

LATINA/O PSYCHOLOGY TODAY

AN OFFICIAL PUBLICATION OF THE NATIONAL LATINA/O PSYCHOLOGICAL ASSOCIATION

VOL 4 ISSUE 1

SPRING/SUMMER 2017

BETWEEN HOPE AND RESISTANCE

EDITORIAL BOARD

Editor:

Dr. Hector Y. Adames

Associate Editor:

Dr. Nayeli Y. Chavez-Dueñas

Assistant Editors:

Jessica G. Perez-Chavez

Mackenzie T. Goertz

Silvia P. Salas-Pizaña

Shanna N. Smith

SIG Column Coordinator:

Dr. Regina Jean-van Hell

CONTENTS

- 1 President's Column
- 4 From the Editor
- 5 Social Action Menu
- 6 Kevin O. Cokley, Ph.D.
Invited Article
- 9 Articles
- 24 #HereToStay:
NLPA Statement in
Response to the 2016
U.S. Presidential Election
- 30 NLPA Leadership
Fellows—CNPAEMI
- 35 2016 Annual Report

FROM THE PRESIDENT:

THE POWER OF VOLUNTEERISM

"Volunteering is the ultimate exercise in democracy. You vote in elections once a year, but when you volunteer, you vote every day about the kind of community you want to live in." ~Author Unknown

Members of the National Latina/o Psychological Association (NLPA) donate well over three thousand hours per year to the association. At a modest estimate of \$40/hour, this adds up to more than \$120,000 per year! Approximately 50-60 individuals, or about 10% of NLPA membership, actively serve as volunteers on the Leadership Council, the *Journal of Latina/o Psychology*, the *Latina/o Psychology Today* (LPT) bulletin, and various committees, including *La Conferencia*, Membership, Student, Early Career, Finance, Fundraising, Professional Development, Training and Networking, Advocacy and Social Policy, and the Council of Past Presidents. They are the team members that give from their hearts precious time, effort, talent, and other resources to ensure that NLPA remains strong, resilient, and flexible in meeting the changing needs of Latina/o psychology in the United States (U.S.).

April 23-29, 2017 was National Volunteer Week. Originally established by Richard Nixon in 1974, the purpose of National Volunteer Week is to recognize the efforts of volunteers and encourage a culture of service. According to the National Center for Charitable Statistics (2016), there are nearly 1.6 million tax exempt organizations in the United States. These include public charities, foundations, chambers of commerce, civic leagues, and professional associations such as NLPA. Nonprofit organizations account for approximately 9.2% of all wages and salaries paid in the United States. According to 2014 statistics by the U.S. Bureau of Economic Analysis, nonprofit associations account for 5.3% of the gross domestic product. The percentage of volunteers 16 years of age or older in the U.S. has remained relatively steady at 25% (Current Population Survey, September 2014) for nearly 15 years with 16% of Latinas/os volunteering annually (U.S. Department of Labor, 2015).



(continue on page 2)

Copyright 2017 by the National Latina/o Psychological Association



@1NLPA
www.facebook.com/1NLPA



National Latina/o
Psychological Association
Asociación Nacional de Psicología Latina

The majority of US volunteers serve part-time while working at other full time jobs. Compared with paid employees who are more extrinsically motivated by gaining or losing resources, volunteers are more intrinsically motivated by their own values and goals (Salacuse, 2006) and resonate with their organization's ethical behavior, and the way that those organizations develop and empower their volunteers. Motivated by a deep commitment to shared values, volunteers tend to possess a strong achievement orientation and desire to accomplish tasks and goals (Li et al., 2007; Wisner et al., 2005).

Volunteering with NLPA can broaden your knowledge base of Latina/o psychology, provide training and experience in federal, state, and other legislative advocacy, build skills in terms of fiscal management and responsibility, provide valuable opportunities to participate in journal and newsletter development and editing, event planning, professional development, and leadership training. Being an active part of a community that shares your passion for Latina/o mental health and promotes excellence within the profession is one of the most rewarding aspects of volunteering with NLPA. Volunteers join the NLPA team because they believe in the same goals and values but they stay for the people and for the community.

At present, we are seeking a media manager and a Psychological Science Issues Advocate. Please consider contacting me to find out more about taking on one of these roles and becoming part of the *familia* [family] that works together to move the association forward!

Mil gracias to all NLPA volunteers for the gift of your time and talent. NLPA owes our very existence to you!

Y. Evie Garcia, Ph.D.

2017 President

Associate Professor of Educational Psychology

Northern Arizona University

References

- Li, I., Lin, M.C., & Chen, C.M. (2007). Relationship between personality traits, job satisfaction, and job involvement among Taiwanese community health volunteers. *Public Health Nursing, 24*(3),274-282.
- Salacuse, J.W. (2006). *Leading leaders: How to manage smart, talented, rich, and powerful people*. New York, NY: American Management Association.
- Wisner, P.S., Stringfellow, A., Youngdahl, W.E., & Parker, L. (2005). The service volunteer loyalty chain: An exploratory study of charitable not-for-profit service organizations. *Journal of Operations Management, 23*(2), 143-161.

OUR MISSION

To advance psychological education and training, science, practice, and organizational change to enhance the health, mental health, and well-being of Hispanic/Latina/o populations.

NLPA LEADERSHIP COUNCIL

Dr. Y. Evie Garcia

President
Northern Arizona University

Dr. Fred Millán

President-elect
SUNY, College at Old Westbury

Dr. Melanie M. Domenech

Rodríguez
Past-President
Utah State University

Dr. Andrea Romero

Secretary
University of Arizona

Dr. Ezequiel Peña

Treasurer
Our Lady of the Lake University

Dr. Brandy Piña-Watson

Early Career Psychologist
Representative
Texas Tech University

Ms. Laura P. Minero

Student Representative
University of Wisconsin-Madison

Dr. Zully Rivera-Ramos

Membership Chair
University of Florida

Dr. Hector Y. Adames

LPT Bulletin Editor
The Chicago School of
Professional Psychology

Dr. Esteban V. Cardemil

Journal Editor
Clark University

Dr. Miguel Gallardo

Psychological Practice Issues
Advocate
Pepperdine University

Dr. Edward A. Delgado- Romero

Senior Advisor
University of Georgia

Dr. Azara Santiago-Rivera

Senior Advisor
Merrimack College

Dr. Patricia Arredondo

Senior Advisor
Arredondo Advisory Group, Inc.,
Chicago, Illinois

Dr. Valerie Minchala

Student Development
Coordinator
California State University,
Fullerton

Dr. Manuel Paris

Public Policy Issues Advocate
Yale University

Dr. Brian W. McNeill

Historian & Psychological Education
Issues Advocate
Washington State University

Dr. Jesus Rodriguez

Fundraising/Development Chairperson
Patton State Hospital

Dr. Claudette Antuña

Professional Development Coordinator
Sammamish Consulting & Counseling
Services

Dr. Alinne Barrera

2018 NLPA Conference Chair
Palo Alto University

Mr. Roberto Abreu

Conference Vice-Chair
University of Kentucky

Dr. Regina Jean Van Hell

Mentoring Program & Networking Co-
chair

Dr. Andrés Consoli

CNPAAEMI Representative

Dr. Claudette Antuña

Chair of NLPA's Community Violence
Project; Sammamish Consulting &
Counseling Services



IN THE SPACE BETWEEN HOPE & RESISTANCE LIES OUR SUPERNATURAL RESILIENCE

HECTOR Y. ADAMES^{1,2}

Editorial

Welcome to another issue of Latina/o Psychology Today (LPT)! Our editorial team and I hope that this issue of LPT finds you well, taking good care, and surviving in ways that are refueling. The current issue of LPT centers on the timely topic of *Hope and Resistance*. The invited paper for this issue is authored by Dr. Kevin O. Cokley, one of the eminent scholars on racial and ethnic identity development, academic motivation, and academic achievement. In his thought provoking article, Dr. Cokley focuses on College Students of Color confronting hate speech across the nation. The *Voces del Pueblo* article, which provides a space for lay individuals from the community to become active participants in the construction and dissemination of knowledge regarding Latinxs, centers on the powerful narratives of school counselors working in high schools across the nation. The article provides a glimpse into the many ways in which school counselors are resisting and persisting during the Trump Era. The issue also includes an article on the rich narratives of Latinx adolescents who share their personal and emotional views about living on the borderlands during the current political climate. Lastly, an excellent resource article on securing reviewers for the tenure and promotion process serves as the issue's bookend. The article provides a list of NLPA members who are Full and Associate Professors. Together the current issue is filled with stories of hope and resistance, from our collective communities to the halls of our high schools, and from

colleges and universities to the professorate. In many ways, our super natural resilience is the thread that connects us as People of Color and allows for the collective us to live in the space between hope and resistance.

The theme for the Fall 2017 issue of LPT will be, "Living Authentically: LGBTQ+ Latinxs." The editorial team is excited and looking forward to working with *Orgullo Latinx: Sexual Orientation and Gender Diversity*, a SIG (special interest group) of NLPA. We invite every member of our NLPA familia to contribute to LPT in the near future. We hope that each issue of the bulletin continues to capture the richness, complexities, and resiliencies of our community.

In closing, we hope that this issue motivates and keeps us all actively caring for each other and engaged in the struggle and sacrifices that come with doing social and racial justice work. As always, mil gracias to the contributors, reviewers, editorial board, leadership council, and our vibrant membership community for continuing to make LPT the success that it is. *Como siempre digo, sin ustedes, no hay LPT. ¡Gracias!* [Without you there is no LPT. Thank you!]

¡ Juntos/as/xs Podemos !
Hector Y. Adames
Editor

-
1. The Chicago School of Professional Psychology
 2. Address correspondence to:
Dr. Hector Y. Adames, The Chicago School of Professional Psychology, 325 North Wells St., Office MM-4116 Chicago, IL 60654, USA.
Email: hadames@thechicagoschool.edu
Twitter: @HYAdames

NLPA SOCIAL ACTION MENU ¹

FOUNDATIONAL STATEMENT:

NLPA is committed to creating social change that advances equity for all marginalized persons. The organization parts from the premise that it is imperative that we take action on issues that impact Latinx communities. It is also critical that NLPA as an organization, and its members, take action when marginalized groups other than Latinxs are targeted. Psychologists are especially well poised to effect changes informed by sound psychological theories, research, practice, and pedagogy. We recognize that all of us hold marginalized and privileged identities and we must use our privilege to support others. Below are some ideas for actions we can take at the individual and community levels so we may embrace Ghandi's invitation to "be the change we want to see in the world." The list is not comprehensive, it may be updated, and items are not presented in a particular order of importance. If you have suggestions for changes or additions, please submit them to the Community / Public Policy Advocate in the NLPA Leadership Council.

Letter Writing Campaigns

- Letter to editor of local newspaper
- Letter to local police chief
- Letters to elected officials (e.g., City Mayors, State Governors, legislatures both at the state and federal levels).
- Forward NLPA or other psychological organization's position statements to these groups/officials.

Elicit Organizational Change

- Letters to university/college officials (e.g., President, Chief Diversity Officer) to endorse positions, provide resources, etc.

CREATE / SIGN PETITIONS

- Can create petitions in Change.org
- Can sign other's petitions in Moveon.org
- Join other professional organizations in signing their petitions (APA, CBC, NCLR, ACLU, HRC)

SCIENTIFIC / POPULAR PRESS WRITING

- Write position papers in professional outlets, popular press, blogs, etc.
- These writings could include personal narratives

ENGAGE / SUPPORT SELF-CARE

- ✓ Remember the power of good sleep, healthy eating, & exercise
- ✓ Nurture your affective ties with friends and family
- ✓ Set times for all-devices-off periods
- ✓ Get together with other MH workers and debrief/support
- ✓ Practice meditation
- ✓ Turn off "auto play" of videos on social media
- ✓ Nurture hobbies and protect time to engage them

Engage in Specialty Trainings so you may volunteer more critical services

- Medical translation
- Critical Incident Stress Debrief
- Work with local churches to: provide services through them; provide a sermon at their Sunday services; address their prayer or Bible-study groups.
- Lead a meditation group

PROVIDE TRANSLATION AND INTERPRETATION SERVICES*

- For Spanish language resources for practitioners and/or clients/families
- In community events / psychoeducation efforts
- In clinical encounters

** If providing translation services be sure to provide information regarding your skill level and clarify the volunteer nature of the activity*

PARTICIPATE IN LOCAL EVENTS ORGANIZED BY OTHERS AND/OR VOLUNTEER LOCALLY

- Red Cross
- Disaster Mental Health Unit (APA & through State MH/SA authorities)
- Local refugee / immigrant organizations
- Local Mental Health department
- Local Health Department or other medical agencies

ORGANIZE LOCAL EVENTS

- Chicago Dinners-style conversations
- Volunteer to organize specialty trainings (e.g., for police to recognize biases, for teachers on how to talk to children after a traumatic event)
- Lead a book club with a focus on Social Justice Readings
<https://www.nypl.org/blog/2016/07/12/reading-list-america>)

¹ The Social Action Menu from 11/30/2016 was compiled by Melanie M. Domenech Rodríguez, Ph.D. (NLPA President) and Manuel Paris, Psy.D. (NLPA Community / Public Policy Advocate). We report these names in the spirit of transparency. Any perceived biases or conflicts belong to the authors.



ON THE FRONTLINES OF SOCIAL JUSTICE ACTIVISM: COLLEGE STUDENTS OF COLOR CONFRONTING HATE SPEECH

DR. KEVIN O. COKLEY^{1,2}

University of Texas System Distinguished Teaching Professor
Director of the Institute for Urban Policy Research
And Analysis (IUPRA)

University of Texas at Austin

INVITED ARTICLE

The election of Donald J. Trump as the 45th President of the United States (U.S.) has awakened a spirit of activism and protest on college campuses across this country. Following the highly-publicized police killings of Black people, the Black Lives Matter movement inspired student activists across race and ethnicity to protest racial injustice. Similarly, La Raza student organizations have long fought against oppression and colonization, and welcomed all People of Color and working class people who share their vision for social justice.

Student protests are not new to higher education, and have always been a response to environments that have been insensitive, if not openly hostile, to the experiences of Students of Color. The 1968-1969 San Francisco State University (SFSU) student strikes, led by the World Liberation Front and the Black Student Union, was a 5-month protest where students demanded: 1) more senior Faculty of Color, 2) a curriculum that did not marginalize ethnic minorities and embraced the history and

culture of all people, and 3) equal access to public higher education. The strikes ultimately resulted in the creation of the first College of Ethnic Studies on a college campus. Protests like the SFSU strike have served as an effective catalyst and blueprint for creating institutional change.

Thus, student activism and protests have been important hallmarks of democracy and social justice on U.S. college campuses. However, recent incidents on college campuses threaten to undermine the legitimate concerns student activists have about certain controversial speakers. Such incidents underscore the tensions between free speech and student activism. More to the point, student activists affiliated with more “leftist” or progressive politics are increasingly using violent protests to disrupt and prevent controversial speakers from speaking on college campuses. Not surprisingly, these student activist groups are often criticized by conservatives, and increasingly, by liberals. The recent incident involving conservative pundit Ann Coulter exemplifies these tensions. Originally scheduled by the Berkeley College Republicans to speak at UC Berkeley, Coulter’s appearance was cancelled and rescheduled for another day out of safety concerns.

The concern for protection of offensive speech has resulted in strange bedfellows. Liking it to liberals’ version of book burning, liberal comedian Bill Maher has taken student activists to task for protesting Coulter’s right to give a speech, characterizing them as shutting down speakers for not saying what liberals want to hear. Similarly, liberal politician Bernie Sanders has been critical of the Berkeley activists who fought to censor Coulter, stating “...people have a right to give their two

1. University of Texas at Austin

2. Address correspondence and reprint requests to:
Kevin O. Cokley, Ph.D.
Department of African and African Diaspora Studies
Department of Educational Psychology
University of Texas at Austin
Austin, TX 78712

E-mail: kcokley@austin.utexas.edu
Twitter: @KevinCokley1
Website: <http://www.kevincokley.com>

cents worth, give a speech, without fear of violence and intimidation.” One of the issues is disagreement over free speech vs. hate speech. Free speech is a constitutional right guaranteed by the First Amendment, which states the following:

*"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or **abridging the freedom of speech**, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."*

On the other hand, hate speech is a slippery concept that has no legal definition. The American Civil Liberties Union (ACLU) has addressed this issue by declaring that universities’ response to hate speech by adopting policies that prohibit offensive or hate speech is well-intentioned but wrong. Their rationale is that the First Amendment right of free speech is put to its strictest test when confronted with speakers with whom we strongly disagree. They assert that offensive or hate speech is protected by the First Amendment, no matter how offensive it is. The idea of hate speech being protected by the First Amendment is controversial for some people and not agreed upon (see former Democratic National Convention chair Howard Dean’s comments). However, as a matter of constitutional law, the issue is a non-issue, as constitutional experts agree that offensive or “hate” speech is, in fact, protected by the Constitution.

The ACLU, like other entities, argues that the response to offensive speech is simply more speech to counter the offensive speech. Consider comments made by the alt-right provocateur Milo Yiannopoulos. A former Breitbart News editor, Yiannopoulos has made numerous provocative comments over the years, including:

- White privilege doesn’t exist
- Black Lives Matter is dedicated to racial hatred
- America has a Muslim problem
- The Jews run everything
- Feminism is cancer
- Homosexuality is an inappropriate influence on children
- Transgender individuals are deeply mentally damaged

In spite of concerns that his inflammatory speech would motivate violent protests, using the argument made by the ACLU critics argue that the cancelling or banning of his appearances at New York University, Florida Atlantic University, and DePaul University, among other

universities is a misguided attempt to censor offensive speech.

Using speech to respond to offensive speech (i.e., protest) is one thing. Using the threat of physical violence is another thing. When alt-right leader Richard Spencer spoke on the campus of Auburn University, a fistfight erupted during the protests. When conservative scholar and co-author of the controversial book “The Bell Curve” tried to give a lecture at Middlebury College, he was surrounded by hundreds of angry student protesters. Fearing for his safety, he attempted to leave while some protesters climbed on his car hood and pounded on his windows. During an Israeli studies lecture at the University of Texas at Austin, a Palestinian student group called the Palestine Solidarity Committee interrupted the lecture on Israeli Defense Forces with a Palestine flag while UT law student Mohammed Nabulsi started reading a 2 minute speech about how his family’s refugee status was because of the Israeli military. A confrontation ensued, with someone ripping the flag out of the protestor’s hands followed by back and forth shouting and a physical altercation. UT professor and Director of the Institute for Israeli Studies Ami Pedahzur had to be physically restrained from the protestors, and later referred to them as “terrorists.”

As advocates of social justice, we must ask ourselves some difficult questions pertaining to the logic and tactics of certain forms of activism. Most importantly, as proponents of diversity, multiculturalism, and social justice, we must define what our role should be in social justice activism. How do we support student activism? Should there be limits to social justice activism? Do the ends always justify the means? Should we advocate fighting hate speech “by any means necessary” (using the words of Malcolm X)? For that matter, should we advocate protesting individuals with whom we strongly disagree “by any means necessary”?

College is supposed to be a marketplace for ideas, where students are exposed to different and opposing viewpoints and consequently learn to be critical thinkers and consumers of information. In the face of speakers who promote racist, sexist, and homophobic ideologies (or oppressive colonialist practices), students should be able to use their intellect, and not the threat of physical or verbal altercations, to combat offensive speech. In Bernie Sanders’s condemnation of the threats against Ann Coulter, he characterized the disruptions as “a sign of intellectual weakness.” He went on to say that “Booing people down, or intimidating people, or shutting down events, I don’t think that that works in any way.” While characterizing the disruptions as a sign of intellectual weakness may be overly harsh, his main point is that students should rely on brains, and not brawn, to make their point.

The challenge here is that student activism against offensive speech has taken on increasingly more aggressive tactics. Huffington Post author Daniel Marans suggests that some activists on the political left believe that racial demagoguery must be countered as aggressively as possible. This stance portends a disturbing trend on college campuses, where student activists feel morally justified to aggressively protest controversial speakers. As Sanders noted, “If you can’t ask Ann Coulter in a polite way questions which expose the weakness of her arguments, if all you can do is boo, or shut her down, or prevent her from coming, what does that tell the world?”

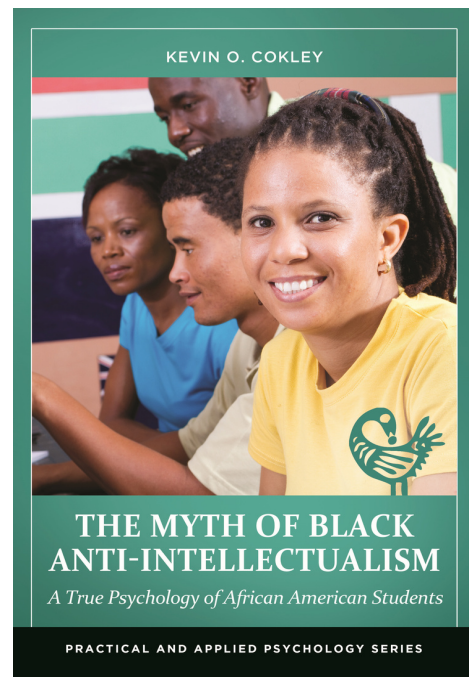
While I don’t believe that one needs to be “polite” in the face of demeaning racist, sexist, and homophobic ideology, the larger point here is that student activists would likely be more effective and better served by using the force of their intellect, rather than physical force and censorship, to disrupt and repudiate offensive speech.

As social justice oriented psychologists, we have a role to play on volatile college campuses. Let’s support student activism and encourage students to engage in those behaviors that will best serve their political interests. For example, when the rapper Nellie wanted to have an event on the campus of Spelman College to have a bone marrow drive, students agreed on the condition that it be followed by an event where the impact of sexist and misogynistic

rap lyrics on Black women could be discussed. Nellie ended up cancelling the event. When Charles Murray spoke at the University of Texas at Austin in 2014, students peacefully protested outside of the university Tower. When the controversial affirmative action bake sale, which adjusts prices depending on the buyer’s race and gender, has been held at the University of Texas at Austin by the Young Conservatives of Texas, students have passionately protested, and even disrupted, the bake sale. Yet, these protests, while at times disruptive, have not been physically violent. Students should absolutely exercise their constitutional rights and vigorously protest offensive and hateful speech. Offensive or hate speech must be combatted and not allowed to be expressed unchallenged. That said, students must also learn to distinguish between speech that is truly “hate speech” versus speech that is simply ideologically objectionable. The distinction is not always clear. What is clear is that while it may feel good in the moment, it is in no one’s best interest to intimidate, shut down, or censor ideologically objectionable speech. The same disruptive and physically confrontational tactics used by student activists on one side of a political issue can also be used against them by student activists on an opposing side of a political issue.

Kevin O. Cokley, Ph.D. is the University of Texas System Distinguished Teaching Professor, Professor of Educational Psychology and African and African Diaspora Studies, and Director of the Institute for Urban Policy Research & Analysis at the University of Texas at Austin. Starting in the Fall 2017 he will be the Oscar and Anne Mauzy Regents Professor for Educational Research and Development. He is the past Editor-in-Chief of the *Journal of Black Psychology*. Dr. Cokley’s research and teaching can be broadly categorized in the area of African American psychology. He was elected to Fellow status in the American Psychological Association for his contributions to ethnic minority psychology and counseling psychology. He has been recognized as being among the top 10 Contributors to multicultural psychology journals (Lau et al., 2008) and among the authors with the most publications in ethnic minority psychology (Hartmann et al., 2013). He is the recipient of the 2009 Charles and Shirley Thomas Award for mentoring ethnic minority students by the Society for the Psychological Study of Ethnic Minority Issues, among many other awards.

LATEST BOOK BY DR. COKLEY



GUIANDO EL FUTURO LATINX: POST-SECONDARY COUNSELORS RESISTING AND PERSISTING

XOCHITL CRUZ, B.S. ¹
JOSELIN CISNEROS, B.A. ²
JESSICA G. PEREZ-CHAVEZ, B.A. ^{3,4}

VOCES DEL PUEBLO ARTICLE

Voces Del Pueblo is a new & ongoing section of LPT, which provides a space for individuals from the community to become active participants in the construction and dissemination of knowledge regarding Latinxs.

"I for one believe that if you give people a thorough understanding of what confronts them and the basic causes that produce it, they'll create their own program, and when the people create a program, you get action."
(Malcolm X, 1964, para. 12).

At a time where Latinx high school graduation rates and enrollment to college and universities are on the rise, there remains an increased need for culturally sensitive post-secondary counselors across the country (Pew Research, 2016). This need for counselors who are well trained to work with students from minoritized backgrounds, elevated even more after the November 2016 presidential election. The Southern Poverty Law Center (SPLC; 2016) surveyed 10,000 teachers, counselors, and administrators across the country who work in K-12 schools to get a sense of the effect of the election on schools in the United States (U.S.). Their findings were alarming, with 90% of school staff reporting that the school climate was negatively affected after the election, and 80% reporting an increase in anxiety in their students.

In many schools, counselors have become the first-point of contact for students experiencing distress and fear in the post-election period. In this way, counselors are faced with not only getting high school students to apply and enroll into universities, but by default, they have also become an emotional support to many first-generation, economically disadvantaged Students of Color, including Latinxs.

Given counselors' crucial role in the development of Latinx students, specifically during this time of anti-Latinx and anti-immigrant rhetoric, we share this space in *Voces del Pueblo* with those who guide, advise, mentor, and support *nuestros estudiantes* [our students]. We focus on three high school counselors who work on the South Side of Chicago. All three work as post-secondary counselors; two of them work for the Chicago Public Schools (CPS) system and one for a non-profit organization. Like the reports collected from the SPLC, these counselors also cited an increase in fear among the students they serve. The counselors described below have played a crucial role in providing emotional support to students who are directly affected by the new U.S. administration, all while continuing to support them in navigating the college application process. They lend us some of their time to speak about the work they do with students, the aftermath of the election in their schools, and how they have continued to move forward despite the challenges. We also learn how they view hope and resistance and the importance of these qualities as they continue to live under the threat of the new administration.

-
1. Cornell University
 2. Illinois Institute of Technology
 3. University of Wisconsin-Madison
 4. Address correspondence and reprint requests to:

Jessica G. Perez-Chavez, Doctoral Student
Department of Counseling Psychology
University of Wisconsin-Madison
Email: jperezchavez@wisc.edu

EMPATHIZING WITH STUDENTS DURING TIMES OF UNCERTAINTY & FEAR

First, we hear from Adeline, a self-identified Latina and "an empowered minority from the South Side of Chicago" who works as a post-secondary liaison at a high school in Chicago's South Side. Adeline estimates that the school where she works is 49% Latinx and 49% Non-Latinx Black; the other 2% is a combination of other races and ethnicities. Adeline said that her commitment to students accessing post-secondary education is connected to her own experience. She reported that she is the oldest among her siblings and that she felt like she had to pave the path to college for them. Adeline's parents did not go to college, but they emphasized the value of education, and most importantly, attending college. Although she did not know what college was or how to get there, she knew she had to figure it out. Along with the challenges she faces as a post-secondary liaison, such as parent engagement, finding funding for her students, and building relationships with colleges in the area, Adeline commented on the most salient challenge for her and her students right now: President Trump and his administration.

Adeline simply stated "fear" when asked about the biggest change after the election. She said that the fear was prevalent among her Latinx students and notes that her students' fear of deportation increased. She said, "Initially, they didn't come to school, on that day, when [Trump] was officially elected." She mentioned that the "undocumented student population isn't large, but it's not small, either." She knows most of the undocumented students on campus because she oversees a club for undocumented students at the school. She validates their fears, respects their decisions regarding their post-secondary plans, and acts as a resource; however, she reports that she does not know what the future holds and cannot promise her students that they will be safe.

We also spoke with Rosa, a post-secondary liaison who works in another school in the Southwest Side of Chicago. Rosa identifies as a Latina educator, and works at a high school where approximately 75% of the student population is Latinx, with a majority of Latinx students identifying as Mexican. Rosa, like Adeline, explained that the biggest challenge confronting her students during this time is fear. Some of her students are reconsidering their decision to go to college because of the increased fear of deportation under the new administration. She told us as if embodying one of her students,

... I wanted to go away for college but now I can't because of fear of losing my parents at any moment. Because I don't know if Trump is going to be serious about taking away my parents even in a sanctuary city.

With the new administration's rhetoric of hate and xenophobia, and after witnessing the immigration raids across the country, and in their own back yards, Rosa's students are now, more than ever, hesitant to leave their neighborhoods and families. The worry has become so intense that her students are reconsidering attending colleges that are further than a bus ride away. "The election results really shifted the conversation in regards to where students are going; what they have access to versus where they are going," Rosa told us. Additionally, she shared that some of her DACA (Deferred Action for Childhood Arrivals) students have expressed the idea of returning to their home country.

Both Rosa and Adeline are citizens and acknowledge their privilege of having documentation. They have stated that they will never know what it means to be undocumented, but can empathize with some of the difficulties their undocumented students face. They both demonstrate flexibility when it comes to understanding and accepting the decisions that their students now make living under a Trump administration. Rosa stated with a heavy heart that she understands why they would decide to not continue their plans to attend college. Adeline said that she cannot "blame or judge them" given their circumstance. They both continue to support their students during these difficult times and encourage them to have conversations regarding post-secondary plans with their families.

MEETING STUDENTS WHERE THEY ARE

Carlos is a first generation undocumented professional, who is originally from Mexico but grew up in Chicago. He works for a non-profit organization aimed at supporting a predominantly Mexican-immigrant community in the Southwest Side of Chicago. Carlos is a post-secondary coordinator and works as an undocumented student advisor. He shared that most of the students that he works with are first-generation, immigrant students, who currently qualify for the free lunch program. Carlos shared that the day after the election there was fear and disbelief spread around the school. To understand the impact of the election, he explained that for the first time in the years he had been there, the school had a social worker at the entrance of the school for students who were in distress. As an undocumented professional himself, he was going through his own post-election shock, and as a first-responder, he had to manage his own feelings in order to be there for his students. He made himself available and was intentional about checking in on his students' mental health. He described what these check-ins were like:

I meet them where they are at. I let them express themselves. I cannot deny their experiences;

I recognize their fear. I identify with them because I am undocumented. We acknowledge their situation...it's important to let them know that what they are feeling is true and recognize those feelings, and that many people feel like they do. They have those thoughts inside their head that once they let it out, they feel relief.

Carlos explained that prior to Trump's presidency, psychological distress already existed and prevailed for undocumented students as a result of the uncertainty of their future. Carlos is now concerned that the intensity of the "new" fear of deportation would impact student's grades, attendance, and post-secondary plans. He fears that the new administration could push undocumented students back into the shadows by sabotaging their plans to go to college.

[There is a] constant reminder of the possibility that at any point we could get deported, we stop thinking about the future and we only focus on the present, long term plans are out of sight...That's my fear, that this administration, with their fear, will push them back to the shadows, to intimidate them.

As a result, Carlos acknowledges that for many students, their priority has shifted to ensuring the safety of their parents and themselves. He notes that this concern is especially present for students who are from mixed-status families which includes both documented and undocumented siblings whose parents and/or family members are undocumented.

Stress [and] anxiety has grown exponentially; students have become discouraged. I think you have students putting their post-secondary plans in second place to their family. Now taking care of their family is their priority because they are worried that they are going to be taken by immigration and they have to take care of their siblings. [There's an] anxiety of not finding their parents in their house.

The neighborhood where Carlos' students live and attend school has been directly affected by the new administrative changes. The fear of deportation raids has negatively impacted community businesses where 80% of the residents are Mexican (Eltagouri, 2017). As rumors of deportation raids have increased, worries and concerns have intensified and many residents choose to stay at home fearing the worst; being deported and being forced to leave their children behind. These fears and anxieties are carried over to the schools where at times post-secondary

counselors like Carlos, Rosa, and Adeline must find ways to emotionally and tactfully support students.

**RESISTENCIA:
AQUÍ ESTAMOS Y NO NOS VAMOS
[RESISTANCE: WE ARE HERE TO STAY]**

Although, fear and anxiety are at an all-time high for the post-secondary counselors who we interviewed and their students, there are a number of strengths they exemplify every day in and outside of their respective schools. For instance, Adeline and her colleague took on the task of creating an activism club on campus. According to Adeline, the club provides a space where students can express their anger in a healthy way and it is also a space for invited community speakers.

[My colleague and I were] trying to create that activism group because we had a lot of students who had responses like I said, some of them were staying home, some of them were saying, "I'm mad and I want to express my anger in some way." And I think activism is a way that my colleague [felt] lets students have an outlet or at least have safe spaces where they are able to have these conversations, where they may not be able to have at home.

Guest speakers present on topics such as "Know Your Rights" or policies that are instituted by the new U.S. administration. The members of the club post informational boards around the school, hold presentations during lunch, and distribute information on resources in the community. The goals are not only to have an abundance of information and to create spaces for conversation, but also to streamline this information for all students. Another impetus for the activism club forming were moments where Adeline would hear students say problematic statements in the hallway. She recounts:

Very jokingly they'd say, "Oh my god, you're getting deported" ... I see it a lot. A lot of my students are like, "Oh, they're going to deport you." And I would call them out, "That's not something you should be saying." And they'd say, "No that's my friend. He knows, he's fine." It's like, "But do you understand what you are saying and what are the politics around it?"...And it's great for me to sit down and create that conversation.

Although Adeline speaks about the task of getting students to think critically about the situations they or their peers may encounter, she would rather focus on those

teachable moments and shift the conversation so the students are learning from them. However, she does concede that it is a challenge to do this on her own.

I'm only one person and my colleague is only one person ... how do we create or try to inform as many people as possible when there's only one or two adults who are interested in creating the conversation, or one or two students who are creating the conversation...

Within this example, Adeline illustrates how important it is for educators and adults to address problematic and hurtful remarks our students make to each other. She also hopes that the activism club she helped start is able to foster some of these conversations. Although not required by her role as post-secondary liaison, she sees the importance for her students to have the activism club on campus - a space to learn from each other and inform themselves on current events.

For Carlos, he explained that his role has shifted to ensure that students feel safe on campus by creating structures for teachers and community members to be advocates and allies. He believes he has the responsibility to not only provide post-secondary services but to provide a space for students to self-advocate and push against the narrative that undocumented immigrants are criminals. Last year he developed an undocumented student support group where students traveled to the state capital in Illinois to advocate for the ACCESS Bill which would allow undocumented students to be eligible for state college aid (ACCESS Bill, n.d.). For Carlos, the student-led club is the medium to empower students to be prepared for the future.

I see my role as empowering and giving them the space to inspire and empower students because we need more people doing this type of work, and I see myself trying to do as much as possible.

It is through the student-led club that Carlos creates a space for students to express and create opportunities for themselves. Moments under the Trump era have become calls to action for anyone working in spaces where people are directly affected. Adeline and Carlos work outside of their job descriptions in order to fully support their students and ensure they have access to the information and the resources they may need at this time.

PERSEVERANCE IN THE MIDST OF UNCERTAINTY

As we gained insight of post-secondary counselors' experiences, we learned about *la esperanza* [the hope] they have for their students. This hope stems

from the determination that they witness in their students. Adeline told us that she hopes her students will continue to learn, whether or not they decide to continue working on their college education.

I hope that they're learning, teaching, advocating for themselves and gaining knowledge some other way. College is not the only place where learning can take place. There are a lot of community sources that are available.

For those that do continue onto college, Adeline pushes her students to advocate for themselves in these spaces. She told us that at times her students may not feel like they belong in college, but she reminds them that they were accepted for a reason and that they should not give up. Moreover, she often reminds her students that they need to ask for support in order to get it, listing examples of some of those supports such as: the writing center, tutoring, professors, etc. Although they may not be accustomed to the abundance of resources offered, she wants her students to have the confidence to fully utilize these supports. Over the last few months while her seniors are still in high school, Adeline works with them on items such as calling colleges to ask about their application status, or on reviewing their financial aid award packages; while checking off all the boxes with her students, she explicitly tells them, "All these things that we are doing right now...this is just prepping you to do self-advocacy for yourself...you need to feel that you should have the right to access the opportunities that are available to you." These can be very impactful words for students who may not have heard them before or even felt that they were not meant to thrive in college.

What I really want to do is find resources that are actually going to support...the ones who actually go to college and ensuring they follow through and get a degree. To have a minority student from the South Side, who was low-income, who is first-generation in their family...graduate, it's a very strong thing. It's a very empowering thing...I want to see more students from these communities: follow through, get a degree, and empower those around them.

Adeline's words are not only advice for her students but they have tones of resistance. She has seen and experienced some of the obstacles that her students face as economically disadvantaged, first-generation, Students of Color on the South Side of Chicago; by chance she was able to access post-secondary resources that helped her on her path to and through college. She wants to make sure that her students are taking advantage of her

as a resource and are not left clueless when she is no longer there. She also knows that they can achieve great things, and that is why she is there, to make sure they do. It may not all look the same for each of her students, but they are very capable of moving forward and gaining knowledge. They will be able to later spread their joy and their successes with their communities despite the barriers placed in front of them.

Carlos has a similar hope for his students. He had to navigate a system that was not created for undocumented students, and he learned to advocate for himself. He hopes to empower his students and to pass down this knowledge he has gained. Additionally, he wants his students to learn how to self-advocate so that they are ready to face their fears and the uncertainties of the new administration.

Carlos recognizes that after the election, undertaking the additional work as a post-secondary counselor can take a toll on his own mental health and that of others doing similar work. Nevertheless, he also shares that it is in his DNA to fight a constant battle and to resist oppression.

That experience of resilience has been passed down to me, this work ethic and this “ganas”, grit, that I am used to fighting [uphill] battles, that comes naturally. I get it from my mom, that if the first option didn’t work, find the next one. Resilience is passed down from generations.

Carlos hopes his students carry the resilience that they too have learned from their parents and community so that they can continue fighting for themselves and their communities. Moreover, he hopes that his students become their own advocates and continue to overcome adversity.

Finally, for Rosa, the biggest hope for her students is that they find happiness with whatever it is they do after high school. Although the fear is high among her students, she knows that her students will decide on what is best for them and their families. She also speaks about the difficulties that occur for some of her students. “There’s a lot of pressure and confusion in being first-generation and being the first one to go to college or that pressure of just going to college.” She continues to encourage her students to do well even if they do not decide to go to college. With counselors like Adeline, Rosa, and Carlos supporting students through their final months in high school, we can rest assured that these students will have someone who believes in them and pushes them to their full potential despite the challenges they face. Using the Latinx Psychological Strength of *resistance* (Adames & Chavez-Dueñas, 2017), they have fully committed to having their students succeed. Moreover, it is important to keep in mind the levels of fear

permeating through our communities. All of these post-secondary counselors have noted that their Latinx students expressed an increase in fear after the election. Referencing the Latinx Psychological Strengths: *determination* and *adaptability* (Adames & Chavez-Dueñas, 2017), the counselors used these strengths to adequately support their students to the best of their abilities. We extend our appreciation to these counselors for being there at a time where fear can take a hold of a community. These post-secondary counselors along many other educators around the country continue to find ways to support, listen, and guide our future generations. Adeline, Rosa, and Carlos have shown their innovation, compassion, and commitment to students who are often invisible in this country. They teach their students ways to persist, resist, and self-advocate in school and in life. When speaking about the increases in graduation rates and enrollment to colleges, we must not forget those that help make it possible. These roles are vital in the persistence of our Latinx youth, and during times of fear and uncertainty it is people like Rosa, Adeline, and Carlos that help us to keep hope alive.

REFERENCES

- A.C.C.E.S.S.! (n.d.). Retrieved from <http://www.studentaccessil.com/>
- Adames, H.Y., & Chavez-Dueñas, N.Y. (2017). The diverse historical roots of today’s Latinos/as: Learning from our past to move into the future. In H.Y. Adames & N.Y. Chavez-Dueñas, *Cultural foundations and interventions in Latino/a mental health: History, theory, and within group differences* (pp. 3-31). New York, NY: Routledge Press.
- Breitman, G. (1965). *Malcolm X Speaks* (pp. 118-119). NY: Grove Press.
- Costello, M. B. (2016). The Trump Effect: The Impact of The 2016 Presidential Election on Our Nation's Schools. The Southern Poverty Law Center. Retrieved from <https://www.splcenter.org/>
- Eltagouri, M. (2017). Little Village streets restaurants quiet as deportation fears rise. *Chicago Tribune*. Retrieved from <http://www.chicagotribune.com/>
- Krogstad, J. M. (2016). Five facts about Latinos and education. *Washington, DC: Pew Hispanic Center*. Retrieved from <http://www.pewresearch.org>
- Reyes, N. A. S., & Nora, A. (2012). Lost among the data: A review of Latino first generation college students. Retrieved from http://www.hacu.net/images/hacu/OPAI/H3ERC/2012_papers/Reyes%20nora%200%20rev%20of%201st%20gen%20latino%20college%20students%20-%202012.pdf
- X, Malcolm. (1965). At the Audubon. Retrieved from <http://teachingamericanhistory.org/library/document/at-the-audubon/>

SEMILLAS DE EMPODERAMIENTO EN LA FRONTERA: SEEDS OF EMPOWERMENT IN THE BORDERLAND

STEVE R. PEREIRA, M.S. ^{1,2}

SARAH LUZ RAMOS, M.A. ¹

IVELISSE TORRES FERNANDEZ, PH.D. ¹

The results of the 2016 United States' (U.S.) presidential election has left many feeling *despedazados* [scattered] and uncertain about their future well-being while living in the U.S. (Cruz & Perez-Chavez, 2016). A few weeks after President Trump's inauguration, he signed two executive orders detailing his plan to deport millions of undocumented immigrants. The impact of this is weighing heavy on the approximately 11.5 to 12 million undocumented immigrants (Pew Hispanic Research Center, 2006). Regarding the Latinx community in the U.S., there is an estimated 7.8 million undocumented Latinxs, of which 71% were born in Mexico and other Central American countries (Cisneros & Lopez, 2016). In addition, the U.S.-Mexico border states have experienced an increased number of racial and ethnic minority populations, resulting in 46.7% of the population in New Mexico and 38.1% of the population in Texas self-identifying as Latinxs (United States Census Bureau [BOC], 2011). Despite knowing that immigrants arrive to the U.S. through different entry points, the border between the U.S. and Mexico has become a target to halt immigration (Burke, 2002). Soon after, many cities and towns along the U.S.-Mexico border experienced raids conducted by Immigration and Customs Enforcement (ICE). In the city of Las Cruces, New Mexico, many immigrants were arrested and children of undocumented parents were afraid to attend school because they feared deportation (Blitzer, 2017).

Las Cruces, New Mexico, located approximately within fifty miles north of the Mexican border, was the center of attention after local public and charter schools

experienced an increase in students' absences following the ICE raids (Blitzer, 2017). In addition, the city is host to a U.S. Customs and Border Protection office and is surrounded by various border checkpoints. As a result, stressors related to being an undocumented immigrant (Cisneros & Lopez, 2016), worries about deportation (Pew Hispanic Research Center, 2017), and current oppressive political agendas (Burke, 2002), have reopened the *heridas* of colonization, *traumas* of oppression, and racism. These stressors *hacen pedazos el alma* (splits the soul) of many Latinxs living in the U.S. Southwest borderland region (Pereira & Torres Fernandez, 2016; Anzaldúa, 2015). In light of the current political turmoil, the general student body, at a local charter middle school in Las Cruces, New Mexico, video recorded their thoughts during a school sponsored activity that denounced the unfair treatment of undocumented immigrants. In this issue, the authors analyze the recorded narratives of Latinx adolescents who *alzan la voz* (raise their voice) to share their personal, emotional, and advocacy connection to the current sociopolitical climate in the U.S. In this video, adolescents raise awareness on the experiences of living in a borderland community during the aftermath of a politically charged and divisive election.

LA FRONTERA: THE BORDERLAND

As social justice advocates and doctoral student counselors in training within *la frontera* (the physical U.S.-Mexico borderland region), our clinical experiences have revolved around working with Latinx adolescents who attend a local charter middle school in Las Cruces, New Mexico. Given the current political climate and anti-immigration sentiments, we have experienced the personal and emotional struggles of Latinx adolescents who fear the new immigration policies. Students also worried about being separated from their family and felt powerless to change the situation. In response, while observing "a day without immigrants," students were prompted by their teachers to engage in a meaningful dialogue on the current

1. New Mexico State University

2. Address correspondence and reprint requests to:

Steve R. Pereira, Doctoral Counseling Psychology Student, New Mexico State University, College of Education, Department of Counseling & Educational Psychology MSC 3CEP, P.O. Box 30001, Las Cruces, New Mexico 88003

E-mail: spereira@nmsu.edu

sociopolitical climate and the impacts it has on their lives. On this day, students joined a national boycott against President Trump's immigration agenda and to promote the impacts immigrants have on the U.S. economy. In doing so, students prepared video recorded narratives detailing their personal connections to immigration. These narratives were then compiled by school faculty and staff into a short video which was shared with the greater school community. The Latinx adolescents in this video utilize their voice to *sembrar semillas de esperanza* (plant seeds of hope) to promote equality and hope within the Latinx borderland community. As clinicians and social justice advocates, we present these narratives to provide awareness on how clinicians and school leaders can foster respectful spaces for students who are currently being affected by immigration policies.

ADOLESCENT VOCES DE LA FRONTERA

While observing “a day without immigrants,” students expressed emotional narratives that demonstrate their disapproval of current politics, racial discrimination, and potential deportation of millions of immigrants. Amid heavy political turmoil, the adolescents also expressed powerful messages of *esperanza* (hope) and *empoderamiento* (empowerment) to address their disdain against the attack on the immigrant community. The adolescents in this video utilized their voices to raise awareness on the consequences of current immigration policies. Based on their narratives, the students reflected on the economic contributions of immigrants, the unfair practices of immigration policy, deportation effects on families, and hopes for equality. The student narratives produced a sense of solidarity and desire to advocate for change. One student reflected on the implications of possible mass deportations and absence of immigrants in the U.S.:

Today is a day without immigrants and I think that this is good because we can show our president, Donald Trump, that without Hispanics...they're not going to have enough money because us Hispanics work for the White people. And we are doing this to show Donald Trump what would happen if there were no immigrants. If there were no immigrants our hope is that the people who voted for Donald Trump would do our work and go to the farms and pick their own food.

Adolescents passionately expressed the chaos they envisioned would ensue if immigrants stopped contributing as they do to the country's livelihood. Despite being unable to participate in several forms of civic engagement, such as voting, many youths are highly aware of social and political issues and are becoming more competent in this arena through their active involvement in change efforts (Christens & Peterson, 2012). A study by Christens and Peterson (2012) found that psychological empowerment serves as a mediator on the influence of ecological supports on developmental outcomes. Through the act of *alzar la voz*, these Latinx adolescents gained a sense of empowerment, which can in turn foster efforts towards decolonizing their environmental contexts. By raising their voice, adolescents can begin creating their narratives (Cervantes-Soon, 2012). While disclosing his sentiments against the unfairness of having his step-father deported, another student stated:

Today we have been talking about immigrants and some of my teachers and principals told us what they went through; crossing the river and getting caught. The immigrants suffer a lot coming from Mexico to live a better life and Donald Trump is trying to deport all of them. I also want to talk about how my stepdad, when he was nine years old, didn't go through the river. He told me he went over a mountain and when he was trying to go over the mountain, he said people were shooting at him. So, honestly, if I had to do that it would be awful and now, Donald Trump is trying to deport him. I don't think that's fair because I'm a U.S. citizen and he's taken care of me like I'm his own son when I'm not. And he's been there for me my whole life.

Many Latinx youth are from mixed-status households, where they may hold legal residence while parents and other family members do not (Brabeck & Xu, 2010). In the borderlands, deportation is not an abstract term or an irrational fear; it is a reality these adolescents come to terms with daily. They hold the dichotomy of seeing their parents as “good”, but being told by the current administration they are “bad.” The risk of caregiver deportation is enough to have detrimental effects on the overall well-being of youths (Dreby, 2012). While *alzando su voz*, one of the students held her head high as tears rolled down her face:

My story begins when I was three years old. My father worked on the fields in Las Cruces, he would go and work at six o'clock in the morning. He would come home around five or six. Then, one day a bunch of police officers took him away from our home and took him because I don't know why, I don't bother asking. Then, he went to jail for three years and after those three years, he got deported. When I turn 18, I have to take him out. I want to bring him back so that he can be there for my little sister, not just for me, but for my kids and her kids because I appreciate all the things he had done for us. We lived in hotels in Juárez when he got deported until we found a house...I'm trying hard not to cry because he wasn't there for us when we needed him and because he never did anything wrong.

These Latinx adolescents expressed their disapproval with the current presidential administration. The language used may not have been eloquent or personable by societal standards, but it was genuine and powerful. Adolescents also expressed themselves in a language they could relate to. The act of verbalizing their anger provided a channel for *empoderamiento* in raising a collective voice of protest. The use of their voices may help raise consciousness among those whom may hold skewed views about the realities faced in their communities (Cervantes-Soon, 2012). Another student advocates for equality after experiencing the divide tensions in the U.S. She stated:

Yo quisiera cambiar que nuestro presidente que está ahorita pudiera tomarnos como somos, no discriminarnos con otras personas con otras ... Quisiera que todos seamos iguales y que nos apoyemos entre todos. I would like to change that our current president would take us as we are, not discriminate us against one another...I would like for us all to be equal and for us to support one another.

Latinx youth in these narratives offer a collectively empowered voice to raise awareness on the impacts of oppressive immigration policy in their community. Although the students have

been personally affected by the current administration's stance on immigration, they demonstrated resilience through the unified raising of their voice.

IMPLICATIONS FOR CONTINUOUS ADVOCACY

Working with Latinx adolescents is political, relevant, and culturally challenging especially when students seek to change the status quo (Hernandez-Wolfe, 2013). The legitimization of students' voices through critical dialogue and narrative sharing, is encouraged to help foster their identities and assist them in becoming active agents of change (Cervantes-Soon, 2012). Within school settings, students *pueden alzar la voz*, which is a move towards the decolonization of curriculum and instruction (Cervantes-Soon, 2012). In addition, providing a safe space in school allowed the students to share their stories without fear and promote a sense of political agency. These shared stories can serve not only to empower individual students, but also to connect them to those who are currently struggling and have been oppressed (Reza-Lopez, Charles, & Reyes, 2014). As stated by the principal of the school:

We have been privileged with the opportunity to suffer in life so that we can understand struggle and lend a hand to those who struggle. So, I am proud of my students who did not come to school today, I support them, and I hope that they continue to support their community in whatever their community needs.

CONCLUDING COMMENTS

In our experience working with Latinx adolescents, their messages of *esperanza* have allowed them to voice the injustices affecting them and their families. Their narratives have also preserved and honored others who are currently living in fear during a problematic political era. While in the process, students demonstrate a strong sense of will to raise consciousness on how the current political climate is affecting them and others holistically. As clinicians in training, we realize that Latinx adolescents in this region are directly exposed to unmerciful political damage. In our experience of working with adolescents *de la frontera* [borderland adolescents], their fear of deportation is real and makes us feel powerless to keep them safe especially after our group sessions. Through an advocacy perspective, our work with the students also reminds us of our duty to promote the Latinx collectivistic ideals, that often, neglects the *voces* (voices) of our adolescents. Therefore, it is important that

we continue to assist our adolescents with expanding their self-awareness on historic and current oppressions. By providing a respectful space for adolescents and not shying away from political dialogue, we open avenues where they can begin to awaken their voices. We must all continue to engage with our collectivistic community ideals and hold ourselves accountable to resist the oppressive plagues that limit our abilities to unite. *En la union esta la fuerza* [in unity, there is strength].

REFERENCES

- Anzaldúa, G. (2015). *Light in the Dark/Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality*. Duke University Press.
- Blitzer, J. (March 23, 2017). After an immigration raid, a city's students vanish. *The New Yorker*. Retrieved from <http://www.newyorker.com/news/news-desk/after-an-immigration-raid-a-citys-students-vanish>
- Brabeck, K. M. & Xu, Q. (2010). The impact of detention and deportation on Latino immigrant children and families: A quantitative exploration. *Hispanic Journal of Behavioral Sciences*, 32(3), 341-361.
- Burke, J. F. (2002). *Mestizo democracy: The politics of crossing borders*. College Station, TX: Texas A&M University Press.
- Cervantes-Soon, C. G. (2012). *Testimonios* of life and learning in the borderlands: Subaltern Juarez girls speak. *Equity & Excellence in Education*, 45(3), 373-391.
- Christens, B. D., & Peterson, N. A. (2012). The role of empowerment in youth development: A study of sociopolitical control as mediator of ecological systems' influence on developmental outcomes. *Journal of Youth and Adolescence*, 41, 623-635.
- Cisneros, J., & Lopez, A. (2016, Winter). Dreamzone: Educating counselors and human service professionals working with undocumented students. *Journal for Social Action in Counseling and Psychology*, 8(2), 32-48. Retrieved from http://www.psycsr.org/jsacp/Cisneros-v8n2_32-48.pdf
- Congressional Research Service. (2006). *U.S. international borders: Brief facts*. Retrieved from <http://www.fas.org>
- Cruz, X., & Perez-Chavez, J. G. (2016). Healing, resistance, and survival: Collective narratives post-election. *Latina/o Psychology Today*, 3(2), 12-15.
- Dreby, J. (2012). The burden of deportation on children in Mexican immigrant families. *Journal of Marriage and Family*, 74, 829-845.
- Hernández-Wolfe, P. (2013). *A borderlands view on Latinos, Latin Americans, and decolonization: Rethinking mental health*. Lanham, MD: Jason Aronson.
- Pereira, S. R. & Torres Fernandez, I. (2016). Sanando el espanto de la opresion: Celestial healing as a curative factor for Latinxs. *Latina/o Psychology Today*, 3(2), 22-26.
- Pew Hispanic Research Center. (2006). *Modes of entry for the unauthorized migrant population: Fact sheet*. Retrieved from <http://www.pewhispanic.org/2006/05/22/modes-of-entry-for-the-unauthorized-migrant-population/>
- Pew Hispanic Research Center. (2017). *Latinos and the new Trump administration*. Retrieved from <http://www.pewhispanic.org/2017/02/23/latinos-and-the-new-trump-administration/>
- Reza-Lopez, E., Charles, L. H., & Reyes, L. V. (2014). Neplantera pedagogy: An axiological posture for preparing critically conscious teachers in the borderlands. *Journal of Latinos and Education*, 13, 107-119.
- United States Census Bureau. (2011). *2011 Population Estimates*. Retrieved from <http://www.census.gov/popest/data/national/asrh/2011/index.html>

EXTERNAL REVIEWERS AND LATINA/O FACULTY: NAVIGATING THE TENURE AND PROMOTION PROCESS

EDWARD A. DELGADO-ROMERO, PH.D.^{1,2}

JHOKANIA DE LOS SANTOS, M.A.^{1,2,3}

ELIZABETH CÁRDENAS BAUTISTA, B.A.^{1,2}

Navigating the tenure and promotion (T&P) process is often stressful due to the labyrinth of confusing policies, procedures, and the general air of mystery about obtaining tenure in the academy. Many senior faculty members tell “war stories” about negative T&P experiences that add to the fear and uncertainty that pre-tenure faculty may feel. In particular, women, members of underrepresented minority groups, and first generation academics who conduct ethnic minority research often point out that they do not receive effective mentoring regarding the process.

In order to provide a resource to the National Latina/o Psychological Association (NLPA) members in navigating the academy, our research team (Delgado-Romero, Gonzalez, Clouse, Broussard & Arredondo, 2008) previously presented a list of tenured and tenure-line faculty that conducted Latina/o research. In this article, we share the update of this much-needed resource and offer some guidance on how this list can be instrumental in the T&P process. The list, (when combined with the list of assistant professors and affiliated faculty) can also be used by students in identifying training programs that have a connection to Latina/o Psychology through NLPA (see Tables 1 and 2).

The path to earning tenure is a career-long academic appointment that follows a probationary period and rigorous review. Promotion involves moving from the entry-level designation of Assistant Professor to Associate Professor, and from Associate to Full. Typically, tenure is awarded jointly with promotion to Associate Professor, but there can be faculty members who, for many reasons, are promoted to Associate before the award of tenure. An Associate Professor is someone who has an emerging national reputation, while the rank of Full Professor is the highest designation in the professoriate and indicates an established national or international reputation.

The process of T&P varies across different types of institutions (for a list of the different types of institutions, see <http://carnegieclassifications.iu.edu>). Usually, a university has published policies and procedures for the awarding of T&P, and it is essential that faculty familiarize themselves with this document. T&P guidelines evolve over time and it is important to be aware of the most recent policies, as senior faculty may have been through T&P under different guidelines. Universities typically require the demonstration of excellence in the areas of teaching, research, and/or professional service. The demonstration of excellence usually consists of a dossier that includes the candidate’s statement, yearly reviews, curriculum vitae, selected publications, teaching evaluations, and so forth.

In addition to internal review, most universities require that the dossier contain the evaluation of the T&P case by external reviewers. These reviewers are typically tenured faculty at similar programs and institutions. Some universities limit the pool of reviewers to faculty who are at peer and aspirant universities, and these universities are typically listed on university websites. The job of the external reviewer is to review the merits of the T&P dossier and provide anonymous feedback to the department. An external reviewer is usually provided with T&P guidelines as well as the dossier, and is expected to

1. University of Georgia

2. Edward A. Delgado-Romero, Ph.D. is a Professor and Georgia Licensed Psychologist in the Department of Counseling and Human Development Services, Jhokania De Los Santos, M.A., is a Doctoral Student in Counseling Psychology, and Elizabeth Cárdenas Bautista is a Masters Student in Community Counseling at the University of Georgia.

3. Address correspondence and reprint requests to:
Jhokania De Los Santos, M.A.

Email: jdelossantos@uga.edu

write a comprehensive letter evaluating the T&P case. External reviewers are often asked to comment on the quality of the scholarship, the likelihood of the candidate remaining productive, and compare the candidate to others at the same rank. An external reviewer may or may not be asked to comment directly if the candidate should be awarded T&P, or if the candidate would be awarded T&P at the external reviewer's institution. The value of the external letters in the overall process of T&P varies from institution to institution. However, it is worth noting that once T&P cases move out of a department, the value of the external letters increases because college and university committees may not have firsthand experience with candidates depending on the size of the institution.

Seeking external letters is usually a formal process coordinated by the department chair, often with input from senior faculty. Typically, T&P candidates have some input into who should (and should not) be contacted for external letters. For example, it is common for T&P candidates to submit a list of recommended external reviewers, and a list of people they do not want to review their dossier. Once a list of potential reviewers is identified, the department chair will approach the potential reviewers. It is rare (and potentially awkward) for candidates to approach letter writers themselves.

A general rule of thumb is that external reviewers should be objective and have minimal collaborations with the candidate. For instance, co-authors, former work colleagues, and advisors are typically not considered objective enough to serve as an external reviewer. Serving as an external reviewer entails a considerable amount of work that needs to be performed conscientiously and efficiently. To substantiate the quality of scholarship, as well as the assessment of teaching and service, external peer reviewers are typically tenured, and many times have the rank of Full Professor. It is important to note that in the case for promotion to Full Professor, typically only those who have achieved the rank are asked to write letters. Institutions vary on the degree to which scholars without current tenure line appointments (i.e. administrators, retired/emeritus faculty) can serve as external reviewers. Thus, it is good to have access to a list of tenured faculty to identify potential external reviewers.

Ideally, external reviewers understand the myriad of potential developmental (Delgado-Romero, Flores, Gloria, Arredondo, & Castellanos, 2003) and systemic challenges (Castellanos & Jones, 2003; Diggs, Garrison-Wade, Estrada, & Galindo, 2009) that many Latina/o focused faculty may face. Some of these challenges might include dealing with bias, colorism (Chavez-Dueñas, Adames & Organista, 2014), prejudice, and racism/sexism (Guitierrez y Muhs, Flores Niemann, Gonzalez & Harris, 2012), being the only (or one of few)

faculty of color in a program (Niemann, 1999), high service expectations related to ethnic minority service (Delgado-Romero & Werther, 2012), low teaching evaluations when teaching multicultural courses (Yoon, Jérémie-Brink, & Kordesh, 2014), and struggling to have "mainstream" journals and grantors with high impact factors and deep pockets understand the value of multicultural research (Hall, Zarate & Yip, 2016).

In addition, an external reviewer should understand appropriate multicultural methodology and populations. Reviewers with multicultural expertise are well equipped to recognize conceptually and culturally grounded approaches needed in the field. For example, a researcher that investigates the unique mental health needs of Colombian Americans is taking what Hall, Zarate, and Yip (2016) term a multicultural psychology approach. However, if the external reviewers endorse a generalizability or group differences approach to research with diverse populations (Hall, Zarate & Yip, 2016), they may unfairly judge research on Colombian Americans according to these standards (i.e., expecting wide generalizability or the use of White or pan-ethnic Latina/o control groups). Thus, it is important to ensure that reviewers have a good understanding of the unique and complex cultural characteristics of Latino/a focused research.

The external reviewer process is anonymous to the candidate to the extent permissible under state law. This anonymity might feel mysterious to the T&P candidate but it is intended to permit the external reviewer to be candid in their remarks. External reviewers will likely never acknowledge they have served in that role, out of respect for the process and in an attempt to not deflect attention away from the candidate.

Generating a list of potential reviewers may seem like a daunting task since it involves determining the rank and institution type of the reviewers. Membership in NLPA can help with the identification of potential external reviewers because a candidate can network with other faculty at conferences, read research in the *Journal of Latina/o Psychology (JLP)*, and have access to articles like this one in *Latina/o Psychology Today (LPT)*. Moreover, peer networks within NLPA can help generate ideas and tips regarding the T&P process.

Therefore, as a service to NLPA, we are updating, maintaining, and disseminating a list of tenured faculty who are members of NLPA. In this article we will focus on the list of Full and Associate Professors, but we intend to maintain an online database where faculty who are in Latina/o Psychology can be located. There are a few caveats that are important to mention regarding the list of tenured Latina/o faculty. First, given the relatively small number of tenured Latina/o faculty, it is possible that people on this list may be overwhelmed with requests

to be external reviewers. As an illustration, the lead author of this article has served as an external reviewer 18 times over the last six years. Second, this list was generated by the NLPA membership through Abrazo Marketing (thank you, Ricardo Aguirre). Therefore, faculty who are not members of NLPA, or who have outdated information with NLPA, will not be accurately represented. To ensure we had an updated list, we checked the list against information available on the Internet. There is no doubt that we may have missed several promotions, career moves, and retirements. We apologize for leaving anyone out of the list!

In total, we found 141 members of NLPA who reported working at a university. Of these 37 were untenured Assistant Professors, 39 were Associate Professors, and 43 were Full Professors. The remainder of university-affiliated NLPA members were retired, worked as adjunct faculty, in counseling centers or had another type of clinical affiliation. Similar to what we found in 2008, it was relatively rare to find more than one faculty

person at a university doing Latina/o psychology research, although there are exceptions like Texas A&M, Oregon and Arizona State. Therefore, we provide this article and list in the hopes of demystifying the T&P process and helping educate all NLPA members about what tenure and promotion entails. For those of you who have been recently tenured and promoted, congratulations! For those of you in the process of T&P, we hope you realize that NLPA is an excellent place to receive mentoring and support through this process. For those of you who have served as external reviewers, thank you for all you have done (and will continue to do) to advance Latina/o psychology! Finally, for those graduate students and professionals who are considering faculty life as a career, we hope you will find this article useful and inspiring.

To receive the full list of faculty who are members of NLPA, or to correct or add your information, please email Jhokania De Los Santos at jdelossantos@uga.edu.

Table 1

Members of The National Latina/o Psychological Association (NLPA) Who Are Full Professors

Last Name	First Name	Academic Institution
Amaro	Hortensia	University of Southern California
Arbona	Consuelo	University of Houston
Arredondo	Patricia	Arizona State University
Castillo	Linda	Texas A&M University
Cervantes	Joseph	California State University Fullerton
Cox	Cristina	Adler University
Delgado-Romero	Edward	The University of Georgia
Díaz-Lefebvre	René	Glendale Community College
Domenech Rodríguez	Melanie	Utah State University
Estrada	Alejandrina	John F. Kennedy University
Flores	Elena	University of San Francisco
Flores	Lisa	University of Missouri
Flores Niemann	Yolanda	University of North Texas
Fuentes	Milton	Montclair State University
Gallardo	Miguel	Pepperdine University
Garrido	Maria	Ponce Health Sciences University
Gloria	Alberta	University of Wisconsin Madison
Jimenez	Monique	Adler University
Koslofsky	Shahana	Pacific University Oregon
López	Steven	University of Southern California
Lowman	Rodney	Alliant International University, San Diego
Martinez	Tomas	Pepperdine University
McNeill	Brian	Washington State University
McWhirter	Benedict	University of Oregon
McWhirter	Ellen Hawley	University of Oregon
Millán	Fred	State University of New York at Old Westbury
Miville	Marie	Teachers College, Columbia University
Morales	Eduardo	Alliant International University
Muñoz	Ricardo	Palo Alto University
Padilla	Amado	Stanford University
Pérez	John	University of San Francisco
Prieto	Loreto	Iowa State University
Puente	Antonio	University of North Carolina Wilmington
Rodríguez	Norma	Pitzer College
Santiago-Rivera	Azara	Merrimack College
Santos de Barona	Maryann	Purdue University
Sawyer	Cheryl	University of Houston Clear Lake
Spanierman	Lisa	Arizona State University
Torres	Lucas	Marquette University
Umaña-Taylor	Adriana	Arizona State University

Table 2

Members of The National Latina/o Psychological Association (NLPA) Who Are Associate Professors

Last Name	First Name	Academic Institution
Acevedo-Polakovich	Ignacio	Michigan State University
Adames	Hector	The Chicago School of Professional Psychology
Arellano-Morales	Leticia	University of La Verne
Barrera	Alinne	Palo Alto University
Buki	Lydia	University of Miami
Bunge	Eduardo	Palo Alto University
Campos	Belinda	University of California, Irvine
Cardemil	Esteban	Clark University
Castañeda-Sound	Carrie	Pepperdine University
Castro-Olivo	Sara	Texas A&M University
Chavez-Dueñas	Nayeli	The Chicago School of Professional Psychology
Chavez-Korell	Shannon	University of Wisconsin-Milwaukee
Chavira	Denise	University of California, Los Angeles
Consoli	Andrés	University of California Santa Barbara
Corona	Rosalie	Virginia Commonwealth University
Costas	Lisa	Florida School of Professional Psychology at Argosy
Dillon	Frank	University at Albany - State University of New York
Edwards	Lisa	Marquette University
Garcia	Amber	The College of Wooster
Garcia	Yolanda	Northern Arizona University
Grau	Josefina	Kent State University
Harris	Bryn	University of Colorado Denver
Kenefick	Kristin	The Chicago School of Professional Psychology
Le	Huynh-Nhu (Mimi)	George Washington University
Lopez	Irene	Kenyon College
Mejía	Olga	California State University, Fullerton
Morgan Consoli	Melissa	University of California Santa Barbara
Navarro	Rachel	University of North Dakota
Paris	Manuel	Yale University
Peña	Ezequiel	Our Lady of the Lake University
Polo	Antonio	DePaul University
Robles	Sally	Brooklyn College, The City University of New York
Sanchez-Johnsen	Lisa	University of Illinois at Chicago
Scharrón-del Rio	María	Brooklyn College, The City University of New York
Shapiro	Ester	University of Massachusetts Boston
Tirado	John	Illinois School of Professional Psychology at Argosy
Varela	Jorge	Sam Houston State University

REFERENCES

- Castellanos, J. & Jones, L. (2003.) *The majority in the minority: Retaining Latina/o faculty, administrators, and students in the 21st century*. Sterling, VA: Stylus Books.
- Chavez-Dueñas, N. Y., Adames, H. Y., & Organista, K. C. (2014). Skin-color prejudice and within-group racial discrimination: Historical and current impact on Latino/a populations. *Hispanic Journal of Behavioral Sciences*, 36(1), 3-26. doi:10.1177/0739986313511306
- Delgado-Romero, E. A. & Werther, E. (2012). Hispanic Psychologists. In R. DelCampo & D. M. Blancero (Eds.). *Hispanics @ Work: A Collection of Research, Theory and Application* (pp. 177-188). New York: Nova Science Publishers.
- Delgado-Romero, E.A., Flores, L., Gloria, A., Arredondo, P. & Castellanos, J. (2003). The Majority in the Minority: Developmental career challenges for Latino and Latina psychology faculty. In J. Castellanos & L. Jones & (Eds.) *The majority in the minority: Retaining Latina/o faculty, administrators, and students in the 21st century* (pp. 257-283). Sterling, VA: Stylus Books.
- Delgado-Romero, E.A., Gonzalez, M., Clouse, S., Broussard, D. & Arredondo, P. (2008). *Issues in the training and preparation of Latino/a psychologists in the United States and Latin countries*. Symposium presented at the National Latina/o Psychological Association, Costa Mesa, CA.
- Diggs, G.A., Garrison-Wade, D.F., Estrada, D. & Galindo, R. (2009). Smiling faces and colored spaces: The experiences of faculty of color pursuing tenures in the Academy. *Urban Review*, 41, 312-333.
- Gutiérrez y Muhs, G., Flores Niemann, Y., Gonzalez, C.G. & Harris, A.P. (2012). *Presumed incompetent: The intersections of race and class for women in academia*. Boulder, CO.: University Press of Colorado.
- Hall, G. C., Yip, T., & Zárate, M. A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. *American Psychologist*, 71, 40–51. doi: 10.1037/a0039734
- Neimann, Y.F. (1999). The making of a token: A case study of stereotype threat, stigma, racism, and tokenism in academe. *Frontiers: A Journal of Women Studies*, 20, 11-34.
- Yoon, E., Jérémie-Brink, G. & Kordesh, K. (2014). Critical Issues in Teaching a Multicultural Counseling Course. *International Journal for the Advancement of Counselling* 36, 359-371.



National Latina/o
Psychological Association

Asociación Nacional de Psicología Latina

#HereToStay

NLPA STATEMENT IN RESPONSE TO THE ELECTION OF DONALD J. TRUMP, 45TH PRESIDENT OF THE UNITED STATES

Following the results from the 2016 presidential election, and as the nation prepares for an uncertain path forward; there is an overwhelming sentiment of discontent, shock, fear, and rejection of the president-elect among many historically marginalized communities and their allies. The one undeniable conclusion is that the United States is deeply divided, even more so than most would have ever predicted. One area that has greatly contributed to the division and of particular relevance to our membership is that of immigration; especially as it pertains to immigration from Mexico and Central and South America. The following are some of President-elect Trump's campaign promises to be enacted during his first 100 days in office:

1. **TERMINATE** the *Deferred Action for Childhood Arrivals* (DACA) of which approximately 740,000 individuals have received approval.
2. **ELIMINATE** the *Deferred Action for Parents of Americans and Lawful Permanent Residents* (DAPA). This program is currently awaiting disposition in the Supreme Court, and has the potential to affect 5 million individuals.
3. **INTRODUCE** the *End Illegal Immigration Act*, which includes his promise to "build a great, great wall on our southern border" and "have Mexico pay for that wall", and a series of penalties for immigration violations.

The US has long been recognized as a safe refuge for diverse immigrant communities fleeing economic, political, and social unrest. We are gravely concerned that the proposed anti-immigrant actions will negatively impact individuals currently in the US as well as those who in the future would seek to contribute to the vitality of our country. Additionally, the harm caused by this xenophobic, racist, and discriminatory sentiment only serves to isolate and marginalize, impacting the mental health of untold numbers. We are a country built on the hopes, dreams, sacrifices, and hard work of millions of immigrants who have played a significant role in making this country a beacon of prosperity and humanity across the world. This includes the immense intellectual and economic contributions made throughout the decades. We are proud of this legacy and must preserve this long-standing tradition of ours.

We, at the NLPA are ready to assist the Trump Administration in crafting sensible immigration legislation that is grounded in the principles of dignity and respect. As an organization guided by social justice as our moral compass, we are also prepared to stand up in one unified voice and challenge any attempts by President-elect Trump to implement divisive, racist, and anti-immigration promises made during the campaign. We recognize that healing needs to occur and that it will take time, but are confident that it can begin if our leaders join in a spirit of mutual respect and with recognition and understanding for the humanity and dignity of all people.

FELICIDADES COLEGAS !

RECENT PUBLICATIONS BY NLPA MEMBERS

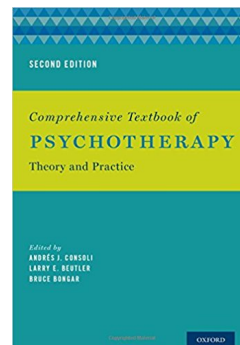
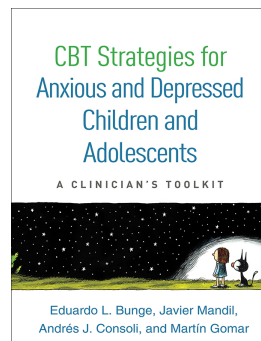
The recent publications of NLPA members are listed in this section as a service to the membership, and with the intent of facilitating the exchange of new information among Latina/o professionals and individuals interested in Latina/o mental health.

It is LPT's policy to include in this section all submissions by members that (1) have been published since the last issue of the bulletin, and; (2) can be best described as books, full chapters in edited books, or articles in peer-reviewed publications.

BOOKS

Bunge, E., Mandil, J., Consoli, A. J., & Gomar, M. (2017). *CBT strategies for anxious and depressed children and adolescents: A clinician's toolkit*. New York, NY: Guilford.

Consoli, A. J., Beutler, L. E., & Bongar, B. (Eds.). (2017a). *Comprehensive textbook of psychotherapy: Theory and practice* (2nd ed.). New York, NY: Oxford University Press.



JOURNAL ARTICLES & BOOK CHAPTERS

Akin, B., Domenech Rodríguez, M. M., Yan, Y., DeGarmos, D. S., McDonald, T. P., & Forgatch, M. S. (2017). Clinicians' observations of family interactions in the reunification process: The Parent Child Checklist. *Journal of Child and Family Studies*, 26, 137-147.

Barnett, M.L., Davis, E.M., Callejas, L.M., White, J.V., Acevedo-Polakovich, I.D., Niec, L.N., & Jent, J.F. (2016). The development and evaluation of a natural helper's training program to increase the engagement of urban, Latina/o families in parent-child interaction therapy. *Children and Youth Services Review*, 65, 17-25.

Beutler, L. E., Consoli, A. J., Lenore, S., & Sheltzer, J. M. (2017). Systematic treatment selection. In A. J. Consoli, L. E. Beutler, & B. Bongar (Eds.), *Comprehensive textbook of psychotherapy: Theory and practice* (2nd ed., pp. 205-221). New York, NY: Oxford University Press.

Caballero, A., Muñoz, K., White, K. R., Nelson, L., Domenech Rodríguez, M., & Twohig, M. (2017, Online First). Pediatric hearing aid management: Challenges among Hispanic families. *Journal of American Academy of Audiology*.

Consoli, A. J., Beutler, L. E., & Bongar, B. (2017b). History, theory, research, practice, and diversity in psychotherapy. In A. J. Consoli, L. E. Beutler, & B. Bongar (Eds.), *Comprehensive textbook of psychotherapy: Theory and practice* (2nd ed., pp. 1-10). New York, NY: Oxford University Press.

Consoli, A. J., Bullock, M., & Morgan Consoli, M. L. (2017). International engagement in counseling and psychology: History, forums, issues, and directions. In J. M. Casas, L. A. Suzuki, C. M. Alexander, & M. A. Jackson (Eds.), *Handbook of multicultural counseling* (4th ed., pp. 294-305). Thousand Oaks, CA: Sage.

- Consoli, A. J., Fernández-Álvarez, H., & Corbella, S. (2017). The training and development of psychotherapists: A life-span perspective. In A. J. Consoli, L. E. Beutler, & B. Bongar (Eds.), *Comprehensive textbook of psychotherapy: Theory and practice* (2nd ed., pp. 462-479). New York, NY: Oxford University Press.
- Consoli, A. J., & Sheltzer, J. M. (2017). Personalismo. In A. E. Wenzel (Ed.), *Encyclopedia of Abnormal and Clinical Psychology* (p. 2523). Thousand Oaks, CA: Sage.
- Consoli, A. J., Whaling, K., & Vanegas Martínez, G. (2017). Professional organizations. In A. E. Wenzel (Ed.), *Encyclopedia of Abnormal and Clinical Psychology* (pp. 2671-2672). Thousand Oaks, CA: Sage.
- Delgado-Romero, E.A., & Romero-Shih, A. (2016). Patricia Arredondo: Creating a pathway for cultural empowerment. *The Counseling Psychologist, 44*(8), 1212-1235.
- Delgado-Romero, E.A., Unkefer, E.N.S., Capielo, C., & Crowell, C.N. (2017). *El que oye consejos llega a viejo: Narratives of Latina/o Psychologists*. *Journal of Latina/o Psychology*. Advance online publication.
- Félix-Fermin, J., & Domenech Rodríguez, M. M. (2017). Observación conductual de las interacciones durante la Solución de problemas en familia: Desarrollo y validación de una escala [Behavioral observation of interactions during family problem solving: Development and validation of a scale]. *Revista Puertorriqueña de Psicología, 28*, 150-169.
- Fernández-Álvarez, H., Consoli, A. J., & Gómez, B. (2016). Integration in psychotherapy: Reasons and challenges. *American Psychologist, 71*, 820-830.
- Koslofsky, S. & Domenech Rodríguez, M. M. (2017). Introduction to Special Issue: Cultural adaptations to psychotherapy: Real world applications. *Clinical Case Studies Journal, 16*, 3-8.
- Miville, M. L., Arredondo, P., Consoli, A. J., Santiago-Rivera, A., Delgado-Romero, E. A., Fuentes, M. A., Domenech Rodríguez, M. M., Field, L., & Cervantes, J. M. (2017, Online First). Liderazgo: Culturally grounded leadership and the National Latina/o Psychological Association. *The Counseling Psychologist*.
- Morales, E. (2017). Being prepared for Latinas and Latinos as California's largest ethnic group. *The California Psychologist, 50*(2), 10-12.
- Parra-Cardona, J. R., Bybee, D., Sullivan, C. M., Domenech Rodríguez, M., & Bernal, G. (2017). Examining the impact of differential cultural adaptation with Latina/o immigrants exposed to adapted parent training interventions. *Journal of Consulting and Clinical Psychology, 85*, 58-71.
- Reynaga-Abiko, G., Alamilla, S. G., Consoli, A. J., & Aros, J. (2016). Psychological testing and assessment of Latinas/os. In F. T. L. Leong & Y. S. Park (Eds.), *CNPAAEMI monograph on testing and assessment with persons and communities of color* (pp. 24-30). Washington, DC: American Psychological Association.
- Teran, V. G., Fuentes, M. A., Atallah, D., & Yang, Y. (2017). Risk and protective factors impacting burnout in bilingual, Latina/o clinicians: An exploratory study. *Professional Psychology: Research and Practice, 48*(1), 22-29.
- Santos, C. E., Menjivar, C., VanDaalen, R. A., Kornienko, O., Updegraff, K. A., & Cruz, S. (2017). Awareness of Arizona's immigration law SB 1070 predicts classroom behavioural problems among Latino youths during early adolescence. *Ethnic and Racial Studies*. Advance online publication.
- Santos, C. E., Goldstein, A., & Tracey, T. T. (2017). Development and evaluation of the Gender Expression Attitudes Towards Transgender Clients Scale. *The Counseling Psychologist*. Advance online publication.
- Santos, C. E., Kornienko, O., & Rivas-Drake, D. (2017). Peer influence on ethnic-racial identity development in adolescence: A multi-site investigation. *Child Development*. Advance online publication.
- VanDaalen, R. A., & Santos, C. E. (2017). Perceived racism in sexual minority communities and sociopolitical engagement among lesbian, gay, and bisexual racial/ethnic minority adults. *The Counseling Psychologist*. Advance online publication.

MEET OUR NEW NLPA LIFETIME MEMBERS



ALINNE BARRERA. I am an Associate Professor at Palo Alto University (PAU) where I also serve as Associate Director of Clinical Training in the PhD Clinical Psychology program. As a licensed clinical psychologist, I am interested in working with immigrant, Latino, and Spanish-speaking individuals with mood disorders. My research focuses on designing and testing depression interventions for underserved populations with a recent focus on maternal mental health and the use of technology tools. As a faculty member at PAU, I enjoy teaching courses on the basic principles of clinical interviewing, professional development, and mental health disparities. I earned my undergraduate degree at the University of California, Berkeley and Ph.D. in clinical psychology from the University of Colorado, Boulder. I completed my predoctoral and postdoctoral training at the University of California, San Francisco and at San Francisco General Hospital (now the Zuckerberg San Francisco General Hospital and Trauma Center).



CHELSEA DERLAN. I am an 1st year Assistant Professor in the Department of Psychology at Virginia Commonwealth University. My work examines how risk (e.g., discrimination) and strengths (e.g. family, cultural socialization) inform Latino and African American youths' positive psychological, academic, and health outcomes. The majority of my research involves two main areas: (a) assessing what young children understand and feel about their culture (i.e., ethnic-racial identification), and how this plays a role in development, and (b) examining the interplay between individual and contextual factors as they inform adolescents' ethnic-racial identity and adjustment. Additionally, as a member of the Culture, Race, & Health Core at the Institute for Inclusion, Inquiry, & Innovation at VCU, I am working as part of a transdisciplinary team to design studies and interventions to address and reduce health disparities. I run the E.M.P.O.W.E.R Youth Lab (**Examining & Motivating Positive DevelOpment & Well-being among Ethnic-Racial Minority Youth**) at VCU. I decided to become a lifetime member of NLPA because I really felt the mission and initiatives of the organization aligned well with my personal and professional goals. As a mixed Latina/White scholar who was the first in my family to graduate college, there were many challenges as I navigated academia. I know that I would not have made it without the support and constant dedication of a team of mentors I have been so blessed to have in my life. Personally, I am invested in mentoring other ethnic-racial minority scholars to be successful in their own journeys. The members I have met from NLPA have been so tremendously open and supportive, and I feel truly honored to become a lifetime member of such a phenomenal organization!



ANTONIO POLO. I am an Associate Professor of Psychology in the Clinical Child area at DePaul University, in Chicago. I was born in Mexico City and moved to the United States at the age of 13. I went to high school in Whittier, CA and did my undergraduate and graduate studies at UCLA. After spending 2.5 years in Boston at the Center for Multicultural Mental Health Research, I accepted a position at my current institution. My research focuses on examining social and cultural factors that impact the expression of distress and behavior problems among ethnic minority youth, particularly those living in linguistic minority and immigrant households. I am also very interested in the literature on the effects of psychosocial treatments on ethnic minority populations. In our lab, we conduct randomized control trials in school-based settings to examine the effects of interventions for depression. The trials have been funded by the Annie E Casey Foundation and are done in collaboration with our mental health agency, the Family and Community Services Center, where I supervise students and staff on our protocol, which is called "Act & Adapt." My decision to join NLPA as a lifetime member was quite simple. I value the purpose of the organization and its members, and can't imagine not being a part of it in the future. I look forward to watching it grow and expand in influence and to be involved with a new generation of students and colleagues with diverse and overlapping interests.

MEET OUR NEW NLPA LIFETIME MEMBERS (CONT.)



CARLOS SANTOS. I am Assistant Professor in the Counseling & Counseling Psychology program at Arizona State University. I earned my doctoral and undergraduate degrees from NYU and completed a masters in education at Harvard. My research employs a normative, relational and contextual framework to understand the association between indicators of well-being (broadly defined) and developmental changes in social identities (e.g., ethnic-racial, gender, and sexual identity), its intersections, stereotyping and discrimination related to these social identities among diverse youth and young adults. In a related line of research, my colleagues and I have been working together to develop a series of scales that capture feelings of marginalization/discrimination and psychological costs associated with immigration enforcement among Latinx individuals in the U.S. I became a lifetime member of NLPA to build on existing connections I'm already forming via NLPA that are personally and professionally enriching, and to foster new ones. I look forward to becoming more involved in the organization for years to come.



LISA SPANIERMAN. I became a Lifetime Member of NLPA because the organization is inspiring! I attended my first conference in Albuquerque in 2014 and learned so much from the cutting-edge research, practice, and leadership-focused presentations. As a White woman residing in the US Southwest, it is crucial that I am informed and involved in the important work that NLPA members conduct. I am Professor and Faculty Head of Counseling and Counseling Psychology at Arizona State University. My research focuses on racial attitudes among White individuals, racial microaggressions, and racial climate in higher education. In the ASU programs, I teach multicultural counseling, advanced counseling theories, and social bases of behavior, where I try to help students solidify the link between science and practice. I also provide workshops on cultural competence to teachers and counselors in Maricopa County and across the state of Arizona. Presently, I am associate editor for the *Journal of Diversity in Higher Education*. I attended the University of Florida (BS, Psychology), Columbia University, Teachers College (MA, EdM, Psychological Counseling), and University of Missouri (PhD, Counseling Psychology). It is an honor to be a lifetime member.



CONGRATULATIONS

APPOINTMENTS, AWARDS, TRANSITIONS, PROMOTIONS, &
OTHER ANNOUNCEMENTS BY OUR MEMBERS

Hector Y. Adames, Psy.D.

Has been appointed as the Scientific Program Co-Chair for Division-45 (Society for the Psychological Study of Culture, Ethnicity, and Race) for the 2018 APA Convention in San Francisco.

Nayeli Y. Chavez-Dueñas, Ph.D.

Has been appointed as the Scientific Program Co-Chair for Division-45 (Society for the Psychological Study of Culture, Ethnicity, and Race) for the 2018 APA Convention in San Francisco.

Edward A. Delgado-Romero, Ph.D.

Recipient of the Jenny Penny Oliver Faculty Diversity Award at the University of George, Athens, College of Education. The purpose of the award is to recognize faculty members whose research, teaching, and/or service promotes a more diverse local, university, and/or global community. The award honors the legacy of Jenny Penney Oliver, who was a faculty member from 1995-2013.

Milton, A. Fuentes, Psy.D.

Has been promoted to Full Professor at Montclair State University.

Melissa Morgan Consoli, Ph.D.

Has been appointed as the Scientific Program Chair for Division-17 (Society of Counseling Psychology) for the 2018 APA Convention in San Francisco.

María R. Scharrón-del Río, Ph.D.

Recipient of the Claire Tow Distinguished Teacher Award at Brooklyn College of the City University of New York (CUNY). The award recognizes a senior member of the faculty for outstanding qualities as a teacher and for being a role model to students and other faculty. The award was established through a generous gift from Leonard Tow, a member of the Class of 1950 and a trustee of the Brooklyn College Foundation, in honor of his wife, Claire Tow, a member of the Class of 1952.



Dr. Cristalís Capielo received her Ph.D. in Counseling Psychology from The University of Georgia in 2016. She is currently a tenure-track Assistant Professor in the Counseling and Counseling Psychology Department at Arizona State University.

Dr. Capielo's research interests include Latina/o psychology, acculturation measurement, the acculturative process of Puerto Ricans in the island and mainland, multicultural and linguistic competence, and multiculturally informed ethical standards. She has multiple publications and national presentations in the areas of Latina/o psychology. Dr. Capielo has also held various leadership positions, including the Conference Chair for the National Latina/o Psychological Association (NLPA) 2016 Biennial Conference.



Dr. Tiombe-Bisa Kendrick-Dunn is currently employed with the School Board of Miami Dade County Florida as a school psychologist where she has practiced since 2005. Dr. Kendrick-Dunn is also affiliated with Barry University where she serves on the adjunct faculty in the School Psychology Program. She currently serves on Professional Advisory Boards for Western Psychological Services (WPS) and Barry University. Dr. Kendrick-Dunn is currently the President of the Dade Association of School Psychologists (DASP) and serves on the Board of Directors for the Children's Trust of Miami-Dade County Florida. She is married and family is a priority in her life.

Dr. Cristalís Capielo, NLPA Leadership Fellow To CNPAAEMI Leadership Development Institute

NLPA Members,

It is my pleasure to announce that Dr. Cristalís Capielo has been selected as the NLPA Leadership Fellow to the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) Leadership Development Institute (CLDI). The CLDI provides unique opportunities for Fellows to engage in cross-cultural leadership mentoring and training with other Fellows and Mentors from the Asian American Psychological Association, Society of Indian Psychologists, and APA Divisions 45 and 17.

Dr. Capielo will be joining other Fellows and CLDI Board members for a leadership retreat in Las Vegas, NV in April. A new component of the training includes a Presidential Residency which provides opportunities for Dr. Capielo to shadow the NLPA president and participate in a project.

Dr. Capielo brings to her role strong experience in leadership with NLPA, most notably her role as the 2016 NLPA Conference Chair, her work on the Ethics Task Force, and her current role as a Mentor in NLPA's Mentorship Program.

Please join me in congratulating Cristalís Capielo as our new Fellow!

Y. Evie Garcia, Ph.D.
NLPA President



Dr. Tiombe Kendrick-Dunn, NLPA Leadership Fellow To CNPAAEMI Leadership Development Institute

NLPA Members,

It is my pleasure to announce that Dr. Tiombe Kendrick-Dunn has been selected as the NLPA Leadership Fellow to the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) Leadership Development Institute (CLDI). The CLDI provides unique opportunities for Fellows to engage in cross-cultural leadership mentoring and training with other Fellows and Mentors from the Asian American Psychological Association, Society of Indian Psychologists, and APA Divisions 45 and 17.

Dr. Kendrick-Dunn will be joining Dr. Cristalís Capielo and other Fellows and CLDI Board members for a leadership retreat in Las Vegas, NV this week. A new component of the training includes a Presidential Residency which provides opportunities for Dr. Kendrick-Dunn to shadow the NLPA President-Elect, Dr. Fred Millán, and participate in a collaborative project.

As a school psychologist, Dr. Kendrick-Dunn brings to her role strong experience in advocacy for racially and ethnically diverse children and families in the Miami-Dade Public School district. In addition, she is the current President of the Dade County Association of School Psychologists and serves on the Board of Directors for the Children' Trust of Miami-Dade County.

Please join me in congratulating our new Fellow!

Y. Evie Garcia, Ph.D.
NLPA President



WHAT'S THE 411?

Prepared By: Dr. Regina Jean-van Hell,
SIG & Information Column Coordinator

NLPA MENTORING PROGRAM

The NLPA Mentoring Program had its *first two online meetings* with mentors and mentees last February 8 and 9, 2017 and although participation was low, the conversations among and between mentors and mentees were very productive and enriching. We hope other participants will join us in our next online meeting that we will be planning in June. We will be sending an email to let you know about the dates and time. Finally, we are thinking of having a Facebook group to be in touch with mentees and mentors. The NLPA Mentoring Program Committee has assigned to a new group of four student mentees and their mentors. If you are interested to be a mentee please e-mail us at mentoring@nlpa.ws. At the same time, we are looking for mentors, professional psychologists who are NLPA members willing to guide undergraduate and graduate students navigate their program of studies as well as internships and career choices.

Rachel Reinders, coordinator of The NLPA Mentoring Program, shares her experience of having a Mentor.

"Having a professional mentor has been invaluable to my career development. I have had the opportunity to work with several mentors in my graduate career, including formal ones (like my advisor) and informal ones. I was matched with a mentor through a mentoring program and have been able to work with them on a research project, as well as receive invaluable perspective on both school and career options. One of the things that I have learned through these relationships is that the process of actively seeking the support that I need is a very important part of the process. I am very grateful to have had the opportunity to form these supportive relationships and learn from the experiences of others, as well as to be challenged to accomplish new goals."

The Neuropsychology special interest group (SIG) provides a forum for members to discuss issues that affect Latinas/o populations within the field of neuropsychology. This SIG promotes the use of neuropsychological assessments that have sound psychometric properties for this diverse population group. In addition, this group is cognizant and sensitive to cultural differences that are typically associated with this population and neuropsychological assessments. As such, it promotes increasing cultural sensitivity in the assessment of Latinas/os by raising awareness and addressing factors that may impact neuropsychological evaluations. Through collaborative efforts with other members, this SIG highlights and disseminates relevant information, including current research, normative data, and recently published assessments pertinent to Latinas/os. This SIG serves as a reference point for individuals seeking information regarding the application of neuropsychology and Latina/os. Moreover, it provides information regarding clinical practice, research, training programs, and outreach services (Submitted by Eduardo Estevis)

The National Resource Center on ADHD:
A Program of CHADD

English and Spanish resources available for parents, adults, and professionals.

National clearing house for the latest evidence-based information on ADHD.

800.233.4050
www.chadd.org/nrc

CHADD
CHILDREN AND ADULTS WITH
ATTENTION DEFICIT/HYPERACTIVITY DISORDER

National Resource Center on ADHD
a program of CHADD

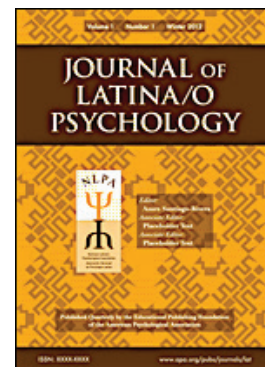
BECOME A MEMBER



NATIONAL LATINA/O PSYCHOLOGICAL ASSOCIATION

MEMBERSHIP BENEFITS

- NLPA Newsletter
 - Access to NLPA Listserv
 - Voting Privileges
 - Advocacy, Networking & Mentorship
 - Professional & Student Leadership Opportunities
 - Webinars from leading experts in Latina/o Psychology from across the country
 - Special member prices for biennial conference and job postings
 - Subscription to the Journal of Latina/o Psychology (JLP)
- ...and much more!**



To view additional membership information visit
nlpa.memberclicks.net/why-join

For questions contact our Membership Chair
Dr. Zully Rivera Ramos | membership@nlpa.ws



@NLPA1



facebook.com/1NLPA



Type of Membership (Check One):

New Membership

Membership Renewal

By signing you acknowledge to have reviewed NLPA's bylaws (visit www.nlpa.ws/bylaws) and agree to obey to them while a member of NLPA. **Signature:** _____

Contact Information

Name: _____ Degree: _____ Year: _____

Title/Position: _____

List any Professional License/and or certificate: _____

Institution/Organization: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Email Address: _____

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

Clinical, Research, & Teaching Interests:

Fees (Please visit the association's website for description of membership category. Check all that apply):

Undergraduate Student \$30

Community Member \$30

Graduate Student \$50

International Member \$50

Early Career Psychologists \$75
Within ten years receipt of
doctorate degree

Institution \$100

Professional \$95

Life Time Member \$800

Allied Professional \$95

Voluntary Contribution, please specify amount \$ _____

Would you like to be included on the NLPA Listserve? Yes No

Have you ever been convicted of a felony, expelled from a professional organization on ethical or professional grounds, or had your license to practice revoked? Yes _____ No _____ If yes, please add additional documentation explaining the circumstances around the conviction, expulsion, or revocation. E-mail documents to info@nlpa.ws

Would you like to join any of the following Special Interest Groups (SIG) and be included in their communications? See descriptions on SIGs at www.nlpa.ws/special-interest-groups Select up to three:

- | | |
|---|---|
| <input type="checkbox"/> BIL | Bilingual Issues in Latino/a Mental Health |
| <input type="checkbox"/> CAF | Latino/a Child, Adolescent, & Family Psychology |
| <input type="checkbox"/> EBP | Evidence Based Practice with Latino Populations |
| <input type="checkbox"/> LGBTQI Orgullo | Latino/a: Sexual Orientation and Gender Identity |
| <input type="checkbox"/> ML | Mentors y Lideres: Apoyando a Futuros Profesionales |
| <input type="checkbox"/> NEURO NLPA | Neuropsychology |

Mail form with payment payable to NLPA
Attn: Ricardo Aguirre
ABRAZO Multicultural Marketing & Communication



National Latina/o
Psychological Association
Asociación Nacional de Psicología Latina

2016
Annual Report

Prepared By:

Melanie M. Domenech, Ph.D.

NLPA 2016 President

NLPA 2016 ANNUAL REPORT

This report covers NLPA activities during the 2016 year during which I served as President. It was another year of great growth in membership, activities, and impact. It has been an honor and a privilege to serve the association and to participate in the national landscape on behalf of the association. NLPA is blessed with many servant leaders past and present. Thank you to all who made this year's achievements possible.

– *Melanie M. Domenech Rodríguez*

LEADERSHIP

NLPA Leadership Council

Prepared by: Melanie M. Domenech Rodríguez, Ph.D.

The leadership council is comprised of the elected and appointed members that met monthly throughout the year with additional in-person meetings at the annual convention of the American Psychological Association and the NLPA conference. Please see that table below for the people who served the association on the Leadership Council. Thank you all for your steadfast dedication and for your active participation in advancing the mission of NLPA.

Executive Board		
Position	Officers	Term
President & Alliance Rep	Melanie M Domenech Rodríguez, PhD	2016
President-Elect	Y. Evie Garcia, PhD	2016
Past-President & Alliance Rep	Marie L. Miville, PhD	2016
Secretary	Lisa M. Edwards, PhD	2014-2016
Treasurer	Fred Millán, PhD	2014-2016
Early Career Representative	Brandy Piña-Watson, PhD	2016-2017
Student Representative	Laura P. Minero, MA	2015-2017
Appointed Officers		
Position	Officers	Term
Awards and Recognition Co-Chairs	Eduardo Morales, PhD & Brandy Piña-Watson, PhD	2013-2016 2015-2017
Community/Public Policy Issues Advocate	Manny Paris, PsyD	Ongoing
Conference Chairperson	Cristalís Capielo, PhD	2015-2016
Delegate to APA's Council of Representatives (COR)	Yolanda "Evie" Garcia, PhD	2016
Fund Raising/Development Chairperson	Jesús Rodríguez, PhD	2016-2017
Historian	Brian McNeill, PhD	2014-2017
Journal Editor	Azara Santiago-Rivera, PhD Esteban Cardemil, PhD, Incoming	2013-2016 2016
Membership Chairperson	Tiffany Schiffner, PhD	2014-2016
	Zully Rivera-Ramos, PhD	2016-2018
LPT Editor	Hector Y. Adames, PsyD	2014 – Pres.
Professional Development Coordinator Subcommittee: Training & Networking Committee Co-Chairs	Alison Cerezo, PhD Regina Jean Van Hell, PhD	2015-2016 2013-2016

Psychological Education Issues Advocate	Brian McNeill, PhD	2013 – Pres.
Psychological Professional Practice Issues Advocate	Miguel Gallardo, PsyD	2013 – Pres.
Psychological Science Issues Advocate	TBD	
COPPS: Chair	Marie Miville, PhD	2016
Student Development Coordinator	Valerie Minchala, PhD	2014-2016
Community Violence Project Co-Chair	Claudette “Claudia” Antuña, PhD	Ongoing
CNPAAEMI Leadership Development Institute		
Position	Individual	Term
CNPAAEMI LDI Fellow	Brandy Piña-Watson, PhD	2014-2016
CNPAAEMI LDI Representative	Yolanda “Evie” Garcia, PhD	Ongoing

Strategic Plan

Prepared by: Melanie M. Domenech Rodríguez, Ph.D.

In October of 2016, on the day prior to the opening of the 2016 Conferencia, the Leadership Council came together for a strategic planning meeting. The meeting was skillfully lead by Patricia Arrendondo, EdD. The strategic plan began with a self-reflection about leadership. We reflected on our core values and our personal definitions of leadership. We then discussed facilitators and impediments to leadership. When it was time to focus in on the vision for NLPA, we seemed to have a vision for a primary home for Latinx psychologists and psychologists who provide services to Latinxs. Specific areas in need of focus and development were identified: (a) Website: we want a 21st century presence, (b) Conference management: we want a sustainable model for our conference, and (c) Investments: we want our association to be financially healthy so we may count on long term wellbeing. As a result of these discussions, the LC is working steadily to achieve specific goals for a 21st century web presence, seeking bids for conference management and considering annual conferences, and examining options for investments.

FINANCES

Treasury

Prepared by: Fred Millán, Ph.D., ABPP, NCC

The Association continues to grow financially as revenue from the 2016 Conferencia, job bank fees and membership dues increased the amount in checking by 68,864.89. The total in our account at the end of the calendar year was **\$193,516.15**. See below for a comparison to end of year 2015:

	CHECKING	SAVINGS	TOTAL
DEC 31, 2016	172,894.93	20,621.22	193,516.15
DEC 31, 2015	104,030.04	20,619.19	124,649.23
TOTAL INCREASE	\$68,864.89	\$2.03	\$68,866.92

The Leadership Council continues its commitment to establishing the Association’s financial stability and self-sustenance through responsible planning and asset management. The LC approved the formation of a Finance Committee, charged with oversight of the budget, reviewing investment possibilities and other proposals with budget impact. The NLPA journal has met its initial startup costs and will soon generate income for the Association. Other revenue generating activities included job bank fees and membership dues.

Fundraising & Development
Prepared by: Jesús Rodríguez, Ph.D.

Assignment to Position

I was assigned to the position of Fundraising and Development Chair by NLPA President at the time, Melanie Domenech Rodríguez, in April of 2016.

Activities Since Being Assigned to Position

NLPA 2016 Conference Sponsorship Committee Chair. At the time that I was assigned to be Fundraising and Development Chair, I was also serving as Sponsorship Committee Chair for the 2016 NLPA Conference. All energy was dedicated to the role Conference Sponsorship Chair up until the time of the Conference in September of 2016. I worked in conjunction with Conference Chair, Cristalis Capielo, and NLPA President, Melanie Domenech Rodríguez. Activities in my role as Conference Sponsorship Chair helped raise approximately \$30,000 for the 2016 NLPA Conference.

Clarifying Role of Fundraising and Development Chair. Following the end of the 2016 NLPA Conference, I have spent some time trying to clarify the role of the position of Fundraising and Development Chair. While the Fundraising portion of the position is clear, the “Development” portion is not so clear. For example, NLPA currently has other Leadership Council positions with “development” in their titles (i.e., Student Development Coordinator and Professional Development Coordinator). How is the Fundraising/Development position to be distinguished from these respective positions? Is “development” in the title of the Fundraising/Development Chair position limited to fundraising? If so, perhaps the position title should be changed to Fundraising Chair. If it is also meant to help increase the visibility of NLPA, then perhaps another possible title could be Fundraising and Marketing Chair. If we incorporate a Marketing component to the position, are there limitations given that NLPA is a not for profit organization? I have looked into the positions used by other organizations as a starting point. APA, for example, has a Finance Committee that is chaired by the organization’s Treasurer. APA does not have a separate Fundraising or Development position and it appears that the Finance Committee serves to accomplish similar goals as those that I believe NLPA is proposing with the Fundraising/Development position. APA’s Finance Committee is charged with handling any business that has financial implications for the organization, as well as recommending an overall financial investment strategy. ABPsi, on the other hand, has the positions of Public Relations/Marketing Chair, Development Chair, and Fiscal Affairs Committee Chair. I believe the position needs to be more clearly defined so that specific and measurable goals can be developed for the position moving forward, and to help facilitate transition from one Fundraising/Development Chair to the next.

Developing a Long-Term Plan for Addressing Requests for Financial Assistance from the Membership. Recently, NLPA has had requests for some form of financial assistance for members. For example, there was recently a request to assist a student who wanted to become a member but could not afford the membership dues. Senior members of the organization offered to pay the student’s membership. This issue of students discontinuing their membership due to financial hardship was also recently raised in a report by the Membership Chair. In addition, there was a vote by the LC to make a monetary donation for an NLPA member and esteemed colleague who recently lost a loved one. I will be proposing that a fund be established to address these and other types of emergent financial requests. The proposal will be sent to the President, Treasurer, Student Development Coordinator, Membership Chair, and Student Representative for feedback before being presented to the LC. The proposal will be sent to these LC members by March 17, 2017.

Planned Future Activities

- A. Seek to clarify the role of the NLPA Fundraising/Development Chair.
Proposed completion date: April 15, 2017.
- B. Seek to update the NLPA Bylaws by elaborating and specifying the role of the Fundraising/Development Chair.
Proposed completion date: May 15, 2017.

- C. Plan to network and seek guidance from officials in similar positions in organizations similar to NLPA.
Proposed completion date: May 15, 2017.
- D. Establish a fund for emergent financial requests from NLPA.
Proposed completion date: May 15, 2017.
- E. Develop a comprehensive and viable Fundraising plan.
Proposed completion date: June 1, 2017.

MEMBERSHIP

Membership Chair

Information provided by: Zully Rivera-Ramos, Ph.D.

Membership Numbers/Report. In short, numbers appear to show decreased membership after the conference. Focus needed on retention during off-conference years

	June 2016	July 2016	August 2016	Sept/Oct 2016	Nov 2016	Dec 2016
Institutional members	9	11	11	9	9	10
Community members	4	4	3	3	3	3
Lifetime members	48	48	49	50	51	51
International	3	3	3	2	2	2
Allied Professional	5	5	5	3	3	4
Early Career members	128	130	132	139	135	136
Professional members	106	109	115	112	109	110
Student members	252	259	266	255	250	250
Totals	555	569	584	573	562	566

Member retention efforts. The membership committee chair engaged ongoing efforts reaching out to members by highlighting Lifetime Members (e.g., emails to listserv), sending personalized emails to new members at enrollment and continuing members at renewal (reminder, thank you).

Moving forward, the membership committee proposed new initiatives including (a) Lifetime Members Showcase: For example: make announcements on the website when individuals become Lifetime Members, add a section on the website listing all our Lifetime Members and having a link with their respective blurbs and pictures, include their individual information and the Lifetime Members link on the mass email acknowledging them as new Lifetime Members, (b) Emails to members: Specifically: Edit templates from automatic emails from database to make them more personal and limit duplicate emails for time efficiency, and Email templates using merge command for name personalization. The membership committee is also considering (c) offering incentives to renew (e.g., Job listings, Newsletter, Journal, Mentorship, Networking), (d) Sending follow-ups past the renewal due date 1-2x/yr, and (e) Review the membership cost structure and consider changes based on undergrad, grad, ECP, mid-career, and senior status. The committee is working to remain conscious and sensitive to likelihood of low/poor social class and socio-economic status, as well as 1st gen professionals. There are many more initiatives under consideration. For all full list please contact Zully Rivera-Ramos at membership@nlpa.ws.

Member recruitment efforts. In addition to these initiatives, the membership committee has actively engaged membership drives, for example at the holiday season and graduation season, emails were sent inviting NLPA members to give the gift of membership. The committee has generated an extensive list of proposed next steps that includes creating partnerships with other organizations (e.g., ACA), creating a membership challenge for existing members to support new member recruitment, advertising, development of regional chapters, etc. For all full list please contact Zully Rivera-Ramos at membership@nlpa.ws.

NLPA Student Development Coordinator

Valerie Minchala, Ph.D.

Student Committee (SC)

The SC met throughout the year to plan various events for students at the 2016 conferencia, which included a Student Welcome, 2 student social events, and the Student Leadership Academy. The SC was stable throughout the year (consisting of members who joined in 2015).

2016 Student Committee

The student committee was comprised of: Laura Minero (Student Representative); Rachel Reinders (former Student Representative); Elisa DeVargas; Mohena Moreno; Samuel Nunez; Gustavo Barcenaz; Lyanna Diaz; Monica Murrillo. Due to her progression through her academic program, Rachel Reinders will be moving out of the SC, while several others will remain on the SC. New SC members are likely to be added for next 1-2 years.

Latina/o Internship Training Directory

The Latina/o Internship Training directory was updated by contacting those programs that were included in the previous draft of the directory for updated information and to assess interest in continuing to be included in the directory. Additionally, contact was made to training directors who had previously contacted me about being added to the directory. This was the 3rd draft of the directory and it was posted in early Fall semester. The goal is to continue to update it in future years.

2016 Conference

I began working with SC early in the year to identify ways in which to continue meeting the needs of the students. SC members agreed to continue with the activities developed for the previous conference. I collaborated with the conference chair to facilitate the logistical aspects of the events. We once again held the Student Leadership Academy, which was facilitated by Drs. Steven Lopez and Silvia Mazzula. Attendance to this presentation was a requirement for STS recipients, but it was advertised and open to all student attendees. Positive feedback was received from both the facilitators of this presentation and from the student attendees. In addition to this presentation, several student social events were also organized by the SC. The first of these was held prior to the Bienvenida on the first night of the conference, as an informal meet-and-greet meeting that also served to provide students with an “orientation” to the conference. This was well attended by students (~50 students), who expressed appreciation for this event and for Dr. Melanie Domenech Rodriguez’s brief appearance to welcome them. A follow-up informal social was held later that evening, followed by a student dinner on the 2nd night of the conference. Informal feedback from the SC indicated that the first social was not well attended, and may have been due to confusion about its location. The student dinner, however, was well attended and allowed students to continue get to know one another. This event was marred by transportation issues but, ultimately, SC members indicated the event was a success.

Student Travel Scholarships (STS)

STS applications for the 2016 conference were made available in early March, both via the list-serve and the NLPA website. To allow applicants to be fully informed when making decisions about applying for the scholarship and travel arrangements, they were all notified of the expected timeline for announcements. I began fundraising efforts for this year's STS in early April, with the goal of awarding 20 scholarships. I once again requested "testimonials" from previous recipients, several of whom offered words regarding the benefits of receiving scholarships for previous conferences. Fundraising continued throughout the summer, ending around mid-August. Over \$5,000 were raised, allowing us to award 22 scholarships. Scholarship announcements were made in late August. Also, three additional scholarships, financed by funds from the 2014 conference, were awarded to undocumented students. In addition, I recruited 13 volunteers to review STS applications. Volunteers were recruited from STS donors, previous STS recipients (who did not apply for the scholarship this year), the general membership, and the LC.

Mentorship

I have continued to work with Dr. Regina Jean Van Hell on the mentorship program, including facilitating one of the mentoring sessions at the conference.

NLPA Student Representative

Prepared by Laura Minero, M.A.

As of January 2016, Laura co-coordinated monthly student committee meetings alongside Dr. Valerie Minchala, the Student Development Coordinator. Laura aided in planning student events for the 2016 NLPA Biennial conference that took place in Orlando Florida. These events included the student welcome, student happy hour, and free student dinner. Laura coordinated transportation and payment for the student dinner and managed the student room share list leading up to the conference. Laura also participated as co-coordinator of the newly established NLPA mentoring program alongside Regina and a couple others to coordinate to match mentees with mentors nationwide and helped co-facilitate a social at the 2016 Biennial conference to help mentors and mentees meet one another for the first time. Laura was also provided guidance to conference chair and committee on the necessity of providing gender neutral bathrooms at the conference and helped plan and coordinate a discussion and celebration for the lives lost in the Pulse shooting. Throughout the year, Laura responds to student emails and requests and shares resources with students both through the list serve and social media page.

NLPA Early Career Activities

Prepared by Brandy Piña-Watson, Ph.D.

As of January 2016, Brandy Piña-Watson began the elected position of Early Career Psychologist (ECP) Representative. Upon beginning this position, she recruited members to join the committee. Committee members are Megan Strawsine Carney (outgoing ECP Representative), Eloisa Alcaraz, Rebecca Pasillas, Jasmin Llamas, Belem Lopez, & Saskias Casanova. The committee meets monthly using Google Chat to discuss initiatives. The main initiatives this calendar year were:

- Preparing a panel for the 2016 NLPA Conference for ECP's
 - Progress: The proposal was accepted and we hosted a round table discussion in with a number of mid- and later-career professionals spoke about their career journeys and gave words of wisdom. We gave the membership an opportunity to send in questions for the panelists via Facebook. The panelists were given a list of a few pre-selected questions in order to prepare.

The panel was well attended with over 30 ECPs in attendance. The panel members were Adriana Umaña-Taylor, Andres Consoli, Andrea Romero, Regina Van Hell, & Lisa Flores.

- Plan: Our plan is to continue hosting panels or other sessions for ECPs at future conferences.
- Hosting a social for ECPs at the 2016 NLPA Conference
 - Progress: The social was held Friday evening during the Conference. We had an open bar which was covered by NLPA. Members paid for their drinks. This event was attended by approximately 20 ECP members. We also played music, which helped with the atmosphere. This was advertised through the conference agenda and through Facebook.
 - Plan: Continue having these events and brainstorm ways to have the event attract more members.
- Planning a future mentor program
 - Progress: The committee was initially part of the initial planning of the mentor program in the organization. However, since the mentoring program only focused on student mentoring, and not ECPs, we decided to begin discussing options for an ECP initiative whereby they receive mentoring from mid- and senior level members. We decided to put this initiative on hold due to wanting to get feedback from members about their mentoring needs before moving forward.
 - Plan: After needs assessment is complete we will evaluate the desire and need for this type of initiative.
- Developing and launching a needs assessment
 - Progress: The committee developed a needs assessment and launched it. We handed out flyers at the conference and provided the link to be published in Latino Psychology Today.
 - Plan: We will continue to promote the assessment through Facebook and email over the Spring semester. We will then pull it down and analyze the needs in order to plan initiatives moving forward.
- Keeping members up to date on events and information on Social Media
 - Progress: Posts are made to Facebook as needed. Typical posts are articles of interest, position statements made by the Leadership Council, announcement of events, and announcement of professional development opportunities.
 - Plan: Continue with this initiative and develop ideas for other avenues of reaching ECP members (e.g., and ECP listserv, an ECP twitter account, etc.). Once the needs assessment is complete we will have a better handle on what sorts of social media the members are most utilizing.

PUBLICATIONS & MEDIA

Latina/o Psychology Today (LPT)

Prepared by: Hector Y. Adames, Psy.D. (Editor)

Context

It is with great enthusiasm that we share the end of the year *Latina/o Psychology Today* (LPT) report. To provide the reader with context, the 2014 National Latina/o Psychological Association (NLPA) Leadership Council (LC) passed two amendments to the NLPA Bylaws regarding *El Boletín*, “the official news outlet and/or media exchange instrument of NLPA.” Specifically, the amendments focused on two changes. One, naming the publication a “bulletin” throughout our bylaws instead of a “newsletter.” The main rationale for this change is to support members in academia when seeking retention, tenure, and promotion given that some committees do not give credit for newsletter entries but do so for bulletin publications. Two, changing the name of the publication from “*El Boletín*” to “*Latina/o Psychology Today*.” The main rationale for this change is to signify the transition from the publication from a newsletter to a bulletin while also aligning the publication with the name of the association’s APA journal. The first issue of LPT was published in 2014 and currently is in its third year of publication.

Metrics

All issues of LPT are published in an open-access format, making the content free, immediate, and readily available to countless individuals, organizations, and institutions all over the world. LPT’s unrestricted access and unrestricted reuse increases the publication’s impact and reach, allowing countless communities to read and use the writings of clinicians, researchers, and educators to enhance the health, mental health, and well-being of Latinx populations. According to metrics from NLPA’s website, each issue of LPT is approximately downloaded between 2,500 to 3,000 times. As of date, 5 issues have been published with a total of 12,500 to 15,000 downloads of the publication.

Visibility

We are thrilled to report that many of the articles published in LPT are being used to help shape important documents such as the *Guidelines for the Treatment of Unaccompanied Asylum Seeking Minors* (Torres Fernandez, Chavez-Dueñas, & Consoli, 2015). Latinx serving organizations, such as the *National Hispanic & Latino Addiction Technology Transfer Center* funded by Substance Abuse and Mental Health Services Administration (SAMHSA; 2014), are using content from LPT in their published materials. Equally important, each issue provides an ongoing section named, *Voces del Pueblo*, which provides a space for individuals from the community to become active participants in the construction and dissemination of knowledge regarding Latinxs. In addition, each issue also includes an invited article by a prominent scholar in Latinx and/or Multicultural Psychology. Below please find a table with information on the themes of all published LPT issues along with name of all invited contributors.

Year; Volume (Issue)	Theme	Invited Author
2014; 1 (1)	Dreamers, Immigration, & Social Justice	Dr. J. Manuel Casas
2015; 2 (1)	Ending Violence Against La Mujer: Uniting Nuestras Voces	Dr. Lillian Comas-Díaz
2015; 2 (2)	Envisioning Latina/o Families in the 21 st Century	Dr. Patricia Arredondo
2016; 3 (1)	Latina/o Psychology: Advocating for Social Justice, Liberation, and Equality	Dr. Miguel E. Gallardo
2016; 3 (2)	Resistance, Spirituality, and Liberation	Dr. Janet E. Helms

2017: 4 (1)	Between Hope and Resistance	Dr. Joseph M. Cervantes
2017: 4 (2)	Living Authentically: LGBTQ+ Latinxs	Dr. Kevin O. Cokley <i>forthcoming</i>

With the continuing contributions and dedication of scholars and individuals from the community, we will collectively continue to grow LPT while fostering a space that supports, affirms, and unites folks from the academy and beyond to advance the psychological health of our beloved Latina/o community and all Communities of Color. Big applause to one of the most hardworking editorial team members for their unwavering support to the success of LPT:

- Nayeli Y. Chavez, Ph.D. Associate Editor, *The Chicago School of Professional Psychology*
- Regina Jean-Van Hell, Ph.D. SIG Coordinator, *Private Practice*
- Jessica G. Perez, B.A. Student Editor, *University of Wisconsin-Madison*
- Mackenzie T. Goertz, M.A. Student Editor, *The Chicago School of Professional Psychology*
- Shanna N. Smith, B.A. Student Editor, *The Chicago School of Professional Psychology*
- Silvia P. Salas-Pizaña, M.A. Student Editor, *University of Wisconsin-Milwaukee*
- NLPA Leadership Council

Journal of Latina/o Psychology

Prepared by: Esteban Cardemil, Ph.D. (Editor)

Editorial Office Statistics for 2016

2016 was a very active year for *JLP*. We received 84 new submissions, and we managed 77 revisions. The number of new submissions represents the largest number of new submissions in the four years *JLP* has been publishing (2013: 62 new manuscripts, 2014: 78 new manuscripts, 2015: 65 new manuscripts). In addition, in 2016 we accepted 29 manuscripts for publication, and rejected 43, for a rejection rate of 59.7%. These numbers compare very favorably to prior years, as our rejection rate has fluctuated between 59 and 64%. Despite the increase in manuscript submissions, *JLP* has maintained a fairly responsive editorial process: the average lag time to first decision was 2.0 months in 2016.

In 2016, we published our first special issue, entitled, “Latino Physical Health: Disparities, Paradoxes, and Future Directions.” Dr. John Ruiz was the guest editor, and there were four articles highlighted in the issue (see Table 1 below). We also were in the process of reviewing manuscripts for a special issue on evidence-based treatments, guest edited by Drs. Esteban Cardemil and Martin La Roche.

Distribution of Journal Content

The primary way that *JLP* reaches its audience is through PsycARTICLES, which is currently licensed by 3,695 institutions across 70 countries. PsycARTICLES is also available through the World Health Organization’s HINARI program (low or no-cost subscription to member institutions in more than 100 countries), and the U.S. Dept of Veterans Affairs. In total, about 80 million individuals have access to PsycARTICLES content

In addition, *JLP* is distributed through both institutional and individual subscriptions. Institutional subscriptions are minimal (range of 2-4 subscriptions per year between 2013-2015). NLPA membership, which includes a complementary subscription to *JLP*, is the primary source of individual subscriptions (range of 540-636 subscriptions per year between 2013-2015). See Table 2 below.

Financial Update

Financial information from 2016 will not be available until the summer. However, as we presented at the NLPA conference, the financial performance of the journal is quite strong. In particular, in its first full year of publication (2013), *JLP* was already generating more revenue than expenses. This pattern has continued every year, such that by the end of 2015, *JLP* had completely paid off APA's initial investment costs and was officially generating revenue for NLPA and APA (see Table 3 below).

Editorial Team Update

2016 was a year of transition on the Editorial team. In particular, it was the final year of Dr. Azara Santiago-Rivera's tenure as Editor of *JLP*. In September, I began taking on editorial responsibility for new manuscripts. In addition, Dr. Andrea Romero completed her tenure as one of the founding Associate Editors of *JLP*. We put out a call for new Associate Editors and welcomed Drs. Ignacio Acevedo-Polakovich and Omar Gudiño to our team of Associate Editors. They began their tenure in August.

Impact Factor and journal indexing

In 2016, *JLP* was being indexed in the following sources:

- PsycINFO
- Thompson Reuter's Emerging Sources Citation Index
- OCLC's World Catalogue
- SafetyLit

Last year, we spoke with Dr. Rose Sokol-Chang, Acting Publisher of APA Journals, to determine if *JLP* was ready to formally apply for an impact factor score. In their internal calculations, APA estimated that *JLP*'s impact factor would be approximately 0.83, and so they recommended that we wait another year before applying.

Summary

In sum, 2016 was a very productive year for *JLP*, as we have continued to build on the successes of the first three years. We are looking forward to continuing to build *JLP* into the preeminent source of research on Latina/o psychology.

Table 1: Special Issue on Latina/o Physical Health

Article #	Reference
1	Ruiz, J.M., Campos, B., & Garcia, J.J. (2016). Special issue on Latino physical health: Disparities, paradoxes, and future directions. <i>Journal of Latina/o Psychology, 4</i> (2), 61-66.
2	Isasi, C.R., Rastogi, D., & Molina, K. (2016). Health issues in Hispanic/Latino youth. <i>Journal of Latina/o Psychology, 4</i> (2), 67-82.
3	Arellano-Morales, L., Elder, J.P., Sosa, E.T., Baquero, B., & Alcántara, C. (2016). Health promotion among Latino adults: Conceptual frameworks, relevant pathways, and future directions. <i>Journal of Latina/o Psychology, 4</i> (2), 83-97.
4	Balfour, Jr., P.C., Ruiz, J.M., Talavera, G.A., Allison, M.A., & Rodriguez, C.J. (2016). Cardiovascular disease in Hispanics/Latinos in the United States. <i>Journal of Latina/o Psychology, 4</i> (2), 98-113.
5	Yanez, B., McGinty, H.L., Buitrago, D., Ramirez, A.G., & Penedo, F.J. (2016). Cancer outcomes in Hispanics/Latinos in the United States: An integrative review and conceptual model of determinants of health. <i>Journal of Latina/o Psychology, 4</i> (2), 114-129.

Table 2: JLP Subscriptions

Institutional subscriptions	2012	2013	2014	2015
Print	--	3	2	4
PsycARTICLES	--	3,400	3,475	3,695
<i>Total institutional subscriptions</i>	--	<i>3,403</i>	<i>3,477</i>	<i>3,699</i>
Individual subscriptions	2012	2013	2014	2015
NLPA Members	--	589	519	521
APA Members	--	44	34	19
Nonmembers	--	3	3	0
<i>Total individual subscriptions</i>	--	<i>636</i>	<i>556</i>	<i>540</i>

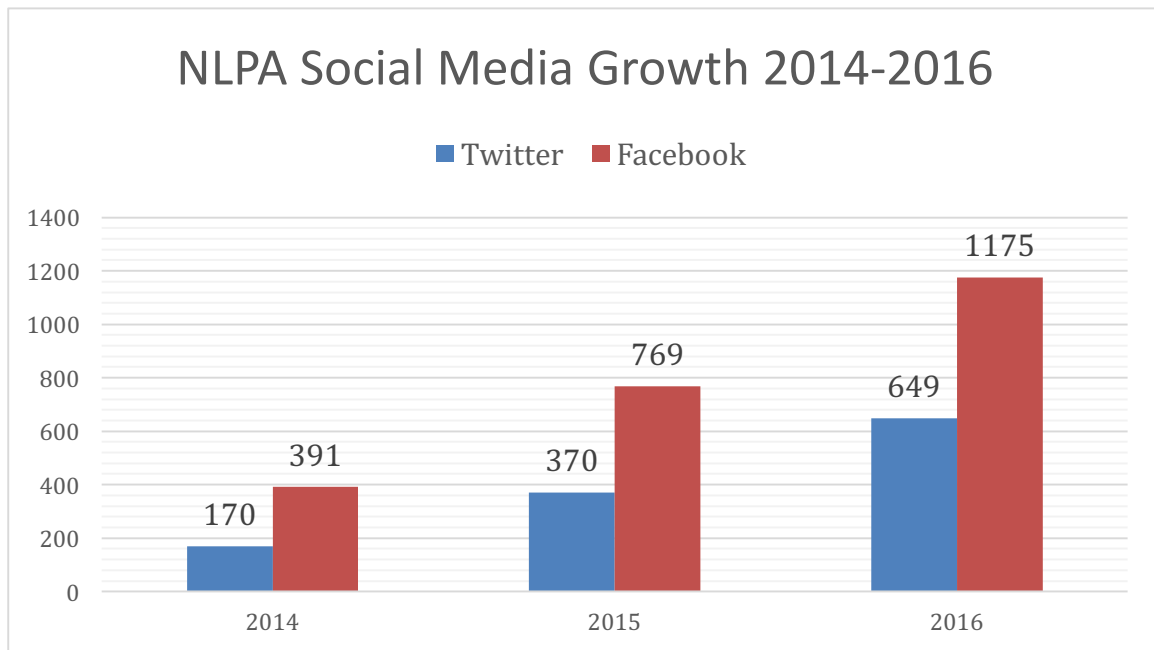
Table 3: JLP Financial Performance: 2012 – 2015

Revenue				
Source	2012	2013	2014	2015
APA member subscriptions	\$0.00	\$2,881.00	\$2,346.00	\$1,345.00
NLPA member + nonmember subscriptions	\$0.00	\$11,595.00	\$9,895.00	\$9,892.5
Institutional subscriptions	\$0.00	\$814.00	\$890.00	\$1,944.00
Electronic licensing	\$0.00	\$31,976.12	\$34,204.22	\$38,628.73
Other revenue	\$0.00	\$408.71	\$848.85	\$543.00
<i>Subtotal</i>	<i>\$0.00</i>	<i>\$47,674.83</i>	<i>\$48,184.07</i>	<i>\$52,353.23</i>
Expenses				
Source	2012	2013	2014	2015
Honoraria	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Editorial Office Expenses (began 2015)	--	--	--	\$500.00
Production	\$6,1016.15	\$25,183.34	\$26,646.03	\$24,924.80
Other (include overhead)	\$5,200.00	\$14,441.00	\$13,090.00	\$11,608.00
<i>Subtotal</i>	<i>\$16,306.15</i>	<i>\$44,624.35</i>	<i>\$44,736.03</i>	<i>\$42,032.80</i>
Overall (Revenue – Expenses)				
Category	2012	2013	2014	2015
Net income/(loss)	(\$16,306.15)	\$3,050.48	\$3,448.04	\$10,320.43
Loss carried forward	(\$16,306.15)	(\$13,255.67)	(\$9,807.64)	N/A
Adjusted Net Income (after Loss carried forward)	--	--	--	\$512.79
Royalty Payment due to NLPA (50% Net income)	--	--	--	\$256.40

Social Media

Prepared by: Hector Y. Adames, Psy.D.

The end of the 2016 celebrates 3 full years since the National Latina/o Psychological Association (NLPA) launched its official Facebook Page and Twitter account. Overall, the association's social media outlets continue to grow while experiencing high traffic compared to previous years. With regards to Facebook, there was a 97% increase of 'likes/page follows' from 2014 to 2015 and a 53% increase from 2015 to 2016. NLPA's Twitter saw a larger percentage increase compared to Facebook. Specifically, there was a 118% increase in Twitter followers from 2014 to 2015 and approximately 76% from 2015 to 2016. The following figure provides a breakdown of total raw numbers of followers for both Facebook and Twitter per year starting in 2014.



Announcements, recruitment messages, exposure to the journal's table of content (done quarterly) and LPT, web-events, NLPA position statements, and the like are continuously posted on both social media sites. All the events and announcements associated with the 2016 biennial conference were also shared through the association's social media accounts. According to Facebook analytics, NLPA's posts reach approximately 1,835 individuals on average.

TRAINING

NLPA Training & Networking

Alison Cerezo and Regina Jean Van Hell, Co-Chairs

Prepared by: Regina Jean Van Hell, Ph.D.

Last year I spent most of the time working with volunteers of my committee who are Rachel Reinders, Laura P. Minero and Valerie Minchala to initiate the NLPA Mentoring Program. First with the help of Ricardo Aguirre and Melanie Domenech Rodriguez an e-mail address was set up for the program. Created with Rachel Reinders, Valerie Minchala two applications questionnaires one for mentees and the other for mentors. Rachel set it up in Gmail to send to applicants. With Melanie and Cristalis we decided to have the formal initiation of this program at the 2016 NLPA Conference in Orlando. Three meeting sessions were planned one a social event/ formal

initiation of the Program which also included recruiting mentees and mentors, and two Mentoring Orientations where mentees and mentors could meet. (See flyer created for the conference attached). Recruited in June and July mentees and mentors and did pairings in August after analyzing carefully the applications and doing a matching with the help of the volunteers. Before the 2016 NLPA Conference we had 23 Mentees and 16 Mentors (some mentors had more than one mentee) paired. The participants were contacted to provide them with the name of mentor and mentee pairings and information for contact.

At the NLPA Conference in Orlando the volunteers and myself ran the two orientations where we explained the expectations of the program. At the social event, we formally introduced this NLPA Mentoring program and recruited 24 students interested in the mentoring program. The NLPA Coordinators Rachel Reinders and Laura P. Minero and Valerie Minchala met again before the end of the year 2016. We had to decide how to manage this program and although we tried to each one to be in charge of a group of mentors and mentees; we found out we were giving different messages as we were responding to mentors and mentees inquiries on their e-mails. Thus, we had to decide only one person would be in charge of the email.

This program has particular challenges because both mentees and mentors are located in different parts of the country and to create meetings and obtain high participation is a challenge as well as to evaluate how the relationships are developing.

CONFERENCE

NLPA Biennial Conference

The conference was a complete success. The conference was NLPA's 8th and was held in Orlando, Florida, September 29 – October 2, 2016. We broke records across the board with 480 people registered for the conference, 918 room nights, \$37,596.20 in sponsorships and other revenues, and a gross profit of \$41,078.30. Cristalís Capielo, Ph.D. has prepared a separate comprehensive report that is available upon request.

NLPA Awards

Dr. Martiza Gallardo-Cooper & Dr. Azara Santiago-Rivera
DISTINGUISHED MADRINA RECOGNITION FOR OUTSTANDING LIFETIME ACHIEVEMENTS

Dr. Edward A. Delgado-Romero & Dr. Jose "Joe" Toro Alfonso (Posthumously)
DISTINGUISHED PADRINO RECOGNITION FOR OUTSTANDING LIFETIME ACHIEVEMENTS

Dr. Guillermo Miguel Arciniega
DISTINGUISHED PROFESSIONAL CAREER AWARD

Dr. Ignacio David Acevedo-Polakovich
DISTINGUISHED PROFESSIONAL EARLY CAREER AWARD

Dr. Milton A. Fuentes
STAR VEGA DISTINGUISHED SERVICE AWARD

Dr. Hector Y. Adames, Dr. Cristalís Capielo, Dr. Manuel Paris, Orgullo SIG
PRESIDENTIAL CITATIONS

Dr. Cristalis Capielo
OUTSTANDING DISSERTATION AWARD

Jocelyn Meza
DISTINGUISHED STUDENT SERVICE AWARD

Gustavo Barcenas Jaimez
CYNTHIA DE LAS FUENTES DISSERTATION AWARD

Mercedes Fernandez Oromendia
STEPHEN C. ROSS SCHOLARSHIP AWARD

OUTREACH

NLPA Public Policy Efforts Submitted by Manuel Paris, PsyD

As an association, NLPA has been actively involved in responding to the various injustices perpetrated against the Latina/o community at the local, state, and national level. Our membership is committed to the fair and equitable treatment of all individuals, and as such are swift to speak out against any and all actions taken against those individuals whose voices go unheard. Below is a list of statements that have been written by the NLPA in 2016 on a variety of issues of significance to our membership:

- Position Statement calling on a stop to the announced wave of deportations targeting Central American mothers and their children by Immigration and Customs Enforcement.
- Position Statement on the Orlando mass shooting.
- Ongoing collaboration with the APA immigration workgroup focusing on unaccompanied minors. A subgroup has been formed (NLPA taking the lead) that is tasked with creating a comprehensive report focused on the path forward to be presented to the new White House administration.
- Position statement on the treatment of Central American women and their children at the Berks Family Residential Center.
- Position statement expressing concern over President-elect Trump's policies on immigration.

NLPA has also signed on to support efforts spearheaded by other organizations, including:

- APA position statement calling for an end to the deportations targeting Central American mothers and their children by Immigration and Customs Enforcement.
- National Immigration Law Center calling for the President to preserve eligibility to the ACA for DAPA grantees and to undo the unnecessary restriction already in place for DACA grantees.
- National Immigrant Justice Center at the Heartland Alliance expressing alarm over the Department of Homeland Security ("DHS") record-level immigration detention rates.
- American Civil Liberties Union: Final requests to protect the safety and health of immigration detainees.

As an association guided by a moral compass imbued in social justice, we will always stand united in one voice and challenge any and all actions taken against the Latina/o community that are deemed divisive, racist, discriminatory, and anti-immigrant.

Ethics Initiative

Prepared by: Melanie Domenech Rodríguez, Ph.D.
Miguel Gallardo, Psy.D. & Cristalís Capielo, Ph.D.

In 2013 a taskforce was created to formalize ongoing conversations about Latina/o specific professional practice and ethics guidelines. Over the years, the Professional Ethics and Standards group has evolved in its activities and thinking. Initially, we started with the plan to develop an ethics commentary, like the Society for Indian Psychologists. We shifted our goals following a critical mass of incidents: the #BlackLivesMatter movement, police brutality which was also very much directed at Latinos, the slow and unsatisfying progress with immigration reform, stories and frustrations with the treatment of people, especially children, in deportation facilities. There were major disruptions at Ethics Office of the American Psychological Association. By the time the Orlando shooting happened in the fall of 2016, we were already well underway in our work and we felt our resolve strengthen. The leaders of the task force felt a collective sense of responsibility to articulate NLPA's own professional guidelines and ethics statement. NLPA's statement of professional ethics and standards is not intended to replace any code of ethics, but rather provide specific, culturally-rooted guidance to psychologists serving Latina/o communities. The document is now fully drafted and under review by the NLPA Leadership Council. Once the feedback is obtained and incorporated, the leaders of the taskforce will request permission from the LC to have an open comment period for our members to review. Once members' comments have been reviewed and incorporated, we will finalize the document and ask for a vote of the membership. We hope to have this process finalized this year.