

# La Comunidad

California Latino Psychological Association (CLPA)

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## Presidential Column

### Social Advocacy and Psychological Liberation

Miguel E. Gallardo, PsyD



I recently returned from the National Latina/o Psychological Association's (NLPA) Inaugural Conference in Arizona. Over two years ago the NLPA was revitalized at an APA convention. At that time, and currently, Latina/os in the field recognized the importance of having a voice for Latina/o psychologists nationally. Since then, the NLPA has grown and each year continues to develop stronger ties that ensure a positive future for la comunidad nationally. Reflecting on my experience at the conference, I am reminded of the significance in continuing to develop a strong framework for CLPA that will last well into the future.

The strength of cultural ties became evident to me while at the NLPA conference. I can honestly say that I have never felt more energized after having attended a conference. The validation of being with peers, who share similar interests, backgrounds, and goals as Latina/o psychologists, resonated within each attendee. Moreover, the discussions of advocacy for our gente were primary items on our agenda as a group and collectively we shared the passion and commitment for positive change.

A significant event of the conference that allowed the group to explore our comunidad's challenges and needs was the presentation of the film, "The Gatekeeper." In fact, we not only watched this very capturing documentary, but we also had an opportunity to hear from the Director, John Carlos Frey. Frey spoke of his life as a Mexican growing up in the United States and the driving forces behind producing the film. His comments highlighted the sad reality for many in our community. He described la frontera y los Mexicanos who give up everything to come to the United States. Yet, when they arrive, if they have that opportunity, they enter a country where the underlying sentiments are abusive and disheartening.

While viewing the film, my emotions ranged from sadness to anger and back to sadness again. The scenes reminded me of the many Latinos in the US who are unjustly treated and unfairly discriminated. What was both inspirational and disheartening for me was the cold reality that many of nuestra gente work hard daily with hope and faith-- making the best of their circumstances with positive attitudes in order to provide for their families in less than adequate living conditions. In reflection, you may think, "Yea, what else is new?" In fact, many would argue conditions have worsened, immigrant marginalization has increased, and there is a certain apathy toward cultural sensitivity. Yet, associations like the NLPA and the CLPA are positioned to implement positive change both at a social and educational level in efforts to assist our communities; this is a positive and promising change.

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

# Greetings from the Membership Chair

Greetings to all CLPA Members!

I am pleased to announce that our organization continues to grow! Thanks to the efforts of our members in Northern California who recently held their first regional meeting we are confident that growth in that area will expand in a timely fashion. This is an important advance as the CLPA should represent psychologists statewide and in all urban and rural areas. In addition to our members in California, we also have out-of-state members in Oregon, Ohio and Illinois.

The membership of the CLPA derives from a diverse base of Latino/a psychologists in teaching, research and clinical practice. This is a very hopeful trend that holds the potential for interdisciplinary work that can strengthen the theory and practice of Latino/a Psychology. The diversity across domains provides a basis of strength for the organization. After all, it is the quality of the members that allows us to build a strong and influential organization. It is through you, the talented and active member, that the CLPA will become a political entity advocating for the community and recognized as an authority in the field of Latino Mental Health.

The need for the CLPA as an advocate for the poor is presented to us in daily headlines and in direct contact with the community. The increased focus on immigration issues, cuts in social services to Latinos, and the continued presence of racism underlies the urgency to build a bigger, faster and stronger organization that can respond to the needs of the people. As we are frequently reminded, California is the 6<sup>th</sup> largest economy on the planet. While Latino's are the primary minority group in the state there remains a stark inequality in economics, education, housing, and health care. Our CLPA members find themselves at the forefront of change in all these areas and this fact illustrates the need to bring our skills and resources together as a unified entity.



It is also important to remember that the CLPA is a vehicle of service to Latino/a mental health professionals. As noted through the exchange on the CLPA listserv there are opportunities for collaboration on projects, resources for research, and employment leads.

To improve our service to the membership we are pursuing the development of a mentoring program for graduate students. In service to the community, we are developing the area of policy analysis on mental health issues. This in turn will provide us with data to advocate for parity and fairness in the delivery of mental health services.

All CLPA members have good reason to be optimistic about the future as we continue to evolve into an organization that remains true to its commitment for social change and dedication to its members.

## A final note:

**Membership is renewed on a yearly basis.**

**All CLPA membership fees are due by March 1<sup>st</sup>. 2005.**

Take care,

Ricardo E. Gonsalves, Ed.D.

Membership Chair

## Engaging Latino Parents of Children & Adolescents with Emotional and Behavioral Problems: The Application of Cultural Precepts in the Process of Engagement

Ana L. Peeks, Psy.D.

### Introduction

The 2000 Census magnified the ominous presence of the Latino population across the nation. Within this context, census data demonstrated that this group continues to increase in population; such that it is projected that in the United States, Latinos will surpass other minority groups by the year 2025.

### Cultural Competence

Many Latino researchers and clinicians have championed cultural competence. It is the author's belief, that cultural competence is the ability to understand, and connect with, the client's experiential world. This includes possessing the ability to recognize cultural precepts that exemplify the client's inner world. Over the past decades, being "culturally sensitive" has been the mantra espoused by practitioners in the arena of service delivery. It is the author's contention however; that a shift must occur from being culturally sensitive, to a more vigorous stance in which "culturally driven" services are the rule and not the exception.

In this paper, the author will provide a panoramic view of an intake process with Latino families. Further, this paper will illustrate powerful cultural themes, which serve as a catalyst in strengthening Latino parents' awareness of mental health issues, and helps solidify the process of engagement.

The author is a bilingual, bicultural therapist, employed at a county outpatient mental health clinic that serves children and adolescents. The bulk of clinic referrals are from schools, community agencies, medical clinics, social service agencies, and parents. Clients' ages range from five years of age to eighteen years. A number of clients have a mental health diagnosis and, in some cases, there is also the presence of a learning disability.

### The Process of Engagement

The process of engagement can vastly influence a Latino family's decision to proceed with mental health treatment. Therefore, it is the role of the clinician to explore the parent's understanding as to why the minor is being referred for a mental health evaluation. In the author's experience, it was noted that many Latino families are referred to outpatient mental health services. However, very little information is provided by the referral source as to the reasons why the referral has been made.

For the intake process to be "user friendly" and comfortable, the precept of "personalismo" can be used as a "transitory cultural bridge" to engage the family. This can begin with the clinician making telephone contact with the family. This lifts the burden off the parents in having to initiate contact. While the author is keenly aware that in the arena of mental health, the westernized treatment model is predicated upon the client initiating contact (as it denotes initiative and commitment) in working with the culturally different, it is vitally important to use approaches that are culture specific. Personalismo can enrich the outreach process and serve as a screening tool while "demystifying" perceptions about mental health. For example, some Latino families are greatly concerned that in accepting an intake appointment, the minor will be labeled as "crazy". This perception may be, in part, fueled by culture specific mores about mental illness, and being stigmatized by family members, church members, confidants, or neighbors. Given this theme, the clinician can broach the subject of an intake appointment by first inquiring how the minor is doing in school. This gentle and non-threatening subtle "ice breaker" taps into the experiential world of the parents and validates their commitment to help the minor succeed in school. This is also helpful in providing a subtle opening to discuss the parent's concerns, especially if the minor is exhibiting behavioral problems at school. When an intake appointment is offered, the parents can be given the option to bring extended family members who may provide additional anecdotal information related to the identified issue.

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### **Intake Session: Engaging the Family**

In the waiting room, the clinician acknowledges the family with a greeting and, if appropriate, extends a handshake to the parents and, if present, other adult family members. Everyone is invited to the intake office during which the clinician engages in “platica” to lessen the family’s anxiety. On occasions when the clinic director is available, the family is introduced with the intention of making the family feel welcome, and to decrease their perception that the agency is heavily formal or bureaucratic. When interviewing parents, a gentle approach is recommended so that the interview is not perceived as being too intrusive and positive feedback can assist in validating the parent’s self-disclosure. This can be accomplished by stating “Gracias por su confianza” when appropriate to do so, as timing depends on the topic being discussed and verbal and non-verbal cues. The author has observed that when this cultural precept is used, parents appear more open in providing information.

“Dichos” can also be used to explain a concept, or to illustrate a point. It is the author’s belief that dichos, if used appropriately, can crystallize themes and decrease resistance to interventions because of their fundamental existence in the experiential world of the Latino family. For example, when parents feel their adolescent is unable to understand their point of view, in providing feedback, the clinician may interject a dicho such as: “Cada cabeza es un mundo”. In this case, the dicho can be used as a metaphorical tool to illustrate the point that in adolescence, one component of the developmental process is the concept of thinking independently. Therefore, by integrating this dicho into the discussion, parents are empowered with information about developmental themes impacting teens versus reinforcing the perception that the behavior is a rejection of cultural norms.

### **Explaining Assessment Results**

After the intake session has concluded, the clinician may review the reason for the referral, summarize the parent’s and the minor’s input, and discuss treatment recommendations. In providing a summary of the assessment, and to highlight certain themes, the clinician may choose to weave a dicho into the discussion, again, when appropriate to do so. To engage the minor’s and the parent’s participation in treatment, the clinician may use the term “socios” (partners) to define the collaborative relationship, as it taps into the “cultural community mindset” of

the Latino family. This prevents treatment from being viewed as too sterile or compartmentalized and, expands the parent’s commitment to support the minor’s treatment goals in partnership with the clinician.

*Dr. Ana Peeks is a bilingual-bicultural licensed clinical psychologist. She presently works at Health Care Agency/Children and Youth Services in Costa Mesa, CA and has published manuscripts on Latina adolescents and undocumented battered Latinas. She was the past recipient of the Superior Achievement Award by the California Department of Mental Health.*

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The movie and discussions reminded me of the value of social advocacy and the need to teach our younger generation of mental health providers to become community leaders understanding our needs, challenges, and strengths. Essentially, we need to see ourselves as social advocates or change agents, and not simply as practicing psychologists and service providers in the field. Many demand a change in *nuestra gente* and overlook the shortcomings of the system. Moreover, there is limited self-examination in society by a culturally insensitive ever growing society. I ask the question, if we change the individual without changing the environment that created the psychological distress and turmoil, what have we really done? Have we improved the situation and conditions or simply blamed the victim? As psychologists, how much healing have we really facilitated? Have we prepared the individual to combat a social system that maintains discriminatory practices, prejudices, and racist attitudes? These are questions that each of us needs to ask ourselves. Only you know the role you play in this system. Moreover, I challenge you to self-reflect on your active participation in creating change for the social injustices and the negative experiences faced daily by our community. CLPA is developing into an association where there is a place for all of us to learn, participate, understand, contribute and ultimately create and promote positive change.

John Carlos Frey also spoke about his own identity development. He discussed the need to change his name from Juan to John when he was a young child and emphasized his desire to speak English over his native language, Spanish. In essence, he discussed the need to reject the spirit of his Latino identity. When we come together, collectively, we gain group-esteem that develops and promotes individual self-esteem. The energy of the “collective self” coupled with group-esteem at the conference propelled a high energy and enthusiasm of collaboration and resilience through group leadership. In other words, many of us left with a highly motivating sensation after coming together in Arizona. When we work together with others who validate who we are, engage in the practices and rituals we do, and walk down the same road towards the same end, only then are we freed from the psychological barriers that exist. This is a psychological liberation with a fabric comprised of cultural congruity, cultural affirmation, and a collective purpose. It is such professional familial-like ties that regenerate, revive, and renew our energy to move forward and seek means to collectively contribute.

The momentum for Latina/os in psychology is gaining speed, a speed so fast that to stop our efforts would blemish the “sane” society in which we live. Yet, this might not be a bad thing for change is being created. My time at the NLPA conference was evidence of this progress. I look forward to building the same ties and connections with the community of Latina/o psychologists and all mental health providers in the state of California. Actually, CLPA does not have a choice; we need to develop these ties and connections, if not for ourselves personally and professionally, for our *comunidad*, *nuestra gente*.

Sinceramente,

Miguel E. Gallardo, Psy.D.

President

## CLPA Committees

### California Latino Psychological Association Student and Professional Development Committee/Subdivision

Jeanett Castellanos, PhD , Chair



**Mission Statement:** The subdivision of Student and Professional Development of the California Latina/o Psychological Association (CLPA) is designed to recruit, retain, and ultimately assist with the graduation and professional advancement of Latina/o students, faculty, and staff in higher education pursuing the field of psychology. More specifically, the goal is to facilitate: (1) student development and (2) professional development. Student development targets both undergraduate and graduate students in pursuit of educational excellence. The professional development effort targets academicians and practitioners throughout the entire professional career span (early, mid and late).

The mission of the subdivision endeavors to:

- Assist APA, higher education institutions, psychology programs, and CLPA to create an environment that acknowledges, respects and includes the Latina/o culture.
- Assist in increasing the representation and retention of Latina/o students, faculty, and staff in higher education and the field of Psychology in California.
- Establish working relationships with institutions of higher education to develop academic opportunities for Latina/o undergraduates, graduates, and faculty and staff.
- Establish partnerships with local Latina/o communities and agencies to develop internship/employment opportunities for Latina/o students.
- Provide support services to Latina/o students and professionals in helping them to achieve their highest educational and professional potential.

Specific programming ideas include:

- Developing a mentoring program that will provide peer and professional mentorship for Latina/o students and faculty (e.g., sponsoring roundtables at conferences, sending out calls for mentors through our list serve or webpage).
- Establishing CLPA sub-chapters across the state, northern and southern.
- Helping to organize regional 1-day conferences.
- Developing website resources focusing on graduate programs and scholars who have specialties in Latina/o issues and summer institutes and employment for students.
- Developing a publication on means to pursue graduate education, internship application, the dissertation process, and applying for a job.

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- Collaborating with the newsletter committee to identify and assist with the quarterly student column (i.e., identifying the student, editing first draft, providing direction).
- Having a specific column on the newsletter addressing professional or educational issues in psychology.
- Developing a list of all the clinical and counseling psychology program in the local area of California, identifying all Latino faculty or individuals interested in Latino issues in mental health.
- Assisting students to develop student networks and organizations at the graduate level by establishing a blueprint to implement Latina/o Student Psychological Associations (LSPAs).

If you are interested in assisting the program development chair in any of the identified activities, please contact Jeanett Castellanos at 949-824-6298 or [castellj@uci.edu](mailto:castellj@uci.edu).

## **Update from Northern California Chapter**

Geneva Reynaga-Abiko, Psy.D.

Consuelo Flores, M.A.

Northern California representatives

California spans many miles, including many different kinds of terrain, economies, and subgroups. It is incredibly diverse in many respects, including the needs of Latinos. Because of this, we decided that CLPA needed representation in both the southern and northern regions of California. We introduce ourselves as the representatives for the Northern California division of CLPA with great energy and excitement!

Northern CLPA met for the first time on December 12, 2004. One of our members, Yvette Flores, Ph.D., was kind enough to offer her home to all of us in what promised to be a warm and momentous day! Before the meeting, several participants met at Yvette's house and walked over to a mass being held for the Virgin Mary at a local church. What an amazing blessing before our first meeting!

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During the meeting, we discussed relevant issues to the Northern Cal area and the ways in which we hope to provide services to both the community and local mental health providers. We are planning to gather in the future to further discuss the organization of the group. While details are still being discussed, the location and date have not yet been set. We encourage interested parties from Central California to contact us if interested in attending.

We are very excited to report that the momentum is flowing strong in Northern Cal. Of course, we will keep you posted after each of our meetings. If anyone is interested in joining us for the next meeting, please contact either one of us: Geneva Reynaga-Abiko, Psy.D. at greyna-gaabiko@gmail.com and/or Consuelo Flores, M.A. at SOLCLAIR@aol.com.

## **Student/ Early Career Psychologists Committee Update**

Amy Guerrero, Veronica Vargas,  
Milagros Zambrano, Student Representatives

- **Latino Student Psychological Association (LSPA) Website Development**

One of our representatives has begun working on the development of the website. It is in the beginning stages and he is currently trying out different designs and layouts for the site. The goal of the website is that it will serve as a resource to students who are interested or are in the field of psychology. On the website, we hope to include scholarship/fellowship information, mentorship opportunities, as well as other student-relevant information.

- **Upcoming Meeting and Social**

LSPA schedules meeting throughout the year in order to recruit and inform students of current topics and events. LSPA understands that students have very busy schedules and may not be able to attend regularly scheduled meetings. For that reason, we will also be having monthly socials.

- **Membership Recruitment**

LSPA continues to discuss ways of increasing membership. Recruitment will continue via e-mail, flyers (to be given to professors so that they may announce upcoming events in their classes), posters, and word-of mouth. As part of the continuous membership recruitment, we also want to encourage students to get involved at the local and national level. LSPA strives to serve as a liaison between students and the psychology community outside of school.

- **Student Interest Questionnaire**

LSPA will continue to distribute the Student Interest Questionnaire to assess needs of students. We are interested in finding out what students want from a student organization.

## Board of Psychology Highlights

*Geneva S. Reynaga-Abiko PsyD*

The California Board of Psychology (BOP) regulates the practice of psychology within the state of California. Licensure with the BOP requires compliance with all APA guidelines as well as several rules and regulations unique to California. The current code of regulations may be found online at <http://www.psychboard.ca.gov>.

The purpose of this section is to present new information from the BOP. Updates will be presented in as understandable language as possible, although the BOP does not always make this a simple feat! If you have questions regarding any information provided herein, please contact the BOP for clarification, as they make the final decision with all matters.

Updates for January 2005 include:

- *How to ensure timely renewal of license.* This is a one-page document detailing the steps to take to renew one's license to practice psychology in a timely manner. It may be found at: [http://www.psychboard.ca.gov/licensing/timely\\_renewal.pdf](http://www.psychboard.ca.gov/licensing/timely_renewal.pdf)
- *How to reactivate an inactive license.* The requirements are listed at: [http://www.psychboard.ca.gov/licensing/license\\_reactivate.htm](http://www.psychboard.ca.gov/licensing/license_reactivate.htm).

They include:

36 hours of CE units

4 hours must include a Law and Ethics course

Other mandatory courses should be included

3 hours of coursework must have been completed less than 24 months prior to reactivation of the license

The form to reactivate one's license, in addition to the required fees, may be found at: [http://www.psychboard.ca.gov/licensing/lic\\_reactivation.pdf](http://www.psychboard.ca.gov/licensing/lic_reactivation.pdf)

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*2004 Laws and Regulations Relating to the Practice of Psychology.* The 115-page document listing all rules and regulations are available at:  
[http://www.psychboard.ca.gov/laws\\_regs/laws\\_regs.pdf](http://www.psychboard.ca.gov/laws_regs/laws_regs.pdf)

*Summary of laws relating to the practice of psychology.* This 91-page document is made available in pdf format specifically for those preparing to take the California Jurisprudence and Professional Ethics Exam (CJPEE). It may be downloaded at:  
[http://www.psychboard.ca.gov/laws\\_regs/law\\_summary.pdf](http://www.psychboard.ca.gov/laws_regs/law_summary.pdf)

*Notice regarding practicing psychotherapy on the internet.* This notice provides factors to consider for consumers considering accepting psychotherapeutic services online. These include:

- Verify the practitioner has a license to practice as a psychologist in California.
- Understand the fee and to whom it is paid.
- Make sure confidentiality is ensured.
- Understand the risks and benefits involved so that an informed choice may be made.

Remember that verbal and written consent must be given before any services may be rendered. (Provides 5 factors that must be included in the informed consent.)

*Report on the Accomplishments of the Work Group Focused on Human Diversity.* This report is based on a work group established by the California Board of Psychology in order to pursue the goal of focusing on diversity issues. It includes a comprehensive outline to serve as a guide for an introductory CE course on human diversity and psychological practice. It is exciting to see such action be taken and the group was comprised of several well-known Latinos, including Drs. Celia Falicov, Steve Lopez, Manuel Ramirez, III, and Melba J. T. Vasquez! The full, 25-page report may be found at: [http://wwwpsychboard.ca.gov/contin\\_edu/diversity\\_report.pdf](http://wwwpsychboard.ca.gov/contin_edu/diversity_report.pdf)

## Student Column

The Latino Student Psychological Association (LSPA) is a recently developed association created by graduate students at Alliant International University, LA. The following article is a compilation of opinions, feelings, and experiences of the current LSPA board members. Each member has openly expressed their desire to have a student organization in order to meet their needs as Latino students and students interested in giving back to their community. When asked why the LSPA board members had joined LSPA, their responses echoed a similar feeling of not belonging, yearning for support and connection as Latino graduate students on campus.

### **Julia Esqueda-Arteaga G4 Representative:**

“As most students, I entered this program with a lot of mixed feelings. Besides feeling proud and nervous, I also felt somewhat disconnected and out of place. As a first generation Latina and first in my family to attend college, I had a lot of misconceptions about this process and about my own capabilities.”

### **Martha Martinez G2 Representative:**

“My parents completed elementary school in Mexico and I was the first in my family to seek higher education. Although my parents always placed a value on education, they often found it difficult to guide us through the system. My reasons for joining LSPA were to network with other professional organizations, to gain a sense of community and support within the Latino/a students in our school, and to actively participate in community events within the Latino communities.”

### **Michael Barraza, Public Affairs Representative (former member of the U.S military):**

“It hurts to give four years of your life to Uncle Sam because you have to prove how American you are only to realize you have lost so much of yourself... While attending CSULB I concentrated my studies in the Chicano and Latino Studies Department. Within this field, for the first time in my life outside of Huntington Park I did not have to explain why I had to do this or that for my family or why I spoke this or that way. It hurt to come here [AIU, LA] and not find LSPA in existence.”

### Development of LSPA

#### **Amy Guerrero, Chair**

The idea to form an on campus organization surfaced from feelings of lacking support in navigating through a very unfamiliar environment during my first year of graduate school. Although the Multicultural emphasis area of the clinical psychology program at AIU seemed to be the best match to fit the needs of a minority student, I felt disconnected as a Latina on campus. I quickly realized I had to become proactive in establishing an on campus Latino/a student organization. The desire to form a Latino organization had been the topic of many conversations among some Latino students. However, it was apparent that we did not know where to go for answers or who to contact for support. Especially, since there was no professors of Latino origin that were available to teach the Psy. D students!

Towards the end of my second year as a graduate student, I was introduced to the California Latino Psychological Association (CLPA).

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Immediately I contacted Miguel Gallardo, his response was not only prompt, it was hopeful and welcoming. Soon after meeting with the CLPA board, two other Latina students and I became encouraged to move forward with creating an on-campus Latino/a student organization. All we needed was the reassurance that someone was there to guide us through this process. As the organizers, we met several times to clearly define our goals and purpose. Shortly after, we submitted a petition to establish the organization and we were on our way to becoming official!

We have worked very hard in recruiting student board members in order to create a strong foundation for the organization. Our board consists of two chairs, a co-chair, four class representatives, a public affairs representative, a historian, and a very supportive faculty advisor, Dr. Shorter-Gooden. We delegated student representatives for each class in order to access students in different entering years and emphasis areas. The process, though tedious and time consuming, is very rewarding. The time and energy spent in creating this organization does not feel like work. Instead, I feel fortunate to have the opportunity to interact with other Latino students that I might not have had the privilege of meeting if it were not through our common desire of building a sense of community.

CLPA has been instrumental in helping us develop what is now the Latino Student Psychological Association (LSPA). I am one of the proud Chairs of this organization that could not have been started without the support, guidance and faith of CLPA. It is my hope that LSPA can meet student's needs and serve as a supportive *familia* (family) type organization. I believe LSPA is heading in the right direction yet, as Henry Ford said "coming together is a beginning; keeping together is progress; working together is success."

### What LSPA is Doing

#### **Veronica Vargas, Chair**

The LSPA is an organization that has been established to meet the needs of Latino students and students interested in Latino mental health issues. Attempts for recruitment of interested members have been done through e-mail messages and a sign-up sheet on campus. A more informal and quite effective recruitment strategy has been through word of mouth. We are also in the process of creating a website which is another way of outreaching and supporting interested students.

An information bulletin board introducing LSPA to the AIU, LA community was organized earlier this month. The purpose of the bulletin board is twofold. We want other students to know that we exist and it is also a good opportunity for continuous outreach to students who may need an organization that they can identify with.

Earlier this month we had an inaugural information meeting. Students were able to express their reasons for attending the meeting and share what type of resources they would want from LSPA. Students were asked to fill out a student interest questionnaire. The results will be used to better serve students by trying to meet their needs as identified in the questionnaire. In addition, we recently had our first social gathering. We got together for a *carne asada*, white elephant gift exchange and stimulating conversations.

I am very impressed by the dedication and commitment of the students who are involved with LSPA. All of us are full-time graduate students, many are doing clinical practicum or internship and most work. I believe that our own need to feel a sense of community fuels our passion to make LSPA a strong and successful organization. Efforts to recruit interested students will be an ongoing goal of LSPA. We recognize that this may be challenging due to the extremely busy student schedules. Nevertheless, the hope is that the student who feels that he or she is

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lacking support in navigating through a very unfamiliar environment is able to find a sense of community and *familia* with LSPA.

### Visions for LSPA

#### **Milagros Zambrano, Co-Chair**

It is our vision that LSPA will bring the opportunity to create a *familia* type of community among students, faculty and professionals in order to dialog about issues that are affecting the Latino community. LSPA will assist students to find support among other students who not only share similar ethnic backgrounds but also share similar experiences in being a minority student in a graduate program.

LSPA aims to address many areas of student development. One of our goals is for students to find a sense of belonging to an organization that will understand and support their needs. Another goal is to provide a network between students and Latino psychologists working in the community. LSPA wants to bring professional psychologists to sit on panels and dialog with students about important mental health topics.

We hope that students will have a great opportunity to network and find potential mentors, doctoral project consultants, field training placements, and jobs. LSPA also wants to keep students current on scholarship opportunities and other resources of interest.

However, professional development is not the only goal of LSPA. We also want to create a supportive and social network among students to get to know each other and find a great family to belong to. Since graduate school can be quite stressful, LSPA wants to hold monthly social gatherings for students to connect outside of school and attempt to relax. We want to be able to unwind with other students who share similar interest and who understand our struggles as minority students. Moreover, LSPA is here for us, the students, to help us remember "*que si se puede.*" We are here to help students in any way, even to just vent about our daily stressors. We are looking forward to a year full of ideas and excitement. *Asi que viva-* LSPA at AIU, LA.

\* Opinions expressed in this article are not the official opinions of Alliant International University and are solely individual student experiences\*

### POSITION AVAILABLE

#### COORDINATOR, PSYCHOLOGICAL SERVICES

**Santa Monica Community College District** is accepting applications for a full-time, tenure-track **Coordinator, Psychological Services** for Fall, 2005. Will plan, direct and oversee the delivery of psychological services to the community college; provide psychological assessment, brief psychotherapy, crisis intervention and referral services to students; consult with college staff regarding students with mental or emotional problems. Experience in providing psychological services at a college or community college is preferred. Ph.D. or PsyD. In clinical or Counseling Psychology and Psychologist license to practice in the State of California and continuing education units sufficient to qualify as a supervisor of interns or other mental health professionals or the equivalent. \$48,183 - \$113,901. **Deadline to apply: April 7, 2005.** For a district application and complete job description, please call (310) 434-4336, or write to Santa Monica College, Human Resources, 1900 Pico Blvd., Santa Monica, CA 90405, or visit the website at [www.smc.edu](http://www.smc.edu) EOE

## The National Institute for Multicultural Competence (NIMC):

The National Institute for Multicultural Competence (NIMC) is a non-profit, independent professional organization that was originally founded in 1993 (formerly referred to as the National Multicultural Ad Hoc Committee). The NIMC is designed to accomplish three fundamental goals.

First, the NIMC is aimed at fostering positive changes in our society by promoting the principles and spirit of Multiculturalism, feminism, and social justice at the individual, group, organizational, and institutional levels.

Second, the NIMC is designed to stimulate transformative changes in the mental health and human service professions by promoting the principles and spirit of Multiculturalism, feminism, and social justice in these fields.

Third, the NIMC works to assist mental health professionals and other human service providers in acquiring the types of multicultural competencies they need to work respectfully, effectively, and ethically among persons from diverse groups and backgrounds.

Although the NIMC works to foster the cultural competence of individual mental health professionals and other human service providers, much of its efforts are aimed at creating conditions for institutional, organizational, and societal changes that reflect a greater level of understanding and respect for the principles and spirit of multicultural- feminist-social justice movement.

Additional information about the projects that the NIMC has successfully implemented since 1993 can be found in the following publications:

D'Andrea, M., & Daniels, J. (1995). Promoting Multiculturalism and organizational change in the counseling profession: A case study. In J.G. Ponterotto, J.M. Casas, L.A. Suzuki, & C.M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 17-33). Newbury Park, CA: Sage.

D'Andrea, M., Daniels, J., Arredondo, P., Ivey, M. B., Ivey, A. E., Locke, D. C., O'Bryant, B., Parham, T. A., & Sue, D. W. (2001). Fostering organizational changes to realize the revolutionary potential of the multicultural movement: An updated case study. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *The handbook of multicultural counseling* (2<sup>nd</sup> ed.) (pp. 222-253). Thousand Oaks, CA: Sage.

For more information, contact Dr. Michael D'Andrea, NIMC executive director at michael@hawaii.edu.

## REFLECTIONS ON THE 2005 NATIONAL MULTICULTURAL CONFERENCE AND SUMMIT: Checking My Political Correctness At The Door.

*Existence has a face on every side, and every face teaches a lesson. Those who truly understand existence do not separate the faces from the lessons, say the knowledge holders.*

*This article was submitted by Dr. Thomas Parham. While I understand that many of our members may not have been in attendance at the Summit, I believe Dr. Parham's reflections represent unexpressed sentiments by many in attendance. His remarks are in response to the LGB community's reactions at the Town Hall meeting after a misrepresented and offensive presentation took place at the summit. The presentation was clearly directed towards our lesbian and gay brothers and sisters. This piece represents an opportunity for our members, and non-members, to initiate a difficult dialogue that is often invalidated or all together unexpressed. I am in support of these conversations taking place rather than unconsciously being expressed inappropriately. - M.Gallardo*

Having just returned from the Fourth National Multicultural Conference and Summit (2005), I find myself needing to share some thoughts and impressions. First, I begin with a heartfelt THANK YOU to all of the NMCS organizers and committee. Each of them is due a tremendous debt of gratitude and appreciation for their efforts and our entire association, and sponsoring divisions owe them our thanks. At a time when cultural sterility continues to plague our profession, the halls of academia, and mental health agencies alike, I am always grateful for a forum where those professionals and students who are interested in true diversity and multiculturalism can have our intellects stimulated, our passions ignited, our biases challenged, and our spirits renewed. That's what the summit does for me, and I suspect for others. This was a marvelous experience.

The keynote addresses by Derald Wing Sue, Nancy Boyd and A.J. Franklin, and Oliva Espin were absolutely superb! The recognition of the elders was an emotionally moving and respectful tribute to seven pioneers in our field, and the difficult dialogs and other presentations were informative and stimulating. The Presidential citations by the APA President were also a long overdue, yet timely addition to the conference, and we thank President Levant for beginning to close some of the emotional wounds elders of color have carried far too long with regard to psychology's theories, practices, and organizations like APA.

While I was delighted with the overall experience the summit offered, I was a bit distressed at some of the process dynamics that I witnessed, heard about, and experienced personally at a deep emotional level. One such incident involved the "Town Hall Meeting" at the conclusion of the summit, where participants are provided with an opportunity to share their perspectives on the summit as a whole, and to build some momentum for the continuation of the summit in two years.

While a few of the comments were directed at thanking the summit organizing committee, a good 80-90 percent of the remarks addressed a situation that occurred on the preceding Thursday afternoon. There, a two person panel of female graduate students led a one hour session on the merits of "conversion therapy" for persons identified as homosexual. This controversial presentation was submitted and listed in the program under the guise of discussing "clinical implications in manag-

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Admittedly, I share the frustration that my Brothers and Sisters in the GLBT community have about the specific individual and the controversial stance he apparently takes on issues of “coming out” and homosexuality in general. However, where I part company with my GLBT colleagues and allies who spoke at the town hall meeting is in some of the content and the process dynamics they used at the summit town hall meeting to voice their concerns to the summit organizers and those of us in the audience.

First, I reacted to the insistence by Division 44 officials and members of the GLBT Community present that the summit organizers “pull” the program, once they discovered that the person listed on the program to present the paper was rumored to have had a track record of having both presented such ideas of conversion therapy in the past, and submitting program proposals whose content, when delivered to a conference audience, is perceived as markedly different than the title might indicate. I suspect a great deal of debate and thought went into how this division should respond and what its final position should be. However, to confront the organizers with a demand to pull the program is an interesting outcome of those deliberations. In my opinion, censorship is not the answer for ideas that people disagree with, no matter how much we oppose them. The “summit” should be a forum where issues (even controversial ones) become topics of critical discourse and analysis. Despite how strongly people feel on both sides of an issue, there is always a larger segment in the middle who a). are not thoroughly briefed on all of the issues, and b). could benefit from some frank intellectual exchange about the merits or fallacies of an idea or assertion. In an atmosphere where “difficult dialogs” have become a distinct feature of the summit experience, it would be a shame to see the need to be “politically correct” replace legitimate academic exchange and learning opportunities. In reality, the summit does not belong to any one group, and the NMCS organizing committee should not be yielding to the dictates of any one division or group!

Perhaps I feel so strongly about this issue because I witnessed another situation at a previous summit, where an individual with obvious strict Christian views was invited to participate in a difficult dialog, and then intellectually and emotionally maligned for his views about homosexuality. That individual became a casualty of the summit experience, and to my knowledge has not been back. The tragedy there is not only was he robbed of the right to be heard and have his opinion respected, but he inadvertently served as a symbol for and warning to others who violate the unspoken rule of not expressing ones views in opposition to political correctness. In my mind, this is equally shameful, and a violation of the original intent of the summit. How can we all learn and grow if we can't even tolerate each other's different opinions and perspectives. And labeling everyone who offers alternate viewpoints “homophobic” is not the answer, nor is it even close to accurate.

Beyond this point, I was equally bothered by the emotional tone expressed in this years town hall meeting, where the summit was labeled as “unsafe”, “un-affirming”, and “unwelcoming” by GLBT identified colleagues, because of that one hour presentation two graduate students were sent to deliver. Additional comments were directed at a panel on “masculinity for men of color” where a gay male perspective was not represented. I do know what it is like to be left out of the discourse on race and ethnicity, given my academic training and conference participation at APA and ACA over the past 30 years, so this was unfortunate.

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However, without being gay myself, it is difficult to know exactly how one would feel if similarly exposed to a presentation I might find so objectionable. I am empathetic to the pain and anger one should feel at being deceived by a title you believed was misleading, and being presented with ideas you find distasteful and objectionable. However, to label the entire summit experience as unsafe, un-affirming, and unwelcoming is not only a gross overstatement of the facts, but a slap in the face of the summit organizers who worked so hard and tirelessly to bring all of us a wonderful experience, and include “gay affirmative” content within the summit programming.

It also seems flagrantly disingenuous to claim such serious injury when the messengers of the venomous words and phrases were two un-degreed, unlicensed graduate students too neophyte to seriously challenge anyone’s gender identity, professional standing, sense of personhood, or their humanity. Hurt, sure. Angry, justifiably so. But to critique and berate the entire summit experience and label it as unsafe, un-affirming, and unwelcoming, on the strength of a single incident raises a concern for me about the credibility of one’s claims of emotional injury.

I also felt conflicted by the posture the summit organizers assumed in response to the onslaught of critical feedback from members and allies of the GLBT community during the town hall session. What restraint they showed in the face of some very hostile attitudes. And, it is not difficult to imagine how or why they exercised that deference given that many of us in the audience empathized with our GLBT Sisters and Brothers and their hurt and anger.

On the other hand, I found myself getting angry at the apologetic posture the organizers took, particularly in light of the fact that, in my opinion, they did nothing wrong, and did not deserve the abuse they decided to tolerate from one segment of the crowd. From my vantage point, there is something strangely reminiscent about four people of color, assuming an apologetic posture, in the face of some angry White people, who berate and chastise them for not meeting their expectations. It is the essence of a White supremacist ideology and a White privilege mentality that allows individuals to seize the floor of intellectual exchange, and then invalidate the efforts of a multicultural agenda with verbal whips, simply because you find one presentation objectionable, and another presentation lacking on some element of diversity someone thought should have been represented. The summit organizers are not your “slaves”! I’m sure it was no one’s intent to communicate such a message, but this is how I perceived it, and I suspect others did as well.

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Respectfully, I wish to say that no one presentation can ever reflect every dimension of diversity, and to denigrate a presentation because it failed to include one aspect of diversity is unfair and unreasonable. If those who were bothered by the omission seek to have a particular aspect of diversity included in a presentation, then it seems reasonable to write a proposal yourselves and plan that symposia the way you want. We can't just blame others for the omission and then act as if the oversight was intentionally designed to invalidate one's humanity and life experience. Such a posture creates needless dissention within the ranks of our cultural collaborations, and helps to foster an unhealthy competition among marginalized groups around whose oppression is the greatest. In short, we begin to act toward each other the same way that the oppressors act toward us. This we must stop!

Personally, I am looking forward to the next summit in 2007, given how marvelous this past summit was. The 2007 Summit promises to provide an experience similar to the first four summits, and those of us who toil in the fields of cultural sterility will hail its arrival. However, if the next summit is to realize its true promise, people will need to be more respectful of the process, less insistent on political correctness, more tolerant of differing viewpoints and people's right to express them, and less competitive around which division will have the most influence and can assert its power to direct the summit's planning and/or location. Derald Sue, Melba Vasquez, Rosie Bingham Phillips, and Lisa Porche Burke, in planning the first summit, somehow found a way to put aside their divisional affiliations and individual egos and focus on what was best for the profession and summit participants. I think we would do well to follow their examples of selfless advocacy as we prepare to engage in the planning for another NMCS experience.

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## Upcoming Events

**Pacific Clinics' 6th Annual Multicultural Conference**  
**March 14, 2005**  
**Irvine Marriot, Irvine California**

**California Psychological Association**  
**59th Annual Convention**  
**April 7-10, 2005**  
**Hilton-Pasadena, Pasadena California**  
<http://www.calpsychlink.org/convention/index.htm>

**First International Congress of Qualitative Inquiry**  
**May 5-7, 2005**  
**University of Illinois**  
**Urbana-Champaign**  
<http://www.QI2005.org>

**8th Annual Latino Conference**  
**May 27, 2005**  
**Pasadena Convention Center, Pasadena California**  
**Presented by: Pacific Clinics contact:**  
**Blanca Padialla Stevens (562-942-8256 ext. 122)**

**30th Interamerican Congress of Psychology**  
**June 26-30, 2005 - Buenos Aires, Argentina**  
[www.sip2005.org.ar](http://www.sip2005.org.ar)

**American Psychological Association Annual Convention**  
**August 18-21, 2005 - Washington, D.C.**  
<http://www.apa.org/convention05/>

## Submission Guidelines

La Comunidad is published quarterly by the California Latino Psychological Association (CLPA). It is read by California psychologists, allied medical and other mental health professionals, state and national legislators, members of the media, and interested others.

### Information to prospective authors

**Length** - Articles generally range from 750 to 1500 words (approx. 3-6 pages typed double spaced). Book reviews are typically 300 to 400 words in length.

**Content** - The Editors encourage articles that cover a wide range of topics (i.e., scientific advances, professional practice issues, legislative matters, healthcare climate, etc.). Diverse views, critical analyses, theoretical or innovative ideas are also encouraged.

**Cultural mindfulness** - Psychologists are attentive to socio-cultural nuances in any communications, especially in articles written for a professional audience. Any writing about gender, race/ ethnicity, age, sexual orientation, disability must be culturally "correct" and free of bias. If in doubt, please refer to the *Publication Manual of the American Psychological Association Fourth Edition (1994)*.

**References** - As in writing for any professional or scientific audience, cite references in the body of the article when reporting data, referencing other sources, quoting statements or views from other persons, or otherwise substantiating ideas in the article. The number of references should range from 1 to 6 when possible; full references should be listed at the end of the article. Long reference lists may not be published due to space limitations.

**Author identification** - At the end of the article, write a brief bio-sketch of the author(s). Bio-sketches should include name, work setting or affiliation, professional specialty, and information on how to contact author(s).

**Author photo (optional)** - Send one 3x5 inch black/white photograph of the author(s) to the address listed below.

**Submission Deadlines** - Jan. 20, 2005 for February edition, April 20, 2005 for May edition, July 20, 2005 for August edition, and October 20, 2005 for December edition.

### How to submit articles

**Hard copy and disk submissions** - We can accommodate commonly used word processing programs. Send copies of your article to the address below

**Email submissions** - Email as attachment to [Tlopez@argosyu.edu](mailto:Tlopez@argosyu.edu)

Correspondence to The California Latino Psychological Association, and La Comunidad should be sent to:

**ADDRESS**  
**Argosy University**  
**Attn. Tica Lopez, PhD**  
**3501 W. Sunflower Ave. Ste. 110**  
**Santa Ana, Ca 92704**



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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 categories include:

Professional, Mental Health Associate, Student, and Institution/Organization.

**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.

## CLPA Membership Form

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 Please contact me. \_\_\_\_\_ (Write yes if interested)

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