



La Comunidad

California Latino Psychological Association

Volume XI January 2010

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President's Column

"Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world and with each other."

-Paulo Freire



Hola! This quarter's La Comunidad is dedicated to the future of CLPA and to the mental health professions. That is, to the education and training of our students as multiculturally responsive psychologists and mental health professionals. Many of you have heard me say over and over that students are our lifeline; they are the heart of the association and a major reason for our existence. They are also the ones who will carry the legacy of the association in years to come. That is why it is critical that we continue to support and mentor our students. In addition, we must provide a platform where our students can extend their training and professional development beyond the borders of their graduate school training programs. Ultimately, we need to empower and give voice to our students. They have much to offer and we have much to learn. They are our future!

Students should inform our research, our lectures, our writings and decisions about training. They are often the ones in the trenches, the ones most connected to our communities and often seen, but not heard. It is clear that students today bring a level of cultural knowledge that must be incorporated in all that we do. What is often labeled as naiveté must be embraced and used to cultivate intelligent critical thinkers rather than a lifeless replication of knowledge; the latter usually stunting curiosity and growth.

Pedagogy, the art of teaching, educating and training. One cannot address education and training without acknowledging the discourse that began almost forty years ago by Paulo Freire (1970). Educators and students alike were challenged to engage in an active, reciprocal dialogue that analyzed, questioned and created change through learning. We were urged to not simply present and have students regurgitate information, but rather create new knowledge through discourse. We were asked to create a *praxis*-an integration of theory and practical knowledge. This has relevance for our work as psychologists and mental health professionals.

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President's Column Cont...

It means that we have a responsibility to create new knowledge by incorporating theoretical and empirical information with our own experiences and knowledge of communities and people. It also means that students and professionals alike are responsible for learning; we must actively question what we learn and understand the true meaning of what we are taught. Creating new knowledge implies an active participation versus a passive acceptance of information.

My advice to students is to create your own rules to learn and guide your growth. Be curious and open to learn from anyone or anything; understand yourself and your personal/professional values so that you do not compromise your personal integrity; respectfully challenge and question what you learn; and understand the meaning of the knowledge acquired. I encourage you to be open to perspectives different from yours, lean into your discomfort, and dialogue with all others, not just amongst yourselves. Lastly, approach others with an openness to learn, and awareness of your own limitations.

The purpose of an education is to create new knowledge not simply replicate. We owe it to students, and our communities, to go above and beyond, and ensure that students are trained to respond to the changing demands of our society. One of the goals of the CLPA is to nurture students' eagerness and to create opportunities for students to practice unconventional ways of thinking and impacting mental health professions. The CLPA has a number of Latino Student Psychological Associations (LSPA), which are student chapters throughout training programs in California. Student members have been an integral part of the association from its inception; therefore we are indebted to our students for all their contributions.

Our role as professionals is to bridge the gap. We hold the power to influence the training of future mental health providers and model lifelong learning by remaining open to learn from those that came before us and those that will come after us. I look forward to the new ideas that are in the pipeline and to the new generation of students, and soon to be professionals to invigorate CLPA and Latino Psychology.

Sinceramente,
Susana O. Salgado, Ph.D.
CLPA President

References

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum International.



"On the Road to Internship"

Jime Salcedo, M.S. University of La Verne

It is coming to be that time of year where psychology doctoral students will begin to take up the task of applying for internship. I went through this process last year and can understand the anxiety that many students are feeling at this time of the year. Yes, it is a stressful process...yes, it is a lot of work, and chances are that yes, you will match! This process is a difficult one that takes lots of preparation. Give yourself plenty of time to gather your materials for your application. You do not want to be stressing at the last minute getting things together, this is where careless mistakes are made. Research your site carefully and do not be afraid to contact the sites with questions about your application. In my experience, sites were very happy to answer questions that I had about their application process before applying. Also, choose your site carefully, and apply to as many sites that are a good match for you. But be humble and realistic with your site selection. Just because you speak Spanish does not mean that sites are going to be all over you. So do not just apply to three sites thinking that you will have no problem matching. I know several Spanish speakers who did not match even though they were amazing applicants.

One very important point to consider; *Please* be aware that there have been a growing number of internship applicants each year, and the growth in internship sites has not kept up with this pace. This problem in supply and demand has caused an internship imbalance. The percentage of applicants that do not match each year increases, and this has been such a growing concern that it has led the American Psychological Association of Graduate Students (APAGS) to declare an internship crisis (See www.apa.org/students/internship-imb.html). For this reason, it is extremely important to prepare yourself well, including putting together a strong CV and application.

Because of my Spanish language fluency, I was one that underestimated the internship crisis and did not apply to as many sites as I should have (5 total).

Although I did not match to my top 3 sites, in the end, I have been very pleased with my match. I am currently an intern at the Supervised Treatment After Release (STAR) Program with the San Bernardino County Department of Behavioral Health.

Although I have to say that I was surprised on match day, in the end it has been a great experience. The program is a great training program and I have been very pleased with my training. So you never know; sites that you may not have given much of a chance may ultimately be the best match for you. As the saying goes, 'things happen for a reason.'

But, what happens if you do not match? Well, do not take it personal, it does not mean that you are terrible or lack the qualifications...and remember, there is still hope. Lots of people do not match at first, but usually end up finding an internship through Clearinghouse. Make sure you prepare well before the match. Ideally, you would like to match, right? But given the internship crisis, it is also important to prepare for the possibility of not matching.

One suggestion would be to have a team of friends that will help you in the event that you do not match. Learn about how the Clearinghouse works and prepare yourself. The week before the match, my cohort members agreed that we would help each other. No matter the outcome, if we matched or not, we agreed to meet in the computer lab at school early on match day to help the ones that did not match get their application out during Clearinghouse.

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"On the Road to Internship" Cont...

This can be a stressful and fast-paced experience, and having the support of others is crucial. For instance, we set up teams. One person checked the emails coming in for relevant sites, another sent out the resume and application to these sites, while the non-matched student made the calls to the sites. The results; we had 100% match rate for those who did not match initially!

So the main message...prepare well, be realistic, be very detail oriented on your application, and use your support system prior, during, and after match day. This is a stressful, yet exciting step in your professional journey...and you will be great! *Buena Suerte!*

Pepperdine University takes interest in providing Mental Health Care services to South Orange County's underserved Latino population

Through the PRYDE Program, a training site for MFT interns and trainees, the mental health care needs of the Latino population in Orange County are better served.

Luis Becerra wants to advance research on Latino interventions in mental health across the country. Rubi Lopez wants to break down the cultural barrier limiting mental health care access to Latinos in California and the nation. And Xenia Marshall wants to provide Latino families with a safe place to confide their struggles, a place that not only includes the structure and discipline of a private practice or agency, but also incorporates a combination of warmth and compassion.

As graduate students and interns from the Graduate School of Education and Psychology at Pepperdine University, each student and intern has made a commitment in the effort to close the mental health care gap in the Latino population in Orange County and across the country.

Pepperdine University takes interest Cont...

The Pepperdine Resource, Youth Diversion and Education Programs (PRYDE), which is located at the Orange County Sheriff's Department in Aliso Viejo, services all of South Orange County and it is rapidly growing Latino population through a variety of youth and family oriented programs. The PRYDE Programs provide the opportunity for interns to grow professionally and achieve goals specific to the needs of Latino families with multiple mental health issues through its exceptional training programs.

In an effort to provide comprehensive training programs, and services for youth, PRYDE has expanded its early intervention programs, to include youth diversion, on campus counseling, crisis intervention, alternative to suspension and gang prevention programs. The PRYDE Program not only collaborates with the Orange County Sheriff's Department (Diversion Program), but also with several school districts including the Tustin Unified School District, the Saddleback Valley School District and the Capistrano Unified School District, and 12 cities in Orange County. Because of the multifaceted quality of the PRYDE Programs, the graduate students and interns are able to better assist the Latino population and provide them with quality mental health care. "One of the barriers for many Latino families from receiving mental health care is the language barrier," says PRYDE intern Marshall. "The PRYDE Program allows many Latino families that otherwise would not seek mental health services to have access to it, and in turn, facilitates the opportunity for these families to uncover deeper relationship issues that affect the entire family."

The PRYDE Program is staffed with experienced multi-ethnic and multilingual interns who provide services to many of South Orange County's minority and low-income families.

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Pepperdine University takes interest Cont...

The PRYDE Program is staffed with experienced multi-ethnic and multilingual interns who provide services to many of South Orange County's minority and low-income families. "With 3 licensed psychologists, 2 of who provide weekly group and individual supervision and a highly trained staff I feel very confident in my work and the services that I provide, even as a Latina who already understands the disparities Latinos experience in mental health," says PRYDE intern Lopez, who is also the Bilingual Services Coordinator for PRYDE. "My experience at PRYDE has also given me the opportunity to refocus my goals for the Latino population, not only in Orange County but for the nation, and increase the understanding of mental health care within the families I see."

The collaboration between the PRYDE Programs and the other agencies has also created a strong partnership with the Orange County Deputy District Attorney's Office and the Gang Reduction, Intervention and Prevention (GRIP) collaborative in the City of San Juan Capistrano. Since GRIP's inception in San Juan Capistrano three years ago, the PRYDE Program has been instrumental in gang prevention, intervention counseling and education, and individual, group and family counseling for at-risk adolescents. "I grew up in this neighborhood," says Becerra, Pepperdine graduate student and Community Education Specialist for PRYDE. "I am happy to be serving my community and making a difference with adolescents who are struggling internally. I think that it's about time that Latino intervention in mental health is being addressed in South Orange County."

The collaboration involved with the teams in the PRYDE Program makes this training site not only unique, but effective for the families that seek mental health care in South Orange County. At PRYDE, interns have direct contact with school administrators, teachers, school psychologists, law enforcement, community liaisons, and attend meetings specific to the needs of the families. The families, in turn, are responding positively to the practice of mental health care and are improving their lifestyles.

Luis A. Becerra
Community Education Specialist
Pepperdine Resources, Youth Diversion & Education
CLPA Newsletter Co-Editor

Rubi G. Lopez, MFT-I
Bilingual Services Coordinator
Pepperdine Resources, Youth Diversion & Education

Doctoral Internship Experience

Rogelio Serrano, LMFT

Pepperdine University, Graduate School of Education and Psychology

The experiences of students who go through the doctoral internship process are probably as diverse as the students themselves. Before I relate my experience, let me share with you a central belief that has gotten me through those long isolated evenings in which I “worked” while others “lived.” The message is simple, “to thine own self be true.” So what does Shakespeare know about the doctoral internship process? I would assume he knew as little as I did the first day of my program orientation. But as we all quickly learn, internship is everything (or so we are told). As I recall my experiences of this process I invite you to remember those words as I did. For those words became the eye at the center of a confusing and frustrating storm.

The first step in the process of internship was making realistic observations of my skills, training, experience, and *personal* aspirations. I stress personal because that is what I interpreted as being true to myself. We all share similarities of our goals for doctoral training, mainly to gain clinical training and move into our careers. I made a concerted effort to try and remind myself of the personal aspirations that have driven me into this work in the first place. Doing this facilitated the formulation of realistic guidelines for my personal journey.

In order for me to fulfill my goals I had to prioritize my roles, father/husband first, student/professional second. Thus, my limitations were more geographic in nature. Moving away from my home was not a choice I was willing to make for both personal and financial reasons. Therefore, I had to make a realistic appraisal of how this limitation would impact the range of clinical experiences available to me in the local sites of Southern California.

“Apply to more sites,” “Make sure you choose the right place,” “This is an important step for the rest of your career,” and “This is the most competitive process in doctoral training.” All of these were phrases that ruminated in my head. Yet, during this storm of talking heads I was able to keep an eye on the ultimate prize. My ultimate goal is to help Latino men become better fathers, brothers, sons, and citizens by utilizing the skills acquired through my doctoral training. Where and with whom that training occurs is important, but ultimately just a stepping stone towards my professional goals.

Ultimately, I decided to apply to 13 sites from which I received 9 invitations for interviews. From these interviews came only 6 realistic and viable options for me to rank. These sites were a mixture of child, adult, APA approved, not approved, community, hospital, and federal agencies. The range was broad, but I knew that no matter where I ended up, I would be close to home. It was comforting to know that if selected to any of those sites, I would be at peace with the decision. More importantly, if I was not chosen, I would remain with my family and go through the process of clearinghouse. Remember, my personal aspiration is to help others. Receiving “the best” training is a component of that, but not the ultimate goal. The first principal that I maintained (prioritizing my personal role) allowed me to place some much needed perspective on the prospect of not matching. This ultimate fear of most doctoral internship candidates was diminished (not gone) as a result of the personal choice I made early in the process.

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Doctoral Internship Experience Cont...

The personal choice also led me to understand that I would need to impart some trust in the system. The reality is that these programs have undergone some level of appraisal and scrutiny. I also realized that even the best programs can produce some pretty challenging and frightening situations for doctoral interns. This just comes with the territory of moving through doctoral training. Therefore, I maintained my focus on what I could control (where I chose to apply) and left the rest to the powers that be. My experience in the field allows me to understand that great training comes from a combination of student, mentor and situation. The site is sometimes just the stage on which the experience unfolds.

In the end, my choice paid off and I was satisfied with my position. I am now an intern with the Federal Bureau of Prisons. I work with Latino men and making progress towards my professional goals. I am also able to keep my personal role fully intact. So, where did my personal aspiration come from? As you may have guessed, it comes from my cultural background. By this I mean that it comes from the indoctrination of moral principals instilled in me by my parents, family, community, and spiritual traditions. Although this may not sound like a very scientific method to approach the doctoral internship process, it is a method that has given my journey through higher education greater satisfaction. Utilizing this personal compass to navigate the process allows me to seek out those experiences that are truly meaningful, find people who are truly supportive, and manage the unbalanced environment of graduate training.



Some helpful reminders may be in order for those who do prefer a more systemic approach: 1) find a cohort of folks who support your choices, 2) realize that there is no such thing as “the perfect site,” 3) get your materials together early, 4) remember, other sites will not see your other applications (copy/paste, you know what I mean!), 5) make plans for the worst case scenario, 6) make plans for the best case scenario (celebrate yourself!), 7) make your intentions known as clearly and quickly as possible, 8) remember that sites want you, 8) be confident that you have something to offer and let them know that, 9) remember that it is just a ride, so have fun while you are on it!

Cultural Responsiveness in the Realm of Military Psychology:

A Post-intern's Perspective

By Nick Guzman, M.S.



As a recent graduate of the Navy's Psychology Internship program, I can appreciate the caliber of training I received during my internship year. It is difficult to argue that the Navy does not have a strong investment in the quality of its two internship programs (National Naval Medical Center, Bethesda and Naval Medical Center, San Diego). A majority of its newly acquired psychologists originate from the two internship sites and often continue in some capacity as providers in the military setting. Most interns who participate in the internship are committed to three years of active duty service as naval officers. They are expected to fulfill various roles as both mental health providers and leaders (e.g., division officer or department head) in a wide-range of settings (i.e., clinic, hospital, and operational setting) with little or no direct supervision (e.g., overseas deployments).

As an intern, I received training in multiple subjects relevant to mental health treatment (i.e., personality assessment measures, neuropsychological screenings for mild traumatic brain injury, evidence-based treatments of PTSD, psychiatric inpatient care, consultation/liaison services in the primary care setting, and various approaches to psychotherapy). However, a significant component of my training was contributed to my exposure with the military culture. Like most interns, I did not have a prior military background and was unaware of the complex dynamics that existed between military culture and mental health care. For example, many service members have a preconceived notion that if they meet with a mental health provider their careers in the military will be over. The common nickname for a psychologist in the Navy is 'the Wizard' because of the reputation for making people disappear from their duties. This negative connotation is being addressed in the various branches of the military, but the fear of being removed from active duty is real for many service members who wish to make the military a long career.

Similar with other APA-accredited internships, the Navy's internship program directed its focus on various topics related to cultural diversity through didactic seminars and individual supervision. Although a majority of the service members in the U.S. military are young Caucasian males with a basic high school education, cultural diversity has grown to be an important component of military operations (i.e., Equal Opportunity Policy). Ethnic diversity appears to be on the rise in the U.S. military. A review of the 2007 Department of Defense Demographics Report revealed an increase in the number of ethnic minorities who were on active duty or reserve service members in comparison to the 1990 report. Over one-third of the active duty service members identified with a racial minority group (35.9%) with more than ten percent identifying as Hispanic. Indeed my clinical experiences during my internship included work with individuals of various Latino nationalities that differed in regards to level of acculturation and origin of geographic location.

Diversity of geographic location of origin is a very common theme to military culture. Many individuals associated with the armed services come from various locations inside and outside the continental U.S. From my own clinical experiences alone I had the opportunity to work with individuals from India, Kenya, Romania, Spain, and the Philippines.

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Cultural Responsiveness in the Realm of Military Psychology: A Post-intern's Perspective Cont...

Didactic trainings with my supervisors and fellow interns allowed me the opportunity to discuss such cases in depth, gaining an additional perspective of what I should consider regarding cultural diversity influencing treatment (e.g., expression of symptoms, level of psychological mindedness and insight, and attitude towards mental health treatment).

Unfortunately, emphasis of clinical training with LGBT-specific issues is rather limited based on my own personal experiences. Although policy regarding the openness of one's sexual orientation in the military may change in the near future, it is still a censored issue. Of course I was never discouraged to address concerns related to sexual orientation with my patients. There seems to be a common understanding amongst providers in the military setting that it is our ethical duty to competently treat patients, regardless of sexual orientation. However, in the same instance to proactively explore matters of sexual orientation may be concerning for those who feel their duties as a naval officer come first before their role as a mental health clinician.

As I continue to progress in my career as a mental health provider in the military, I look forward to further expanding my understanding of the diversity issues that exist within the military culture. The process of doing so is similar to what one would expect for a civilian provider. Participating in continued educational experiences (i.e., workshops, seminars, and conferences) and staying up to date with the current literature that addresses the various issues associated with cultural competency seems to be a common practice for providers who are not away on deployment. However, the lessons from my internship experience also taught me the value in learning of the subcultures that exist within the various military branches.

The attitude of experiencing traumatic stress for an infantry Marine can be very different from that of an aviation electrician or someone who works the flight line of an aircraft carrier. Understanding the language, norms, values, and traditions associated with a service member's rate (specific job), branch of service, and deployment experiences is just as important as understanding the meanings they associate with their ethnic or national heritage.

I certainly appreciate the assistance my civilian colleagues have offered the men and women who served in the armed forces, particularly with providing care to the families who may also suffer when their loved-ones are away in a foreign land. Whether in private practice or in the VA, the added value of knowing a bit of the patient's experiences with the military is essential to treatment. I often learn most of my information about the service member's job or experiences during deployment as I talk with them in session. The acronyms will always change, but the real important matters of the individual's perceived military experience will come to the provider who takes the time and courage to simply ask.

Disclaimer:

The content in this article is not intended to reflect the viewpoints of the U.S. Navy or the Department of Defense.

Bio:

Nick Guzman is a graduate student in the Psy.D. Program at the University of La Verne and is an officer in the U.S. Navy. He is a recent graduate of the Navy's internship at Bethesda, MD and is currently completing his doctoral dissertation (*Exploration of Processes that Influence Adjustment in Men Living with HIV/AIDS*). He is currently a supervised provider at Naval Medical Center Portsmouth, VA.

Upcoming Events/Announcements

"No matter where they turn, Latinos face difficult issues that will require tremendous leadership. This year you can participate in a historic opportunity to ensure you will have meaningful choices about who those leaders will be. The National Association of Latino Elected & Appointed Officials (NALEO) is asking you to apply today to be on the state's new Redistricting Commission and help draw political boundaries to shape our future. Go to www.wedrawthelines.ca.gov to learn more. The deadline for applications is February 12, only a few weeks away. Currently Latinos only make up less than nine percent of all applicants! Step forward and be a part of historic change in California."

Victor Abalos

On behalf of The NALEO Educational Fund

CPA Annual Convention 2010

April 15-18, 2010

Hilton Orange County/Costa Mesa

The Inaugural APA Division 45 Conference

The Society for the Psychological Study of Ethnic Minority Issues (APA Division 45) will be hosting its first-ever conference outside of the APA convention on June 17-19, 2010. The conference will be held on the campus of the University of Michigan in Ann Arbor. There will also be a pre-conference professional development opportunity for ethnic minority graduate students and early career professionals on Thursday, June 17, 2010.

The goals of this meeting are to provide a forum for:

- 1) The presentation of state-of-the-art research related to the psychological condition of individuals from all ethnic minority groups within the United States;
- 2) The professional development of ethnic minority researchers (students and professionals);
- 3) Greater networking and collaboration among researchers conducting research on ethnic minority issues across various fields of psychology.

There will be an opportunity to present posters, symposia, panel discussions and workshops. The Call for Proposals ends on February 15, 2010 at 11:59 EST. Early registration ends on May 30, 2010 at 11:59 EST. You must register in Ann Arbor after that date at onsite rates. For more information and to register for the conference go to the conference website (<http://www.div45conference.com>).

40th Annual ISPNE Conference - Modern Psychoneuroendocrinology: Interactions with Genes, Health, and Longevity - San Francisco, CA – USA July 23-26, 2009

www.ispne.org/conference Join us at the 40th Annual ISPNE Conference. Jointly sponsored by ISPNE and the University of California-San Francisco, this program will provide an opportunity to explore the paradigm shift in how we view the impact of genetics and developmental and environmental events that can shape hormonal physiology, which ultimately affects health www.ispne.org/conference.

Resources

¿Preguntas? ¿Preocupado? ¿Necesita apoyo? **El Centro de Apoyo de la APA** es su recurso de internet para encontrar folletos, consejos y artículos sobre las preocupaciones psicológicas que pueden afectar el bienestar emocional. También puede averiguar cómo ponerse en contacto con psicólogos recomendados por la APA. Visitenos en www.centrodeapoyoapa.org/

The National Register of Health Service Providers in Psychology, in conjunction with the **American Psychological Association of Graduate Students (APAGS)**, is pleased to announce a new award for doctoral students in psychology. Each summer and winter the National Register and APAGS will award \$300 to a group of students interested in becoming credentialed by the National Register through its student program, the National Psychologist Trainee Register. Visit us at <http://www.nationalregister.org/> Click on the Students/Trainees link.

The National Health Service Corps (NHSC) Loan Repayment Program (LRP)

Announces a funding opportunity for mental health providers committed to working with underserved populations. This federal program makes contract awards to clinicians that agree to serve full time for two-years at approved sites in designated health professional shortage areas (HPSAs) of greatest need. In return for this service, NHSC LRP participants receive money to repay qualifying educational loans that are still owed. Maximum repayment during the required initial 2-year contract is \$25,000 each year with the possibility of extension of service and loan repayment at \$35,000 per year. In addition to loan repayment, clinicians receive a competitive salary and a chance to have a significant impact on a community. For additional information, visit <http://nhsc.bhpr.hrsa.gov/>

CLPA Newsletter Submission Guidelines

Dear CLPA Colleagues,

Would you like to contribute to the CLPA's newsletter? If so, you may contribute information in the categories below. Keep in mind that the next newsletter will be released in April 2010.

Announcements: Please send any announcements about yourself, your colleagues, or anything else you think our members would appreciate knowing. These can include new jobs, promotions, book chapters or articles, or other projects in which you participated. This is your chance to Shine!!

Articles: We also publish at least one featured article in each issue. We are open to articles that are relevant to the Latina/o community. Length should be between 750-1500 words. Articles should include a short bio, and a picture if desired. Please feel free to take a look at our previous featured articles at <http://www.latinopsych.org/resources.html>.

Student/Early Career: We are always looking for submissions from our student/early career members. Please feel free to submit articles about research you are involved in, communities you may be working with, or experiences you would like to share about being a student and starting off in your career as a mental health provider. This is a great way to connect with others in your field and to share experiences and information.

Resources: Send us your favorite summer books, articles, or websites!

Conferences: If you know of any workshops or conferences coming up in November, December 2009 or January 2010, please send us that information.

Mentors Column: If you are a student or early career professional and would like to have a question answered from someone who has "been there, done that," please submit them to Linda Luna at llinda13@hotmail.com. These may be questions regarding the graduation process, licensure, getting your first job, etc. We are here to help each other.

Paid Advertisements: Post your advertisement with us! Our newsletter is sent to colleagues all over the state and country. You may view information on our website or you may email Linda Luna at llinda13@hotmail.com for more details.

Position Announcements: Please include position title and description, location, minimum qualifications, salary, and how to apply. For more information take a look at our past newsletter issues at <http://www.latinopsych.org/Resources.html>.

Please send all your submissions and questions to llinda13@hotmail.com. Please write "CLPA Newsletter Submission" in the subject line.

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

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Membership Brochure

WHY JOIN CLPA

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

MEMBERSHIP

Membership categories include the following:

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

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

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

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

www.latinopsych.org

CLPA Membership Form

Name: _____ Degree: _____

Title/Position: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Professional Affiliation: _____

Phone Number: _____ Fax Number: _____

E-mail Address: _____

Gender: _____ Ethnic Identification: _____

Clinical, Research & Teaching Interests: _____

<u>Annual Membership Fee</u>	<u>Optional Student Sponsorship</u>
___ Institution/Organization \$100	Number of students you wish
___ Professional \$40	to sponsor ___ x \$10 = ___
___ Mental Health Associate \$30	
___ Student \$10 (photocopy of current ID)	

Optional

Name of student(s) you wish to sponsor: _____

Voluntary Contribution \$ _____

Donations make it possible to support the growth and visibility of CLPA. Please add your tax-deductible donation to the Grand Total.

I am interested in volunteering for a committee.

Total

Annual Membership Fee \$ _____

Optional Student Sponsorship \$ _____

Voluntary Contribution (Tax-deductible) \$ _____

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

Pepperdine University
Graduate School of Education and Psychology
CLPA
18111 Von Karman Avenue, Suite 209
Irvine, California 92612

CALIFORNIA LATINO PSYCHOLOGICAL ASSOCIATION

The California Latino Psychological Association was founded upon the guiding principles of enhancing the research, training, and practice of Latino/a Psychology in California. In addition, we understand the need to become social advocates within the community of mental health professionals and for our community. While our numbers continue to increase, our voice slowly follows. In order to thrive, The CLPA must educate our students, our colleagues, and Latino/a communities across California.

As a state chapter affiliate to the National Latino Psychological Association (NLPA), The CLPA serves as an opportunity for professionals to network and dialogue about the mental health issues that affect the Latino community in California. The CLPA is the platform that facilitates the process of uniting us to work towards one goal, advancing Latina/o Psychology.

The CLPA is open to all individuals who endorse our mission. We welcome everyone and look forward to working with psychologists and other mental health professionals of all backgrounds invested in the Latino community. We look forward to your membership!

We're on the Web!

See us at:

www.latinopsych.org