminded them of home improved their ability to cope with the physical distance from their families. Giving students a physical space to interact that is welcoming and includes culturally relevant objects is one way that we have found to help our students feel at home. Our students often gather at the Center for Latino Mental Health, which is decorated with Latina/o objects and art. They often comment how much they appreciate this environment and how

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it helps them feel at home.

The interpersonal strengths of Latina/o cultures provided another source of resiliency for our students. Students' ability to develop strong bonds with other students and professors created a strong support network that facilitated their progress and at times served the role of an extended family. Strong peer bonds also allowed for richer and deeper discussions. Our students reported feeling safe and comfortable expressing their ideas and feelings regarding class material in front of their peers. They noted that having the ability to be open and honest about their questions, concerns, and ideas with peers contributed to their growth as mental health professionals. While being away from home was difficult, having strong bonds with other students and faculty allowed our students to feel they were part of a new family. Importantly, students associated the formation of these interpersonal bonds with their training in a cohort model. Although it may not be feasible for all academic programs to follow a cohort model; we believe that formalized peer groups can be established to provide students additional sources of social and emotional support.

Latina/o students with strong spiritual beliefs often successfully relied on these as sources of support and strength in times of stress and uncertainty. Their spirituality and faith allowed students to experience a sense of hope and purpose. They saw religious services and holidays as opportunities to revitalize themselves and find the energy they needed to persist academically despite the challenges they were facing. One student commented that simply reminding herself of her faith helped her overcome feelings of being overwhelmed and out of control. Facilitating the expression of students' spiritual and religious beliefs and encouraging them to seek these services in times of stress may serve to increase their ability to cope and overcome obstacles and academic challenges.

Finally, *Latina/o students who approached their professors in times uncertainty were more able to obtain needed*

support and improve their academic performance. Although for some students it may be relatively easy to seek and receive feedback, for other students this may be more difficult to. We believe that it is important for professors to provide frequent feedback to their students and identify areas where the student may benefit from additional sources of support. Moreover, because (as discussed in the challenges section) culturally-normed behavior and cultural mismatch may be preventing students from seeking such help, deliberate efforts should be made to promote these help-seeking behaviors in students.

Conclusions

We believe educators have the responsibility to be aware of, and respond to, the challenges experienced by their students. Our work with Latina/o students suggests several general strategies to help support these students' success:

First, making deliberate efforts to help students and their families understand the practices and expectations involved in graduate training;

Second, creating conditions by which necessary services and supports (e.g., writing support, cultural centers or organizations) are easily identifiable and accessible to Latina/o students that might benefit from them;

Third, making sure that Latina/o students have available to them the experiences of others in their situation that can normalize and validate their own experiences and struggles, and that provide them with direction on how these might be overcome.

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Developing Competence with Latinas/os: An agenda for Latina/o and non-Latina/o Psychologists

Angela D. Ledgerwood & Kee J. E. Straits

Because of the service disparities experienced by Latinas/os with behavioral health needs (Hernandez et al., 2009), many efforts have been directed at recruiting Latinas/os into the mental health professions. As highlighted by Broussard and Delgado-Romero in this issue, these efforts have to some extent proven successful, and mental health majors such as psychology are growing in popularity among Latina/o students. However, Latinas/os are not entering mental health professions at a rate proportionate to their increase in the general population (Malgady & Constantino, 1998) underscoring two important realities: (1) We must continue to foster the involvement of Latinas/os in the mental health professions, and; (2) The service disparities faced by Latinas/os in the U.S. are most likely to be solved when all psychologists are trained to deliver culturally responsive treatments.

Based on a round table discussion on issues facing non-Latina/o psychologists who wish to work with Latinas/os (Ledgerwood, Straits, & Mendez, 2008), the current article summarizes four broad areas important when developing competence in working with Latinas/os. The article places a special emphasis on the roles of non-Latinas/os interested in developing this competence. The discussion suggests that, regardless of ethnic background, all psychologists must ensure competence in many of the same areas in order to work effectively and ethically with Latinas/os. Furthermore, it suggests that culturally-competent non-Latina/o psychologists have important roles to play in the care of US Latinas/os.

Area One: Understanding Latina/o Heterogeneity

Psychologists who hope to work with Latinas/os in an ethical and competent manner should understand and appreciate the heterogeneity of the U.S. Latina/o population. This is unlikely to happen if psychologists have only en-

countered the broad generalizations that are often presented in introductory multiculturalism courses. An understanding of Latina/o heterogeneity and its implications can be fostered when training deliberately focuses on develop-

“The service disparities faced by Latinas/os in the U.S. are most likely to be solved when ALL psychologists are trained to deliver culturally responsive treatments.”

ing psychologists' ability to adapt and apply multicultural guidelines to address the strengths, needs and beliefs of specific Latina/o communities and on helping psychologists to understand and recognize the limits of their competence across specific Latina/o groups (Santiago-Rivera, Arredondo, & Gallardo-Cooper,

2002).

Area Two: Linguistic Competence

Bilingual Competence. Psychologists working extensively with US Latinas/os are likely to encounter individuals with limited English abilities. As such, bilingual competence is another area of development for individuals who wish to develop maximum competence when working with Latinas/os. Although at its most basic level this involves developing fluency in Spanish and other languages of the Americas, psychologists who have basic language competency must still develop specialized vocabulary and grammar specific to mental health work. A practical implication of the heterogeneity previously described is that psychologists must be supported in the development of meta-linguistic abilities to negotiate differences in regional, intergenerational, and acculturative differences of language use (Taylor, Gamburg, Rivera, & Laureano, 2006).

Competent use of interpreters. Because not all psychologists will be able to develop language fluency, it is essential to assist psychologists in developing explicit strategies to overcome language limitations such as the ability to work effectively through qualified interpreters. Even a compe-

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tency as apparently straightforward as working with an interpreter has important nuances that must be addressed in order to be successfully achieved. For instance, competent incorporation of an interpreter into clinical practice requires an understanding of the ethical use of interpreters (Mailloux, 2004), of the process of selecting an appropriately trained interpreter (Hwa-Froelich & Westby, 2003), and of the microskills required in order to effectively work with interpreters (Paone & Malot, 2008).

Ethical Implications. Ethical practice guidelines suggest that all psychologists be able to recognize their own language and cultural limitations and, in the interest of full informed consent, be willing to disclose these limitations to clients (e.g., APA, 1993). Ethical problems may also arise when psychologists with strong language fluency fail to perceive the importance of a client's cultural values and worldview and do not recognize the value in continuing to increase their level of cultural competence (Ledgerwood et al., 2008). Simply put, psychologists must learn to distinguish between linguistic and cultural competence and to understand the ethical practice implications of each of these two competence areas (Taylor et al., 2006).

Area Three: Practice Management

Psychologists with the cultural competence to work with Latinas/os often face significant practice management challenges. For example, institutions may misperceive bilingual or bicultural competence as expertise with all ethnic/language minority clients and consequently expect the psychologist to serve an unreasonable range of clients beyond that individual's capacity or competence. Psychologists with this type of competence may be assigned entirely Latina/o caseloads without regard to their additional competencies and/or career goals.

Because of the potential for these types of practice management issues, psychologists who are competent in work with Latina/o populations may do well to be especially attentive during the pre-hire process to an organization's

caseload expectations. As organizational pressures to serve Latina/o caseloads can and do shift according to local needs, to ensure success beyond the point of hire psychologists with competence in work with Latinas/os might also need to procure the skills to successfully self-advocate for caseloads within their competencies and/or congruent with their career goals. Training programs can help prepare students by including explicit discussions of the challenges presented by institutional biases and expectations and by providing specific strategies to deal with potential institutional pressures. These could include the negotiation of expectations prior to hire and approaches to professional and effective self-advocacy.

Area Four: Subjective Confidence

A concern frequently experienced by non-Latinas/os who work with Latinas/os, and by Latinas/os working outside of their own groups, is a subjective (and often pervasive) sense of concern over personal competence (e.g., "Am I competent enough to see this client?"). We suggest that continuous monitoring of professional competence is a prudent stance for all practitioners (including those who do not work with Latinas/os or other ethnic groups) as long as it does not become an impediment to competent professionals engaging in work they are prepared for.

In order to avoid deleterious effects arising from these emotions, practitioners might benefit from procuring the ability to productively monitor and address feelings of incompetence. Some literature suggests that these subjective feelings are best addressed through active exploration, including an assessment of their potential connection to a psychologist's own bicultural development (Carter, 1995; Helms, 1995; LaFramboise, Coleman, & Gerton, 1993). The exploration of motivations for working with Latinas/os individuals and communities might be a particularly helpful activity as Latina/o clients' perception of a non-Latina/o psychologist's sincere purpose for working with Latinas/os has been noted as being helpful in establishing credibility. Productive exploration of any feelings of self-doubt might

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be further enhanced when psychologists avail themselves of a consultant to aide and foster this process.

Unique Opportunities for Non-Latinas/os

Culturally-competent non-Latina/o psychologists are afforded some unique opportunities such as being able to offer their clients direct experiences of positive interactions across cultures that challenge historical harms and current prejudices. Thus, non-Latina/o psychologists might benefit from specific training on effectively utilizing the therapist-client relationship to address and transform negative race relations (when this issue is pertinent to client issues). Further, anecdotal evidence suggests that Latina/o client's perceptions of a non-Latina/o psychologists' efforts at achieving cultural competence may in some cases serve as a bridge to rapport.

In terms of broader social contexts, non-Latina/o psychologists are sometimes afforded unique opportunities to empower clients, advocate for their rights, and assist Latina/o clients in accessing resources that might not otherwise be available to them. This is particularly likely to be the case when psychologists are trained in social justice and advocacy practices.

Summary and Conclusions

As the Latina/o population in the United States continues to grow, so does the importance of training both Latinas/os and non-Latinas/os to work with this population. Although Latinas/os and non-Latinas/os bring different experiences to the table (along with associated strengths and challenges), regardless of ethnic background all psychologists must ensure competence in many of the same areas in order to work effectively and ethically with Latinas/os. The persistent behavioral healthcare disparities faced by Latinas/os in the US compel all psychologists to pursue training in these areas. With a mission to generate and advance psychological knowledge and foster its effective application for the benefit of the Hispanic/Latino population, NLPA is ideally placed to ensure that all psychologists receive the training and information that allows them to reduce the gap between the availability of culturally competent mental health services for Latinas/os and the existing need.

Book review:

Intersections of Multiple Identities: A casebook of evidence-based practices with diverse populations.

Miguel E. Gallardo & Brian W. McNeil (Eds.)

Gallardo and McNeil's well-edited casebook provides demonstrations of how clinicians adhere to Evidence-Based Practice in Psychology (EBPP) while being culturally responsive to their clients. In Chapter 2, Cervantes asks his readers to consider how ethnic identity can be integrated into treatment when more than one person is present in the therapy room, a question that reverberates across each of the book's well-written chapters. The multiple identities (across gender, ethnicity, sexual orientation, gender identity, immigration status) of the authors interact with the rich diversity of their clients rendering complex and interesting cases that offer multiple learning opportunities for readers.

Each case is similarly organized including a general introduction, the authors' theoretical orientation, a case description, the case conceptualization, identification of the authors' personal dimension of diversity and world view, therapeutic recommendations, discussion questions and resources for the readers, including recommendations of movies, books and articles related to the case. Discussions focus on the authors' struggles when seeing minority clients and novel solutions discovered along the way. The authors describe how they dealt with issues such as self-disclosure of their minority status and of their experiences in the migration process and provide examples on how they managed questions such as what happens if the client is asking for multiple relationships? Should we accept gifts from our clients or provide food during session? What happens when we are over empathic with our clients due to ethnic matching? How can we attend to our own stereotypical per-

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ception of our clients? How do they experience dynamic sizing (Sue, 2006)? Overall, chapters beautifully describe the manner in which the authors' own minority status interacts with their theoretical background when working with minority clients.

A second issue that is reflected across this edited volume's many chapters involves the manner in which each of the authors faced the challenges arising when evidence-

based treatments (EBTs) are not well developed for specific populations. While the book is not a definitive answer to these challenges, it does provide wonderful examples of how clinicians deal with them. As such, it is an excellent departure point for discussions on accounting for culture and context while implementing EBTs and a volume that can be recommended to every mental health provider and researcher.

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Recent Publications by NLPA Members

The recent publications of NLPA members are listed in this section as a service to the membership, and with the intent of facilitating the exchange of new information among Latina/o psychologists. All citations are provided directly by the authors. It is *El Boletín's* policy to include in this section all submissions by members that (1) have been published since the last issue of *El Boletín*, and; (2) Can be best described as books, full chapters in edited books, or articles in peer-reviewed publications.

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- Gallardo, M. E. & McNeil, & McNeill, B. W. (2009). *Intersections of Multiple Identities: A Casebook of Evidence-Based Practices with Diverse Populations*. Florence, KY: Taylor and Francis.
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Recent Publications by NLPA Members

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- Hunter, G. A., Delgado-Romero, E. A. & Stewart, A. E. (2009). What's on Your Training Program's Web Site? Observations and Recommendations. *Training and Education in Professional Psychology, 3*, 53-61.
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De Salida

From the Editor

The preamble to the US Constitution places “securing justice” and the promotion of “the general welfare” as core motives for the creation of the union under which most of our membership lives. Under this context, unequal access to effective services and supports according to background characteristics (i.e., service disproportionalities) is antithetical to the founding principles of our nation. Unfortunately, compared to general population patterns, U.S. Latinas/os and other historically marginalized groups face several significant mental health service disproportionalities:

- (1) Services are less available to them;
- (2) Those services that are available are also likely to be less accessible;
- (3) Those services that are accessible are less likely to reflect best practices, and;
- (4) Even if “best practices” are accessible, these are less likely to produce meaningful effects (Isaacs et al., 2008).

In this issue, Angela Ledgerwood and Kii Straits (p. 16) remind us that successfully addressing these disproportionalities is a responsibility that falls upon Latinas/os and non-Latinas/os alike and outline an agenda of basic competencies that professional psychologists must meet in order to be prepared for this responsibility. Dominique Broussard and Dr. Ed Delgado-Romero’s (p.8) effort to identify Latina/o faculty in clinical and counseling psychology aids in the resolution of service disproportionalities by offering a resource to those who seek training in the competence areas outlined by Ledgerwood and Straits.

Hector Torres PsyD and Nayeli Chavez PhD (p. 13) share with us their experiences in assisting Latinas/os who seek to obtain training that will help them overcome these disparities, an effort that highlights the challenges that Latinas/os who embark on this path can face but that also highlights the strengths, many of them rooted in their cultural values and beliefs, that can assist them along the way. In doing so, they provide an updated example of the historical progression of Latinas/os in higher education outlined earlier in the issue by Marie Miville PhD and Manuel Diaz (p. 6) .

My hope is that these authors’ contributions help spark debate on the precise ways in which this nation, Latinas/os and non-Latinas/os, may best address mental health service disproportionalities facing historically marginalized groups.

As always, I would like to publicly thank these authors and the additional members of the NLPA family who contributed to this issue including Michelle Cruz-Santiago, Azara Santiago-Rivera PhD, Esteban Cardemil PhD, Miguel Gallardo PsyD, Emilio Ulloa PhD, Scott Mesh PhD, Edita Diaz MEd, Nabil El-Ghoroury PhD, and Ana Bauman PhD with her helpful review of Dr. Gallardo’s and Brian McNeil PhD’s most recent edited book. Like them, all NLPA members are invited to contribute to *El Boletín* by sharing stories, announcements, etc. that may be of interest to the membership and are aligned with an upcoming topical focus. Members interested in becoming part of the editorial team are invited to contact me directly by e-mail to: david.acevedo@cmich.edu.

I hope you have found this issue informative, that it helps us think about NLPA’s role in overcoming disproportionalities, and about our own roles in the effort to create service parity. All of which I think is part of ongoing development as successful, competent, **Latina/o** psychologists.

Si se puede,

I. David Acevedo-Polakovich PhD
Department of Psychology, Central Michigan University
Editor

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