

National Latina/o  
Psychological Association  
*Asociación Nacional  
de Psicología Latina*

# EL BOLETIN®

# THE BULLETIN

*Celebrating our past and creating our future*

*Celebrando nuestro pasado y creando nuestro futuro*

Volume 6, Number 2

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## FROM THE DESK OF THE PRESIDENT...

Patricia Arredondo, Ed.D.  
Arizona State University



### An Update of Academic Activism

To new members or first-time readers of *El Boletín*, I offer you a warm bienvenida (welcome). The newsletter provides a means to communicate issues relevant to the NLPA mission as well as to document the recent accomplishments of the membership. We invite your feedback directly to our newsletter editor, Dr. Lisa Pualani Sánchez-Johnsen, or to any member of the Executive Committee. The newsletter is becoming increasingly bilingual and you will have an opportunity to read some of the columns in English or Español. The following is an update as well as a reminder of the responsibilities that we earn as educated Latinas/os.

Visibility. Networking the NLPA name and direction has taken place at numerous counseling and psychology conferences since last August 2002. Attending these conferences and securing a booth or conference table leads to consciousness raising, recruitment of new members, and it is a great way to converse with those interested in Latina/o psychology. NLPA has been showcased at numerous conferences in a short six months, including the Latino Psychology Conference, the National Multicultural Conference and Summit-III, the RACE 2003 conference at Arizona State University, the Teachers College Winter Roundtable, and the American Counseling Association conference. Moreover, I know that the Executive Committee and dedicated NLPA members are making outreach to institutions, organizations, and individuals interested in Latina/o psychology.

Raising our voz. This past year, we had very vigorous exchanges on the NLPA listserv regarding the disrespectful article that appeared in *Vanity Fair*, stating among other things, that Spanish was a language not worth learning. To this end, a letter was sent to the editor of *Vanity Fair*. An article in a psychology-oriented newsletter also reported that an English-dominant psychologist mastered Spanish in a three-month journey to Spain. Yvette Tazeau brought this to our attention, prompting us to write a letter to the editor of that newsletter offering an informed perspective on becoming bilingual. Finally, many had comments about the name NLPA en Español. The questions were: do we emphasize a "Latina/o" membership or do we promote the study of Latina/o psychology? The Executive Committee decided on the latter. Our bilingual identity appears on the masthead of *El Boletín* and our new letterhead. Many thanks to Lydia Buki for stimulating the exchange of thinking on this matter.

## FROM THE DESK OF THE PRESIDENT (Continued)

Being political. Our Latina/o heritage means that we are perceived as "political" beings. Few if any of us can stay in a professional cocoon because the sociopolitical issues that we and other Latinos face are pervasive and on-going. The strong anti-Mexican (Latina/o-in general) immigration sentiments in this country, particularly in the Southwest and California, persist. Indignities to those who risk their lives to enter the country continue to make headlines. Silence is not the answer.

Recently I saw a powerful film called *The Gatekeeper*, which documented the perils of illegal immigration. On a \$200,000 budget, low-end by Hollywood standards, John Carlos Frey produced a stirring film about ethnic identity conflict, hopes of desperate people, and the sense of familismo (family) and interpersonal respeto (respect) that persists in spite of fear and desperation. I recommend that all clinicians, academicians, and students view this film, as there are meta-levels of analysis for discussion.

Our responsibility. As Latinas/os with formal education, we are privileged. I believe it is our responsibility to be social justice advocates for issues that affect those without la voz. The words of César Chávez are most appropriate: "Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own" (del Castillo & García, 1995). Hasta muy pronto, en Toronto o cuando sea! (See you soon in Toronto or whenever)!

## DEL ESCRITORIO DE LA PRESIDENTA...

### *Una Actualización de Activismo Académico*

A los nuevos socios o lectores que leen El Boletín por primera vez, les doy una calurosa bienvenida. Este boletín provee una forma de comunicar temas relevantes a la misión de la NLPA, al igual que documenta los recientes logros de la membresía. Les invitamos que dirijan sus comentarios directamente a la editora del boletín, Dr. Lisa Pualani Sánchez-Johnsen, o cualquier otro miembro del Comité Ejecutivo. Este boletín se ha convertido incrementadamente bilingüe, y ustedes tendrán la oportunidad de leer algunas de las secciones en Inglés y Español. Los siguientes párrafos discuten la actualización y sirven como un recordatorio de las mandas que nosotros ganamos siendo Latinas/os educados.

Visibilidad. El establecimiento del nombre y la dirección de la NLPA ha tomado lugar en numerosas conferencias de consejería y psicología desde el pasado Agosto del 2002. El asistir a tales conferencias y asegurar una caseta o mesa de conferencia nos conduce a levantar la conciencia, reclutar nuevos miembros, y es una estupenda forma de conversar con aquellos interesados en la psicología Latina/o. La NLPA ha sido expuesta en numerosas conferencias en seis cortos

meses, incluyendo la Conferencia de Psicología Latina, la Conferencia Nacional Multicultural y Summit-III, la Conferencia de la Raza 2003 en Arizona State University, la Mesa Redonda de Invierno de los Maestros de Colegio, y la Conferencia de la Asociación Americana de Consejería. Por otra parte, yo se que el Comité Ejecutivo y nuestros dedicados miembros de NLPA están extendiéndose a instituciones, organizaciones e individuos interesados en la psicología Latina/o.

Levantar nuestra voz. Este pasado año, nosotros tuvimos rigurosos intercambios electrónicos por el internet por medio del listserve de la NLPA con respecto al irrespetuoso artículo que apareció en Vanity Fair. Un artículo en un boletín de orientación psicológica también reporto que un psicólogo que domina el inglés, dominó la lengua española en un viaje de tres meses a España. Yvette Tazeau nos llamó la atención, incitando una carta al editor de ese boletín ofreciendo una perspectiva informada en lo que realmente es lograr ser bilingüe. Finalmente, muchos miembros de NLPA tuvieron comentarios acerca del nombre de la NLPA en Español. Las preguntas fueron: ¿Nos acentuamos en membresía "Latina/o" o promovemos el estudio de la psicología Latina/o? El Comité Ejecutivo decidió esta última. Muchas Gracias a Lydia Buki por estimular el intercambio de ideas con respecto a este tema.

Ser político. Nuestra herencia Latina/o significa que nosotros somos percibidos como seres políticos. Muy pocos de nosotros nos mantenemos en un capullo profesional debido a que los obstáculos sociopolíticos que nosotros y otros Latinos enfrentan son penetrantes y en curso. Los fuertes sentimientos de inmigración anti-Mexicana (Latina/o en general) en este país, particularmente, persisten en el Suroeste y California. Indignidades para aquellos que arriesgan sus vidas por entrar a este país siguen siendo titulares. El silencio no es la respuesta.

Recientemente, ví una película llamada *The Gatekeeper*, la cual documenta los peligros de la inmigración ilegal. Con un presupuesto de \$200,000, bajo-extremo según las normas de Hollywood, John Carlos Frey, produjo una revoltosa película acerca del conflicto de la identidad étnica, las esperanzas de personas desesperadas, y la idea del familismo y el respeto interpersonal que persiste en medio del temor y la desesperación. Yo recomiendo que todos los clínicos, académicos, y estudiantes vean esta película, puesto que hay meta-niveles de análisis para discutir.

Nuestra manda. Como Latinas/os con una educación formal, nosotros somos privilegiados. Yo creo que es nuestra responsabilidad de ser preservadores de la justicia social en los asuntos que afectan a aquellos que no tienen voz. Las palabras de Cesar Chávez son más apropiadas: "Nuestras ambiciones deben ser lo suficiente amplias para incluir las aspiraciones y necesidades de otros, por su bien y el nuestro" (del Castillo & García, 1995). Hasta muy pronto, en Toronto o cuando sea!

## EXECUTIVE COMMITTEE REPORTS



*Website: Andrea Romero*

The NLPA website is projected to be accessible by Summer 2003. The NLPA website URL will be: [www.nlatinopsych.org](http://www.nlatinopsych.org). The website will contain information for non-members as well as members of NLPA. Specifically, the website will include:

- A description of the NLPA mission statement and a note from the President.
- Information for individuals who wish to become members, including membership forms.
- Names, photos, biosketches, and contact information for members of the Executive Committee.
- PDF files of previous newsletters.
- Links to information about research and grants for Latina/o psychologists and individuals doing research with Latina/o populations.
- Resources in the areas of education, employment, professional development, and Latinos in academia.
- Educational development, including information on scholarships, internships, and education grants.

### *History and Archives : Cynthia de las Fuentes*

As Historian for the NLPA Executive Committee, Dr. de las Fuentes, who is on a partial sabbatical this year from her faculty position at Our Lady of the Lake University, will be compiling the professional work of the late Dr. Martha Bernal, the first Latina in the U.S. to earn a doctorate in psychology. She plans to create a physical and electronic archive of Dr. Bernal's professional work.

### *Student and Professional Development: Marie L. Miville, Jeanett Castellanos, and Verónica Lea-Muñiz*

On behalf of the NLPA, Jeanett Castellanos, Marie Miville, and Patricia Arredondo recently completed a proposal seeking funding to provide opportunities for Latina/o students to conduct high quality independent research projects under the guidance of faculty/staff mentors at higher education institutions. This pilot program, called the National Latina/o Psychology Association Summer Fellowship Research Program (NLPA-SSFRP), is designed for five university students (generally undergraduates in Psychology) seeking the opportunity to conduct research with senior-level university faculty who are NLPA members and who share similar interests. The NLPA-SSFRP will offer a hands-on investigative experience with faculty, graduate students and staff at another institution at the graduate level. Faculty contact will help the student obtain exceptional results with his/her project and secure a future academic career at the end of the program. The structure of the program will emphasize applying theory to practice and expanding learning beyond the classroom. Good writing, analytical skills, and investigative thinking will be cultivated. Furthermore, the program will offer a plethora of information on the graduate school process.

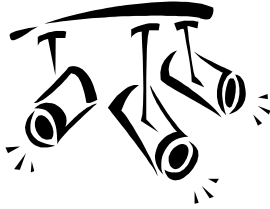
### *Membership and Treasury: Jari Santana-Wynn and Edward Delgado-Romero*

As of 6/23/03, there were 140 dues-paying members, 3 institutional/organizational members, and \$4,597.00 in the treasury!

### *Newsletter Editor: Lisa A. Pualani Sánchez-Johnsen*

In May 2003, a Spanish bilingual translation team was assembled from a group of NLPA volunteers. Muchísimas gracias to all translation committee members and to Rebecca Martínez de Armendáriz, chair of the translation committee, for helping to make the newsletter more accessible to our bilingual colleagues, students, friends, and other professionals.

## SPOTLIGHT ON LATINA/O PSYCHOLOGY- TITULARES EN PSICOLOGIA LATINA/O



### *Cultural Competency Training for Mental Health Providers* Cynthia de las Fuentes, Ph.D.

*Editor's Note. This edition of El Boletín features an innovative training program for Spanish-speaking mental health providers. Please contact Dr. Sánchez-Johnsen if you would like to write an article about a training program or any other issues in Latina/o psychology.*

The Communicative and Cultural Competency for Mental Health Providers (CCC-MHP) program at Our Lady of the Lake University (OLLU) is supported by a Workforce Training Grant from the Center for Mental Health Service of the Substance Abuse and Mental Health Services Administration. The CCC-MHP program is based on these assumptions:

1. There is disparity in the quality and availability of mental health services for Spanish-speaking Latina/o clients (DHHS, 2001).
2. To reduce the disparity in services, therapists need better training in providing culturally and linguistically appropriate services.
3. To ensure the delivery of high quality services, language and cultural proficiency standards for the delivery of mental health services to Spanish-speaking Latina/o clients must be established.
4. Valid and reliable measures of language and cultural proficiency in the delivery of mental health services do not currently exist.

The curriculum is offered in three formats: a continuing education workshop, an intensive summer workshop, and online instruction. The curriculum consists of grammar and vocabulary, application, and cultural competence. A professor of Spanish with expertise in the use of Spanish in mental health settings and a professor of psychology who is proficient in Spanish and has expertise in bilingualism will teach the programs.

The following programs will be offered and evaluated: Continuing Education for Mental Health Providers; Summer Workshop for Mental Health Providers; Online Continuing Education for Mental Health Providers; Continuing Education for Practitioners in Public Schools; Summer Workshop for School Psychologists; and Online Continuing Education for School Psychologists. For more information, contact Joan Bieber, Ph.D. (bievj@lake.ollusa.edu).

### *Preparación en competencia cultural para proveedores de la salud mental* Cynthia de las Fuentes, Ph.D.

*Nota del Editor. Esta edición del Boletín se enfoca en un programa de entrenamiento para proveedores de la salud mental que hablan español. Por favor de contactar a la Dra. Sánchez-Johnsen si usted esta interesado en escribir un artículo sobre algún programa de entrenamiento u otros temas de la psicología Latina/o.*

El programa de Competencia Cultural y Comunicativa para Proveedores de la Salud Mental (CCC-MPH, en Inglés) en la universidad de Our Lady of the Lake University (OLLU) es posible por una donación de parte del Centro de Servicios para la Salud Mental del la Administración de la Salud Mental y el Abuso de las Substancias. El programa, CCC-MPH, se basa en las siguientes suposiciones:

1. Hay disparidades en la calidad y disponibilidad de los servicios de la salud mental para clientes Latinos que hablan Español (DHHS, 2001).
2. Para reducir la disparidad de los servicios de la salud mental, terapeutas necesitan mejor entrenamiento el la provisión de servicios que son culturalmente y lingüísticamente apropiados.
3. Para asegurar la distribución de servicios de alta calidad, se necesitan establecer normas para la competencia cultural y lingüística en la provisión de servicios de la salud mental para clientes Latinos que hablan Español.
4. Actualmente no existen medidas validas ni confiables para medir la competencia cultural y lingüística en la provision de servicios de la salud mental.

El programa, CCC-MPH ofrece los estudios en tres formatos: un entrenamiento de educación avanzada, un taller de verano, e instrucción por el internet. El programa de estudios consiste de gramática y vocabulario, aplicación, y competencia cultural. Un profesor/a de Español con experiencia en el uso del español en clínicas proveedoras de la salud mental y un profesor/a de psicología que es hábil en el Español y tiene experiencia con temas bilingües enseñará dos programas.

Los siguientes programas se ofrecerán y seran evaluados: Entrenamiento de Educación Avanzada para Proveedores de la Salud Mental; Taller de Verano para Proveedores de la Salud Mental; Entrenamiento de Educación Avanzada en el Internet para Proveedores de la Salud Mental; Educación de Continuación para Profesionales en las Escuelas Públicas; Taller de Verano para Psicólogos Escolares; y Entrenamiento de Educación Avanzada en el Internet para Psicólogos Escolares. Para mas información pueden escribirle a Joan Bieber, Ph.D. (bievj@lake.ollusa.edu).

**STUDENT COLUMN- COLUMNA ESTUDIANTEIL**  
*Highlights from the National Multicultural Conference  
 and Summit-III*

Laura Buenrostro, M.S., R.N.

*Editor's Note.* This column focuses on an article written by a student or any issue affecting undergraduate or graduate students. Please contact Dr. Sánchez-Johnsen if you are interested in writing an article for this column.

My name is Laura Buenrostro and I am a Latina doctoral student in Clinical Psychology at Finch University of Health Sciences/The Chicago Medical School, in North Chicago, Illinois. My 20 years of experience as a Critical Care Registered Nurse has given me a unique perspective on health psychology and the need to address ethnic health disparities that exist in the United States. My specific interest is in studying the psychosocial correlates which mediate and/or moderate Latino health behaviors such as acculturation and social support.

I recently had the pleasure of attending the NMCS-III in January 2003. The NMCS provided a warm and nurturing environment which also allowed me to meet many Latina/o role models, such as Luis Vasquez, Patricia Arredondo, and Melba Vasquez. Although I now have a strong and nurturing Latina mentor, I only achieved this goal after several years of perseverance in my search for a Latina mentor. If I had attended the NMCS earlier in my graduate school training, I would have realized much sooner in my career that there are many Latina/o role models who can potentially serve as mentors, colleagues, and collaborators.

In addition to providing opportunities to meet junior and senior Latina/o academicians and practitioners, the NMCS-III provided multiple opportunities to network with other Latina/o graduate students who are interested in improving the social and psychological barriers which influence all persons of color. Being around other students who share my interests and concerns was inspiring and intellectually-stimulating, and it also helped to increase my identification with other Latinas/os. Equally important, the NMCS-III encouraged me to rejoice in my diversity as well as that of the larger international community. In doing so, it reminded me that even as a Latina professional, I need to remember to respect and appreciate others who belong to all under-represented populations. I strongly encourage other students and professionals to attend the NMCS-III, as it offers multiple opportunities to meet others who are committed to multicultural issues in psychology. To contact Laura Buenrostro, email her at: lbuenr4659@aol.com

*Lo Más Sobresaliente de la Conferencia Nacional  
 Multicultural y el Summit-III*  
 Laura Buenrostro, MS., R.N.

*Nota del Editor.* Esta sección se enfoca en un artículo escrito por un estudiante acerca de temas que afectan a los estudiantes universitarios de licenciatura o de postgrado. Por favor ponganse en contacto con la Dra. Sánchez-Johnsen si usted esta interesado en escribir un artículo en esta sección del Boletín.

Mi nombre es Laura Buenrostro, soy Latina y estudiante doctoral en psicología clínica en la Universidad Finch de Ciencias de la Salud / La Escuela de Medicina de Chicago, en North Chicago, Illinois. Mis veinte años como enfermera registrada en cuidados intensivos me han dado una perspectiva única sobre la psicología de la salud y la necesidad de hacer algo acerca de las disparidades que existen en los EE. UU. en cuanto a la salud de grupos étnicos. Mi interés específico es en el estudio de los aspectos psicosociales, como la aculturación y el apoyo social, que median y/o moderan la conducta de la salud de los Latinos.

En Enero del 2003, tuve el privilegio de asistir la conferencia del NMCS-III. La NMCS me proveyó un ambiente cálido y atento, que a su vez me proveyó la oportunidad de llegar a conocer a muchos/as Latinos/as ejemplares como Luis Vásquez, Patricia Arredondo, y Melba Vázquez. Aunque ahora tengo una fuerte y atenta mentora, solamente logré esta meta después de varios años de perseverancia en mi búsqueda de un mentora Latina. Si hubiera asistido a la NMCS al principio de mis estudios graduados, me hubiera dado cuenta más temprano en mi carrera de que hay muchos Latinos/as que son ejemplares y que podrían ser mentores, colegas, y colaboradores.

Además de proveer oportunidades de conocer a profesoras y psicólogas Latinas a todos los niveles de sus carreras, la NMCS-III me proveyó con múltiples oportunidades para convivir con otros estudiantes graduados que están interesados en mejorar las barreras sociales y psicológicas que influyen a todas las personas de color. Estar rodeada por estudiantes que comparten mis intereses y preocupaciones me inspiró y me estimuló intelectualmente y también me ayudó a identificarme más con otros Latinos/as. Igual de importante, la NMCS-III me animó a disfrutar la diversidad en mi misma tanto como la de la comunidad internacional. Al hacer esto pensé que aunque sea profesionista Latina, necesito acordarme que debo respetar y apreciar a las personas que pertenecen a todas las poblaciones poco representadas. Aliento fuertemente a otros estudiantes y profesionistas a que asistan a la NMCS-III, ya que ofrece oportunidades múltiples para conocer a personas que están comprometidos al estudio de temas multiculturales en psicología. Para contactar Laura Buenrostro, escribirle a la siguiente dirección electrónica: lbuenr4659@aol.com

## EARLY CAREER COLUMN

*Tell me again, What it is like to be Mexican?*

Elizabeth Augustina Reyes, Ph.D.

*Editor's Note.* This issue of *El Boletín*, features a new column focusing on issues affecting early career mental health professionals and/or any article written by an early career professional (within 5 years of their professional career). Please contact Dr. Sánchez-Johnsen if you are interested in writing an article for this column. Many of the issues raised in the following article by Dr. Elizabeth Reyes are topics that the NLPA Student and Professional Development Committee will seek to address in the future. We are grateful to Dr. Reyes for sharing her important personal experiences with the NLPA.

After recently being invited to guest lecture for a class, the professor then asked if I could share about the development of my ethnic identity-in essence, "What was it like to be Mexican?" Because my presentation was not even addressing Latina/o Psychology or working with the Latino population, I was caught off guard by the question. There are some things that graduate school simply does not prepare you for: this is one of them. Consider this, how likely is it that my White colleagues are asked out-of-the-blue to share about coming to grips with their racism and privilege? My gut reaction was to say that "White privilege" (ignorance?) allowed one to ask me such a pointed question. By asking me to "share", it was a jarring wake-up call to the boldness and deceptively benign nature of White privilege.

I think we all know that this question rarely refers to sharing about cultural experiences as much as it refers to the experience of racial discrimination as a person of color: the prejudice, the shame, the pain, and the rage. Despite feeling blind-sided by the question, my own cultural upbringing would have made it impossible to challenge the professor in front of the class. Yet out of the need to protect myself, I felt compelled to say something, which I hope was not experienced disrespectfully. I began by lying, stating that of course I am happy to share about myself, but explained that doing so can be like a double-edged sword: when only ethnic minorities are asked to share and Whites are not, it reinforces the notion that Whites do not have a culture or a story to share. For this reason, I gently asked for the professor to also share his story.

I began by telling the story of my family's migration to the United States, buying my nerves some time. Then, I gradually shared more about my own life experiences-memories which told me that no matter how hard my family tried, or how "equal" we looked from an economic standpoint, I could quickly be called a "spic".

I sometimes feel that racism can be like that car that zooms past you in a puddle, leaving your clothes splattered and dirty. So while these memories of racist experiences were not my fault, at the end of the day, I am the one walking around with the splash stains on my clothes. As I shared these stories, I couldn't help wonder whether it would change how I was perceived by the students—students whom I will likely be supervising next year. I questioned how these disclosures would change the students' perception of me. Would they feel pity? Embarrassment? Quickly forget it? Which is worse? Through I understand the professor's intention to educate, I do not think there was an awareness of the compromising situation in which this situation placed me.

After the class, I left feeling very exposed and I was not sure what to do about that feeling. I know my vulnerability reflected the level of self-disclosure I made that day. I reminded myself that I could have decided what to say and what not to say, and that I could not blame the professor about how I felt. At the same time, who had time to think? I consider myself experienced when talking with students of color either in counseling or during outreach workshops. However, this was not something I gave much thought to with regard to White and/or professional audiences. How does one support the opportunity to educate, without being completely vulnerable?

As I struggle with deciding how much to disclose in the future, I feel woefully unprepared as a new professional of color. Were my comments adequate to the professor? Is it now a matter of me dealing with the figurative splash stains on my clothes? I think I know the answer to this question. I just wish my training had prepared me for this experience. To contact Dr. Reyes, please email her at: [EAR12@sa.psu.edu](mailto:EAR12@sa.psu.edu)

## COMENZANDO LA CARRERA

*Dime otra vez, ¿Qué se siente ser Mejjicana?*

Elizabeth Augustina Reyes, Ph.D.

*Nota del editor.* Este ejemplar de El Boletín figura una nueva sección enfocándose en asuntos que afectan a los proveedores de la salud mental que están comenzando sus carreras profesionales (5 años o menos de haber empezado su carrera). Por favor comuníquense con la Dra. Sánchez-Johnsen si están interesados en escribir un artículo para esta sección. Muchos de los asuntos que la Dra. Elizabeth Reyes comenta en su artículo son asuntos que el NLPA y el Comité de Desarrollo Profesional tratarán abordar en el futuro. Le agradecemos a la Dra. Reyes el compartir sus importantes experiencias personales con el NLPA.

Recientemente fui invitada a dar una plática en una clase universitaria. Cuando llegué a dar mi plática, el profesor me pidió que hablara acerca del desarrollo de mi identidad cultural—en esencia "¿Qué se siente ser Mejjicana?" Debido a que mi presentación no estaba relacionada con la psicología Latina/o o trabajando con la población, me tomo por sorpresa esta pregunta. Hay algunas cosas para las cuales los estudios graduados no preparan: ésta es una de ellas. Consideren esto, ¿que probable sería que a mis colegas Blancos les pidan, casualmente, que compartan sus experiencia acerca de como enfrentaron su propio racismo y privilegio? Mi reacción inicial fue una de decir que la ignorancia permitía que alguien me preguntase algo tan personal. Al pedirme que "comparta" mi experiencia, esta pregunta simbolizó para mí una alarma adelantando la presencia audaz del "privilegio Blanco".

Creo que todos sabemos que esta pregunta rara vez se refiere al compartimiento de experiencias culturales, aun más, acerca de mis experiencias personales de discriminación racial como parte de un grupo minoritario: el prejuicio, la vergüenza, el dolor, y la ira. A pesar de sentirme acosada por la pregunta, mi propio trasfondo cultural me hubiese hecho imposible retar al profesor en frente de sus estudiantes. Sin embargo, por la necesidad de protegerme a mí misma, sentí la necesidad de decir algo, que esperaba que no se tomara como irrespetuoso. Empecé a mentir, diciendo que por supuesto me daría mucho gusto compartir mis experiencias, pero que el hacerlo podría ser como una espada de doble filo: cuando se les pide solo a las personas de minorías étnicas que cuenten su historia se refuerza la noción que los Blancos no tiene cultura o una historia que compartir. Por esa razón, gentilmente le pedí al profesor que también compartiera sus experiencias con la clase.

Empecé a relatar la historia de la migración de mi familia a los EE.UU., que me calmó los nervios por un rato. Entonces, gradualmente, compartí mis propias experiencias de vida. Las memorias me decían que no importaba lo duro que mi familia trabajaba, o lo "iguales" que nosotros nos sentíamos desde una perspectiva socioeconómica; alguien me podría llamar "spic" en cualquier instante.

A veces siento que el racismo puede ser como el auto que va sobre la carrera y al pasar por tu lado pisa un charco de lodo y te deja con la ropa manchada y sucia. Mientras mis experiencias con el racismo no fueron mi culpa, al final del día, soy yo la que camina con las manchas de lodo en mi ropa. Al compartir mis recuerdos, no pude resistir pensar en como mis recuerdos cambiarían las percepciones que los estudiantes tienen de mi—estudiantes los cuales yo quizá estaré supervisando el año que entra. ¿Sentirían lástima? ¿Vergüenza? ¿Se olvidarían rápidamente? ¿Cuál es peor? Aunque entiendo que el profesor quiso educar a sus estudiantes, no creo que entendió el comprometimiento en que me puso.

Después de la clase, me marché sintiéndome muy expuesta y no estaba segura de que hacer con esa sensación. Sabía que mi vulnerabilidad reflejaba el nivel de auto-revelación que había llevado a cabo. Me recorde a mí misma que yo pude haber decidido que decir y que no decir, así que no podía culpar al profesor sobre como me sentía. A la misma vez, ¿quién hubiese tenido tiempo de pensar? Considero que tengo experiencia hablando acerca de mis experiencias con estudiantes minoritarios en el contexto de consejería o durante entrenamientos, sin embargo, no había dedicado mucho tiempo para pensar acerca cómo sería diferente llevar el mensaje a las audiencias profesionales o Blancas. ¿Cómo puede uno soportar la oportunidad de educar sin sentirse vulnerable?

Ahora lucho con la decisión de cuanto debo revelar en el futuro, y me siento lamentablemente mal preparada como una nueva profesionista de un grupo minoritario. Mis comentarios ¿Fueron adecuados para el profesor? ¿Será esto ahora una cuestión donde yo tengo que manejar las salpicadas de lodo en mi ropa? Creo que conozco la respuesta a mi propia pregunta. Solo desearía que mi adiestramiento me hubiese preparado para esta experiencia. Para contactar a la Dra. Reyes, por favor escribirle a la siguiente dirección electrónica:

EAR12@sa.psu.edu

## UPCOMING AND RECENT PUBLICATIONS



**Arredondo, P.** (2003). Applying multicultural competencies in white institutions of higher education. In **G. Roysircar, D.S. Sandhu & V.B. Bibbins** (Eds.), A Guidebook: Practices of Multicultural Competencies (pp. 229-242). Alexandria, VA: ACA Press.

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**Castellanos, J. & Arredondo, P.** (2003). Latinas and the professoriate: an interview with Dr. Patricia Arredondo. In **J. Castellanos & F. Jones** (Eds.), The Majority in the Minority: Expanding the Representation of Latina/o Faculty, Administrators and Students in Higher Education (pp. 221-240). Sterling, VA: Stylus Publishing.

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**Chamorro, R.** (2003). From the other side: Countertransference in Spanish-speaking dyads. Journal for the Psychoanalysis of Culture and Society, *8*, 84-87.

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**de las Fuentes, C.** (2003). Latino mental health: At least you should know this. In **J.S. Mio & G.T. Iwamasa** (Eds.), Culturally Diverse Mental Health: The Challenges of Research and Resistance (pp. 159-172). New York: Brunner-Routledge.

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**Delgado-Romero, E.A., Flores, L.Y., Gloria, A.M., Arredondo, P., & Castellanos, J.** (2003). Developmental career challenges for Latina/o faculty in higher education. In **J. Castellanos & L. Jones** (Eds.), The Majority in the Minority: Expanding the Representation of Latina/o Faculty, Administrators and Students in Higher Education (pp. 257-284). Sterling, VA: Stylus Publishing.

**Fukuyama, M.A. & Delgado-Romero, E.A.** (2003). Against the odds: Implementing multicultural competencies in a counseling center on a predominantly White campus. In **G. Roysircar-Sodowsky, D.S. Sandhu & V.E. Bibbins** (Eds.), A Guidebook: Practices of Multicultural Competencies (pp. 205-216). Alexandria, VA: ACA Press..

**Mesh, S. & Loeb, J.** (2003). A Practical Guide to Early Childhood Assessment: Conducting Developmental and Psychological Assessment in the Early Intervention Program. New York: Los Niños Services. Available at [www.losninosservices.com](http://www.losninosservices.com)

**Roysircar-Sodowsky, G., Arredondo, P., Fuentes, J., Ponterotto, & Toporek, R.** (2003). Multicultural Counseling Competencies 2003: Association for Multicultural Counseling and Development. Alexandria, VA: ACA Press.

**Sánchez-Johnsen, L., Dymek, M., Alverdy, J., & leGrange, D.** (in press). Binge-eating and eating-related cognitions and behavior in severely obese Latinas, African Americans, and Caucasians. Obesity Research.

**Timpson, W., Canetto, S., Borrayo, E., & Yang, R.** (Eds.) (in press). Teaching Diversity Challenges and Complexities, Identities, and Integrity. Madison, WI: Atwood Publishing.



## HONORS, AWARDS, AND POSITIONS

On behalf of the NLPA, we congratulate the following twelve individuals who received honors or awards, or who were appointed to new positions. We wish you continued success!  
¡Felicitaciones y buena suerte!

**Jesse Aros** is the new Director of the Graduate Counseling Programs at St. Mary's College of California. He was also nominated for a position on the Board of Applied Professional and Practice Issues.

**Patricia Arredondo** was awarded the 2003 College of Education-Dean's Excellence Award for Diversity at Arizona State University.

**Veronica Bordes**, doctoral student at Arizona State University and student of Dr. Patricia Arredondo, was awarded a 3-year Ford Foundation Fellowship for Minority Students.

**Cynthia De Las Fuentes** received the 2002 Texas Psychological Association's Outstanding Contributions to Education Award.

**Melanie Domenech-Rodriguez** received a 5-year NIH-NIMH K01 Award to examine parenting practices, beliefs, and values in Spanish-speaking Latino families, and to test a culturally adapted behavioral family intervention for Spanish-speaking Latino parents with children who are at risk for developing externalizing behavior disorders.

**Jose Fragoso**, clinical psychology doctoral student at Kent State University, is a recipient of an APA Minority Fellowship.

**Nallely Galvan** graduated with her M.A. in Counseling and started the Ed.S. program in Counseling at Indiana University.

**Nixa Maria Rodriguez** successfully defended her dissertation entitled "Evaluation of a 4-year Dropout Prevention Program: Comparison of High School Hispanic and African American Students" at Temple University.

**Rebecca Martinez de Armendáriz** will be joining the School Psychology faculty at Indiana University in Bloomington as an Assistant Professor.

**Marie Miville** was selected to be the NLPA representative at the 2003 Educational Leadership Conference, sponsored by the American Psychological Association's Board of Educational Affairs.

**Lisa Sánchez-Johnsen** will be joining the faculty at the University of Hawai'i-Manoa in the Cancer Research Center of Hawai'i. As an Assistant Professor, she will conduct research on obesity, dietary behaviors, physical activity, smoking, and body image/eating pathology in ethnic minorities.

**Jari Santana-Wynn** will be starting a psychology internship at Lincoln Medical and Mental Health Center in Bronx, New York.

## ANNOUNCEMENTS

### Conferences/Meetings

#### Interamerican Congress of Psychology

July 13-18, 2003, Lima, Peru

For more information, go to: [www.am.org/sipsych](http://www.am.org/sipsych)

#### American Psychological Association

August 7-10, 2003, Toronto, Ontario, Canada

For more information, go to: [www.apa.org](http://www.apa.org)

#### National Latina/o Psychological Association

August 8, 2003, Toronto, Ontario, Canada

Division 45 Hospitality Suite. Specific time TBA on the NLPA listserv.

### Seeking Program Chair

Section VI of American Psychological Association's Division 12 (Clinical Psychology of Ethnic Minorities) is looking for candidates to serve as Program chair for the 2004 APA conference. For more information, contact Dr. Maria Garrido at [mgarrido@etal.uri.edu](mailto:mgarrido@etal.uri.edu)

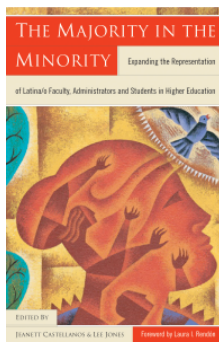
*The NLPA Executive Committee extends their sincerest gratitude to the following individuals:*

**Azara Santiago-Rivera**, for printing the Winter edition of the *El Boletín* Newsletter out of her own pocket.

**Azara Santiago-Rivera, Patricia Arredondo, and Maritza Gallardo-Cooper**, for donating the proceeds from the sale of their books at the NMCS-III to the NLPA.

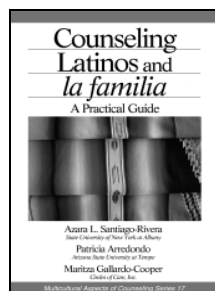
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### Book Advertisement



In this groundbreaking book, twenty-four Latina/o scholars provide a historical background; review issues of student access and achievement, and lessons learned; and present the problems of status and barriers faced by administrators and faculty. *The Majority in the Minority* includes narratives by graduate students, administrators and faculty that vividly bring these issues to life. Order online at [www.styluspub.com](http://www.styluspub.com) or by phone, 1-800-232-0223.

### Book Advertisement



*Counseling Latinos and la familia* provides an integrated approach to understanding Latino families and increasing competency for counselors and other mental health professionals who work with Latinos and their families. It provides essential background information about the Latino population and the family unit which is so central to Latino culture. The book also includes practical counseling strategies, focusing on the multicultural competencies approach. **Contact:** SAGE PUBLICATIONS: (805)499-0721, E-mail: [info@sagepub.com](mailto:info@sagepub.com), Mention: A020871-A. **Website:** [www.sagepub.com](http://www.sagepub.com)

### Post-Doctoral Fellowship Advertisement

#### Post-Doctoral Residency in Forensic Psychology

Wyoming State Hospital is offering a post-doctoral residency program (10/1/03 through 9/30/04). The training focus is criminal forensic assessment (competency to stand trial, mental status at the time of the offense) and risk assessment primarily with individuals found Not Guilty By Reason of Mental Illness (NGMI). The resident will provide therapy to the NGMI population and to inmates who are mentally ill and transferred from the state penitentiary. Salary is \$45,000. Doctoral degree and forensic experience are required. Send vita, 3 letters of reference, and a sample forensic evaluation (altered to protect confidentiality) to: Denise M. DeBarre, Ph.D., Training Coordinator, Wyoming State Hospital, P.O. Box 177, Evanston, WY 82931-0177, (307) 789-3464 x 677, [ddebar@state.wy.us](mailto:ddebar@state.wy.us)

### Training Advertisement

#### Los Niños Early Childhood Training Institute

Los Niños Services proudly offers one-day training courses on early childhood topics. Our one-day training on *Essentials of Early Childhood Assessment* covers all areas of developmental and psychological evaluation under the early intervention program. Assessing autism/PDD is another popular program. Training is available at your program/University and by experienced trainers in Spanish. Los Niños Services recently published a book called: *A Practical Guide to Early Childhood Assessment: Conducting Developmental and Psychological Assessment in the Early Intervention Program*. This book is available through their website ([www.losninosservices.com](http://www.losninosservices.com)), which also contains information about their other programs. For more information, contact Ms. Edita Diaz (phone: 212.787.9700, fax: 212-787-4418). Scott Mesh, Ph.D., Executive Director, Los Niños Services, Inc., 2489 Broadway, 2nd flr., New York, NY 10025.

## NLPA EXECUTIVE COMMITTEE

### President

Patricia Arredondo, Arizona State University  
E-Mail: empower@asu.edu or empow@aol.com

### Past-President

Andrés Barona, Arizona State University  
E-Mail: barona@asu.edu

### Secretary

Alberta Gloria, University of Wisconsin-Madison  
E-Mail: agloria@education.wisc.edu

### Treasurer

Edward Delgado-Romero, Indiana University  
E-Mail: edelgado@indiana.edu

### Newsletter Editor

Lisa A. P. Sánchez-Johnsen, University of Hawai'i-Manoa  
E-Mail: lsanchez@aloha.com

### American Psychological Association Liaison

Alberto Figueroa, American Psychological Association  
E-Mail: afigueroa@apa.org

### Membership Chair

Jari Santana-Wynn, Miami University  
E-Mail: santany@muohio.edu

### Listserv Manager

Andrés Consoli, San Francisco State University  
E-Mail: consoli@sfsu.edu

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Andrea Romero, University of Arizona  
E-Mail: romeroa@u.arizona.edu

### Public Relations

C. Sonali Gonzalez, Arizona State University  
E-Mail: sonaligonzalez@yahoo.com

### Historian

Cynthia de las Fuentes, Our Lady of the Lake University  
E-Mail: delac@lake.ollusa.edu

## NLPA EXECUTIVE COMMITTEE (CONTINUED)

### Student and Professional Development Coordinators

Marie Miville, Oklahoma State University  
E-Mail: miville@okstate.edu

Jeanett Castellanos, University of California-Irvine  
E-Mail: castellj@uci.edu

Verónica Leal-Muñiz, Ohio State University  
E-Mail: veronicamuniz@hotmail.com

## EL BOLETIN NEWSLETTER STAFF

### Editor-In-Chief

Lisa A. P. Sánchez-Johnsen, University of Hawai'i-Manoa  
E-Mail: lsanchez@aloha.com

### Production Editor

María Cáceres, Northwestern University  
E-Mail: m-caceres@northwestern.edu

### Editorial Staff

Laura Buenrostro, Finch Univ. Health Science/Chicago Med. Sch.  
E-Mail: lbuenr4659@aol.com

### Spanish Translation Team

Rebecca Martínez de Armendáriz (Chair), rsmartinez@uh.edu

María Cáceres, m-caceres@northwestern.edu

Melanie Domenech-Rodriguez, mdr88@cc.usu.edu

Danielle Kaplan, Dani819@yahoo.com

Alejandro Morales, morales1@bigred.unl.edu

Jesus Rodriguez, jrod@cc.usu.edu

Yvette N. Tazeau, ytazeau@ix.netcom.com

### El Boletín Contact Information

Lisa A. P. Sánchez-Johnsen, Ph.D., lsanchez@aloha.com  
C/O Edward Delgado-Romero, Ph.D.  
Dept. of Counseling and Educational Psychology  
W.W. Wright School of Education, 201 N. Rose Ave., Rm. 4060  
Bloomington, IN 47405-1006

## ACKNOWLEDGEMENT FOR DUPLICATION OF *EL BOLETIN*

The Executive Committee of the National Latina/o Psychological Association gratefully acknowledges the University of Wisconsin at Madison and Alberta Gloria, for providing financial support to duplicate this newsletter. ¡Muchísimas gracias!

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