

El Boletín

The Newsletter of the National Latina/o Psychological Association

From the President



Dear Colegeos,

I am six months into my Presidency and am excited to share the work of the Leadership Council (please see their photos and bios on the following pages). At the Biennial Conference the LC began the work of engaging in strategic planning with the help of Dr. Sandra Shullman an internationally known consulting psychologist who has generously donated her time to help our association. We reviewed the data collected from the fall 2012 poll of membership and began to develop short-term and long-term plans and goals. One of the clearest needs identified by the membership was the desire to connect and learn from one another not only during our Biennial conference but also during the non-conference year. This became one of my presidential short-term goals and in order to achieve this goal with the support of the Leadership Council I created the Training and Networking Committee. We have many members who are interested and eager to take on leadership roles and were are fortunate that Dr. Regina Van Heil and Dr. Alison Cerezo stepped forward to co-chair the committee. This fall the

committee will be providing at least one if not two web based learning opportunities for our membership. By now you should have all received copies of the first two issues of the Journal of Latino Psychology. We are all a part of a historical event and need to honor and celebrate our Journal editor, Dr. Azara Santiago Rivera. Our Journal authors will be invited to discuss their articles and share their knowledge with our members.

At the time of this writing I am on my return flight from the Society for Indian Psychology (SIP)'s annual convention and I have much to share about the events that led up to my journey here. As many members know in December for the third time the APA general membership voted against allowing the representatives from the four Ethnic Minority Psychological Associations (EMPAs) to have a voting seat on the Council of Representatives (COR). Former President of APA, Dr. Suzanne Johnson reached out to the Presidents of the EMPAs and called for a meeting at the National Multicultural Summit (NMCS) in January. Each EMPA had previously signed a Memorandum of Understanding (MOU) with APA. This meeting became a historical event in which the presidents of our five associations came together to as equals to engage in a dialogue about how we could work together. We all recognized that the APA vote had been demoralizing for many of us and our members who recognize APA's power to create policies that affect the EMPAs communities and that these policies are developed with a cultural lens that often is not based in our own cultural values and

practices. We identified both the need for APA to continue to work with the CNPAAEMI and other allies in APA to address this fundamental concern but we also recognized that the EMPA leadership and APA leadership had much to learn from one another and our communities would greatly benefit from our collaborations. The energy in the room became vibrant as we began to imagine the possibilities of some form of formalized alliance that would allow for better communication and collaboration in the context of a learning partnership a commitment toward social justice, ethnic and racial equity, and inclusiveness. We developed a proposed structure and agreed that should our boards approve the continued exploration of this joint venture

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Noticias

Dr. Teresa Y. Chapa-Cantu

Dr. Chapa-Cantu recently became a licensed psychologist in Texas. She also joined the staff at VA Harlingen Outpatient Clinic as a compensation and pension psychologist. It is the first position of its kind at that particular VA.

Dr. Angie Ledgerwood

Dr. Ledgerwood completed her PhD in Clinical Psychology from Miami University (Oxford, OH) in Aug. 2012 and is now employed by CDC Mental Health Services in Hamilton, OH.

William Martinez, M.A

Mr. Martinez is a doctoral student in clinical-child psychology at DePaul University. He was selected to participate in a National Center on Minority Mental Health and Health Disparities/ National Institutes of Health summer research training program in Mexico City.

Dr. Ignacio David Acevedo-Polakovich

Dr. Acevedo-Polakovich is now the co-director of the Central Michigan State Center for Children, Families, and Communities.

Dr. Diaz-Lefebvre was elected president of the Arizona Association for Chicana/os in Higher

Dr. René Díaz-Lefebvre

Education. He was also appointed to serve on the American Association of Community Colleges 21st Century Faculty Engagement & Leadership Development Team.

Dr. Josie Serta

Dr. Serta recently received her Ph.D. in Clinical Community Psychology from Georgia State University.

Dr. David Rivera

Dr. Rivera received his Ph.D. from Columbia Teacher's College in Counseling Psychology and is now an assistant professor of psychology at William Paterson University.

Omar Gudino, Ph.D

Dr. Gudino started a tenure-track position last month in the child clinical psychology PhD program at the University of Denver.

Desdama Rios, Ph.D.

Dr. Rios started a tenure-track assistant professor of social psychology at the University of Houston-Clear Lake.

busy this year advocating and presenting for, and on bilingual issues.

A SIG meeting was held at the 2012 APA convention where members discussed the bilingual mental health crisis for Spanish speakers in the United States. The group also discussed the need for advocacy on behalf of APA and other agencies to put pressure on the government to address this disparity. Just recently, many members presented at the 2012 NLPA biennial conference. The number of presentations exemplified the saliency of bilingual issues to the field of Latino psychology. In all, there were over 16 presentations, and numerous posters, spanning such topics as supervisory concerns, assessment, and discrimination and microaggression issues. SIG members were co-authors on a majority of these presentations, demonstrating members' commitment to advancing the SIG's mission and goals. An open meeting was held and focused on discussing strategies to creating a section within APA, our new facebook page, and announcing Dr. Ezequiel Peña's upcoming symposium on Bilingual concerns at NMCS 2013. In addition, a call was made for motivated members interested in taking on tasks as related to the NLPA SIG proposal.

In looking ahead, the SIG aspires to raise further awareness around bilingual issues related to therapy, outreach, and training. As part of this process, SIG members will team up in developing research and scholarship. The SIG will also continue talks with APA's Division 45 to create a bilingual issues section. We want to remind everyone that we have a list-serve for the group set up and you are welcome to join by sending a request to: bilingual_issues@yahoo.com. Co-chairs: Dianna, dian-nag@nmsu.edu & Elvia, lore@nmsu.edu

2013 CNPAAEMI Henry Tomes Awards for Distinguished Contributions to the Advancement of Ethnic Minority Psychology

- ◆ Patricia Arredondo won Senior Latina(o)/Hispanic Psychologist
- ◆ Rachel Navarro won Emerging Latina(o)/Hispanic Psychologist

NLPA Special Interest Groups (SIGs) offer important avenues for members to become involved in our association in specific ways.

SPECIAL INTEREST GROUPS

Below are contributions/updates of three SIGs as well as descriptions of three other SIGs that were added to NLPA since the publication of our previous issue.

Bilingual Issues in Latina/o Mental Health

by James Donaldson, Laura M. Côté, & Will Martinez

Members of the SIG have been quite (continue on page 3)

(continued from page 2)

Mentores y Líderes: Apoyando a Futuros Profesionales

Year One—by Erika Torres, PhD, Michelle Linsley, MA, Sonia Hart, MA, and Alberto Figueroa-Garcia, MBA

What a difference a year makes! Our *Mentores y Líderes: Apoyando a Futuros Profesionales* NLPA special interest group (SIG) turns one and although it's been a fairly quiet first year, we have reason to celebrate. Thanks to the diligence and hard-work of **Dr. Erika Torres** and **Ms. Michelle Linsley**, our SIG has a home on Facebook (<http://www.facebook.com/profile.php?id=100002821801789>) and a Goggle groups location - mentoresylideres@googlegroups.com - which you are encouraged to join. Clearly, we have useful tools and talented leaders that have and will continue to contribute to our NLPA group's future development and success. So, now is as good a time as any to get busy!

During the recent NLPA conference, a few of us came together – early in the morning – to discuss the year and possibilities for the futures. Some ideas that surfaced included: **(a)** the possibility of quarterly conference calls and/or a “virtual” social hour a la webinar style or call-in blog (maybe topic specific in some instances and/or coordinated by regions across the U.S. & Puerto Rico); **(b)** the creation of a team that could focus on the development of a proposal for the presentation of a leadership training experience/workshop at the next conference and/or the submission of a program session; **(c)** invite interested SIG members to consider gathering some information/data from those who took part in the mentorship experiences during this conference in order to report some findings/information and/or to improve on the efforts for the next conference; and **(d)** solicit tech-savvy members of our SIG to assist in the development of “categories” or “major topic headings” of mentorship opportunities in our group's Facebook page content or Google Groups

listserv in such a way as to enable those interested in taking part or contributing to such mentorship opportunities easy/ready access – drawing from a “cadre of experts” or “speakers bureau” model whereby those seeking mentorship on a particular issue could access our site and find a mentor listed who has agreed to support or be involved in mentoring for that particular issue. These are but a few ideas, projects, and/or initiatives that were discussed in very general terms. So, what we really need now are volunteers to help makes things happen! If you are interested and willing to help our SIG reach its potential, please join our Goggle Group, and contact one of us: Erika Torres - e.torres_mx@yahoo.com Sonia Hart – soniahart@mail.utexas.edu; Michelle Linsley - linsleyym@gmail.com; or Alberto Figueroa-Garcia – afigg@verizon.net

For those who are just learning about this NLPA SIG, *Mentores y Líderes: Apoyando a Futuros Profesionales*, or if you just needed a refresher, the purpose of this NLPA SIG is to cultivate and promote opportunities through (i.e., email exchange/ conversations, social media venues, face-to-face meetings at conferences and gatherings, etc.) for students and psychologists interested in the field of Latina/o psychology to engage in mentorship, professional development, and leadership development within NLPA. Moreover, through this SIG, we believe that NLPA members (both students and psychologists) will be able to access role models and accomplished leaders from across NLPA's vast membership.

Latina/o Child, Adolescent, & Family Psychology*FUERTE: A Culturally Adapted Family Strengthening Intervention for Low-Income Spanish-Speaking Families*

By- Eliana Hurwich-Reiss, Laura A. Rindlaub, Martha E. Wadsworth, & Howard J. Markman

In order to begin to fill a large gap in research and service delivery to Spanish-speaking families, we assessed the feasibility of implementing FUERTE, a culturally and linguistically adapted version of the FRAME psycho-educational intervention, in a community setting. FUERTE was specifically designed to target financial stress and how to cope with it, interparental relationships, and parenting for low-income Spanish-speaking families.

Our pilot study included nine low-income Spanish-speaking couples with a child in Head Start. Parents completed four weeks of biweekly three-hour workshops, which were composed of lecture, group discussion, partner activities, videos, and take-home assignments. Participants also completed a pre-intervention and post-intervention assessment. In order to cater to a variety of literacy levels, questionnaires were conducted in interview format, and parent-child and couple observational interaction tasks were incorporated into the assessments.

Results demonstrated that implementing FUERTE in a community setting was both feasible and acceptable to community participants. We found preliminary pre to post-intervention effects on measures of stress, relationship danger signs, the parent-child relationship, and parent and child mental health. Future plans for FUERTE include further content development, and additional piloting with longer term follow-up assessments.

For more information please contact: Eliana Hurwich-Reiss, Graduate student at the University of Denver, ehurwich@du.edu

Neuropsychology

The purpose of the NLPA Neuropsychology special interest group (SIG) is to provide a forum for members to discuss issues that affect Latina/o(s) within the field of neuropsychology. This SIG promotes the use of neuropsychological assessments that have demonstrated psychometric reliability and validity for use in Latina/o

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Editorial: Politics and Psychotherapy

By Héctor L. Torres, Ph.D.

I am sitting across from my client, observing her non-verbal behaviors which have consistently communicated her overwhelming feelings of sadness and hopelessness. She fervently states, "There is something inherently wrong with me... All I see is what others achieve and how stuck I am... I am a loser... No one will ever love me...". She believes these statements to be true. After her statements, she looks at me, she is expecting my reaction. She will not take silence as a response, nor reflection or paraphrasing as an answer. She wants to know what the psychologist thinks.

At first I hesitate, as I have been trained not to bring personal opinions or politics into therapy. However, I have no doubt that not addressing politics in psychotherapy can lead my client to internalize oppression and assume all the responsibility over her distress (Comas-Diaz, 2006). Therefore, there is no question and I must address politics.

My client, a 24 years-old bi-racial (Mexican and African American) Christian lesbian from a low socioeconomic background¹, has been facing difficulties living in a homophobic household, achieving her academic goals, keeping a steady job, building her racial/ethnic identity, and finding love.

For my client's wellbeing, it is essential she achieves critical consciousness or *concientización*. The process of *concientización* as applied by Martín-Baró (1994) refers to the process by which oppressed individuals reach an in-depth and critical understanding of their socio-political history and their place in terms of power and oppression. Based on this perspective, my client and I, together, explore the unfairness and disadvantages of living in a heterosexist, homophobic, and racist society. We discuss the systems that keep oppression in place. We discuss the power that politics have in creating laws and influencing socioeconomics, education, the media, and societal opinion. We discuss the current political platforms, democrats and republicans, and the upcoming elections.

I validated her anger, and I did not try to make her feel less angry, as her anger is justified, and not feeling it would mean she is numb. By examining and developing a new perspective about her reality, my client can now see possible steps to change her life, and feels empowered to contribute to change through advocacy and other actions such as voting. She will not eradicate all the oppression in the world, nor will she attempt to do that by herself. But she is feeling liberated and strong, as she can see herself as part of the solution. She no longer feels overwhelmed and her sadness gradually dissipates.

When working with disadvantaged individuals I cannot be "neutral" or apolitical. I take a clear position, which is to stand by the oppressed. I do not do so not because I am Latino myself, but because my main goal is the wellbeing of my client. Oppression, racism, and social disparities are evident and unfair, and I accept my responsibility to speak up. If I don't, and instead choose to remain silent and neutral, I am simply supporting the status quo.

¹client's identifying information has been altered in order to protect confidentiality.

Comas-Diaz, L. (2006). Latino healing: The integration of ethnic psychology into psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 43, 436-453.

Martín-Baró, I., Aron, A., & Corne, S. (1994). *Writings for a liberation psychology*. Cambridge, MA US: Harvard University Press.

Spanish-Speakers Can Be Tested By Monolingual English-Speaking Psychologists As Long As Only Visual Tests Are Used: Really???

Lorna Myers, Ph.D., Northeast Regional Epilepsy Group

I recall being taught during my training that if a patient did not speak English, we could still test using only visually-based tests. This was based on a longstanding belief that using visuo-spatial and non-verbal tests allows us to bypass language barriers, despite a lack of support in the literature (Anastasi, 1988; Harris, Tulskey, & Schultheis, 2003; Harris, Wagner, & Cullum, 2007; Irvine & Berry, 1988; Rosselli & Ardila, 2003).

This article will examine two key points that come up when assessing monolingual, non-English speaking patients. The first point is whether visually-based tests that were not formally designed for comprehensive testing of non-verbal functions (i.e. Test of Non Verbal Intelligence TONI) are adequate for assessing monolingual non-English speaking patients. The second point is whether a psychologist who does not speak the language that the patients speak should be engaging in an assessment of this patient at all.

Regarding point one, research consistently does not support this practice with culturally and linguistically diverse populations. Ponton, et al. (1996) showed that US based Spanish speakers' scores were different to mainstream norms even on a test that required the copying of a geometric figure with paper and pencil (i.e. Rey Osterrieth Complex Figure Test). Pedro Saez (2011) assessed Spanish-speaking and English-speaking Hispanics and non-Hispanic White epilepsy patients on non-verbal tests of visual motor reproduction, visual memory, executive functions, and fine motor dexterity and speed. He found that education, ethnicity and English-language fluency affected completion time on the grooved pegboard test. In addition, English speaking Hispanic patients obtained a significantly higher score than their Spanish-speaking counterparts on a test of visual memory. In 2011, Myers reported that an alarmingly high number of Spanish-speaking patients per-

formed below suggested cutoffs on a test that requires recognizing 50 line drawings (TOMM). This test is used as a measure of malingering (feigning of illness or deficit for a secondary gain). In fact, 50 % (22/44) of the Spanish speaking group scored less than 45 on Trial 1, 21% (9/44) scored below 45/50 on Trial two, and nine earned a "less than chance score" on Trial 1 and 2 (<25). If interpreted as specified by the test manual, this would be suggestive of malingering. However, all patients had been diagnosed with a confirmed neurological condition and patients involved in litigation or applying for disability status were excluded. This expanding body of research is helping us come to the understanding that what has been taught in graduate school and beyond is in fact a "myth" for the field of psychology.

Rather than using tests that have not been validated on this ethnic group and which only assess half of a person's cognitive functions, psychologists who work with Spanish speaking patients should utilize assessment instruments whose validity and reliability have been established for use with Spanish-speaking clients. Batteries such as the Woodcock-Munoz Bateria III (Woodcock & Muñoz-Sandoval, 2001), the NeSBHIS (Ponton, et al., 1996; Ponton, Gonzalez, Hernandez, Herrera, & Higareda, 2000; Lancman, Vazquez-Casals, Perrine, Feoli, & Myers, 2012), or Neuropsi (Abrisqueta-Gomez, Ostrosky-Solis, Bertolucci, & Bueno, 2008; Ostrosky-Solis et al., 2007) have been shown to have these characteristics.

As for point two: whether a psychologist who does not speak the language that the monolingual patient speaks should be engaging in an assessment of this patient at all, the answer is rarely to never. This is because:

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Spanish-speakers

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1. The psychologist who employs this practice is unable to:
 - Determine the patient's overall cognitive functioning and the distribution of the patient's dominant and non-dominant cognitive functions.
 - Determine whether the patient is fulfilling criteria for a clinical diagnosis (i.e. dementia, ADHD, LD, etc.).
2. This practice is placing the patient in a testing situation with a professional who is unable to establish simple communication and basic positive rapport. Even if the psychologist tries to speak in short and simple sentences and to establish positive rapport, the situation is stressful and potentially confusing for the test taker.
3. Test instructions are being given in a foreign language while miming and pointing to items; this diverges significantly from test requirements for standardization.
4. Results obtained in this manner are being compared to test takers who took the test in their dominant language with a psychologist who spoke this same language. To expect this comparison to produce accurate data is ridiculous.

Conclusion:

In sum, the practices we have discussed above of giving informal non-verbal tests in hopes of obtaining an adequate cognitive assessment and psychologists assessing patients whose language they do not master does not pass the basic "smell test," and certainly does not pass an honest ethical examination.

Caring for Ourselves as We Care for Others: The Experiences of Latinas Navigating Multiple Caregiving Roles

Regina Jean-Van Hell, Ph.D., Marlen Kanagui, M.Ed., & I. Paloma Ocampo, M.S.

In honor of the heartfelt stories shared during our NLPA roundtable presentation, we felt obligated to present the overarching themes during this discussion. Latinas are socialized, generally, as caregivers due to the cultural value of *familismo*. This cultural value includes the duty to respond to the needs of the family first including children, parents and "*compadres/madres*." This type of caregiving includes helping to interpret for a parent at a doctor's appointment, taking care of an ill family member, or picking up children at school. This is only one aspect of the value of *familismo* because this implies other values too. The value of familism intersects with gender roles and Latinas view caregiving as more "hands on", more demanding and more of an expectation compared to their male counterparts.

The roundtable participants agreed that caregiving and professional roles often conflicted, thus creating role strain for Latinas when they engage in multiple roles such as student, professor or clinicians. By sharing their personal situations where they have felt stress due to caregiving and *familismo* we also learned many times Latinas feel guilty when they are not able to comply with the caregiving expectations of the family.

One of the primary strategies arising from our discussion was the importance of finding a professional and familial support system. We found social support from other Latinas dealing with the same issues help minimize the stress felt due to the demands of the family. We also identified moments of both overt and covert exclusion by other students, professors, and colleagues and identified ways to manage this minefield. A few research studies have examined the experiences of women in academia (O'Laughin & Bischoff, 2005) and women psychologists in academia

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Caring for Ourselves

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(Fouad et al., 1996) but none have specifically focused on the experiences of Latina psychologists and Latina graduate students in psychology who have multiple roles as caregivers. As evidenced by the enthusiastic responses in our roundtable, this is an area that warrants more attention.

My NLPA Conference Experience

Johanna Oliva

As an undergraduate student, I have always looked for opportunities to become involved in my Latino community. The passion I have for my culture and the issues at hand drives me to want to become a future Latina leader. At the NLPA Biennial conference, I was able to meet many professionals with the same passion as me. As I connected with many of these professionals that I've come to admire, I became more driven to take my education to the next level. I would hope to one day become a psychologist who is just as kind and knowledgeable as many of the people I have met. I was also able to interact with many of my fellow peers and make amazing connections and friendships.

I don't think this opportunity would have been possible without the help of my advisor and mentor, Dr. Milton A. Fuentes, who gave me the opportunity to work and present with him. For that, I am truly thankful. I also want to take the opportunity to thank all the people who contributed to the scholarship. As a recipient, I was very blessed to not only have had the opportunity to attend, volunteer, and present at the conference, but to also have a scholarship to have helped my financial needs. One of the most worthy things I was able to take from this experience was to become more appreciative of the people around me; whether they are my family, friends, peers, advisors, or people I know, because everyone makes an impact in your life somehow. This is why I choose to always have a smile on my face because you never know whose day you will make by showing that kind gesture. As Dr. Fowlin would say, there are many issues within the community or the world

itself for that matter but as people, we should take the initiative to be part of the solution and not the problem. Thank you for the opportunity. This experience was memorable and I look forward to seeing everyone again in 2014.

First Impressions

Roy Aranda, Psy.D., J.D.

An essay of first impressions, somewhat loosely organized, with the emotional liberties granted by free association and a "touch" of cognitive oversight.

Este "poder misterioso que todos sienten y que ningún filósofo explica" es, en suma, el espíritu de la sierra, el mismo duende que abrazó el corazón de Nietzsche, que lo buscaba en sus formas exteriores sobre el puente Rialto o en la música de Bizet, sin encontrarlo y sin saber que el duende que él perseguía había saltado de los misterios griegos a las bailarinas de Cádiz o al dionisiaco grito degollado de la siguiirya de Silverio.

Teoría y juego del duende

Federico García Lorca

Through the woodland, through the valley
Comes a horseman wild and free
Tilting at the windmills passing
Who can the brave young horseman be

He gallops off across the dusty plain
In vain to search again
Where no one will hear

Don Quixote lyrics

Gordon Lightfoot

The symbolism of Don Quixote is far beyond the reach of this brief essay. We, as a "Familia", however, battle real "windmills" every day, and pick up the sword to champion cultural justice, and our collective voices are heard.

No longer on the outside looking in, we are seated at the table.

Now, let's have more say in the "menu."

On the Road

I left 2 hours and 20 minutes later than I wanted from Long Island to head out to New Brunswick on Thursday. I know, no biggie compared to some who encountered turbulent weather in the skies and traversed many time zones just to make it to New Jersey.

But, you see, I had performed an emergency evaluation on a Salvadoran woman seeking asylum in the U.S. who would appear in front of an Anglo Immigration Judge (IJ) on Friday for a final proceeding, and the attorney (yep, bilingual/bicultural) wanted to provide the IJ and U.S. Attorney a “portrait” painted by a psychologist with sufficient detail that would distinguish the case and provide prima facie evidence to grant relief (more later).

So, I had to prepare my “art form”, and this took a wee bit longer than I anticipated.

The Maestro

“An artist of consummate skill.”
TheFreeDictionary

There he was, with a bit of the look of the legendary Buddy Holly, our president, Milton Fuentes.

A fine gentleman who – with a formidable team (kudos to Hector Adames!) – orchestrated what proved to be one of the best conferences I ever attended. And I “ain’t no Spring Chicken.”

Milton quickly introduced me to President-Elect Lynda Field, and later, I was able to put faces to the names of so many people I had heard about or seen in writings or e-mails on listservs.

Short Day

Friday was an unusual day. After early breakfast, a terrific keynote address by Kurt Organista, and a symposium during Program Session 1, I had to go back to Long Island to attend the gala dinner sponsored by the Long Island Hispanic Bar Association (LIHBA) at the Watermill in Smithtown. As Secretary of the organization, I had to go.

But there was an additional incentive, one that connected both worlds – NLPA and LIHBA – for me. Xavier Palacios, immigration attorney and one of the founders of Friends of Huntington Station Latin Quarter, the award recipient at the LIHBA gala, was the attorney who had represented the young Salvadoran woman in the asylum case I mentioned above.

I learned that the IJ granted relief to the young lady on the belt parkway heading east (yes, mindful of my speed).

¿Y tu abuela, donde está?

What a marvelous keynote address by Lillian Comas-Diaz! It whet the appetite for several more presentations.

But first, there were more books. So, three books later, I scurried off for more “intellectual vino.”

My Symposium Colleagues

I have to give a shout out to my symposium co-presenters:

The Symposium:

Building Bridges: Roadmap and Specific Guidelines and Applications in Evaluating Hispanics

And the presentations:

Cultural and Ethical Dilemmas in the Assessment of Hispanic and Spanish-Speaking Populations

By Jacqueline Gallios, M.S.

Long Island University, C.W. Post

Forensic Neuropsychological Testing of Latinos: Assuring Accuracy and Fairness when Assessing Spanish-Speaking Populations

By Marcela Bonafina, Ph.D.

Northeast Regional Epilepsy Group, International Program

Are We being Ethical when Using the Current Test of Memory Malingering (TOMM) Scoring Guidelines on Spanish speaking (Latino) Patients?

By Lorna Myers, Ph.D.

Northeast Regional Epilepsy Group

And by yours truly:

On Becoming Culturally Competent: An Introduction

If you’d like more information, you can contact me at brain-docr@aol.com

Good to See...

Melba Vasquez, Past President of APA, Dinelia Rosa, and Carmen Vasquez. Dinelia and Carmen led a most interesting workshop on grief therapy. Dinelia is actively involved in DCRE (Division of Culture, Race, and Ethnicity, New York State Psychological Association (NYSPA)). DCRE had those neat t-shirts that were given away at the table sponsored by NYSPA. Dinelia has held leadership roles at NYSPA, and along with another stellar NYSPA member and leader, Tom Caffrey, is running for President-Elect of NYSPA.

It was wonderful meeting Patricia Arredondo, a pillar of our community.

You Don’t Know Me Until You Know Me

I so hope you did not miss Michael Fowlin’s keynote address.

It was funny, sad, and powerful.

Thank you Michael!

And the lunch was no slouch.

Do

Stay actively involved in NLPA.

Help out as possible.

Keep abreast of the literature, research, and work of your colleagues.

Remain true to the traditions of our many cultures.

Join the Latino Psychological Association of New Jersey
<http://www.lpanj.org/>

Join the Sociedad Interamericana de Psicología
<http://www.sipsych.org/>

And remember,

No somos uno, somos muchos. Y la voz de muchos lleva
mucho poder.

In Parting

Well, I probably overstayed my welcome; happens some-
times.

I said it would be loosely organized, an exercise of free
association with some cognitive oversight.

Please share your thoughts and experiences of this truly
exciting and well put together conference:

**NLPA's 5th Biennial Conference: Unity, Identity, Diver-
sity, October 11 – 13, New Brunswick, NJ.**

Thank you to the NLPA leaders, officers, workshop organ-
izers, and to the presenters who took the time and effort to
make this convention a huge success.

Abrazos,

The Dr. Adriana Rodriguez Student Scholarship

In memory of the late Dr. Adriana Pellicari Rodriguez, a great educator, contributor and supporter of National Latina/o Psychological Association (NLPA), a Student Scholarship Fund has been established. All proceeds will be put towards providing students with funding to attend the NLPA National Conference. Please visit our website (www.nlpa.ws under Resources & Opportunities) to find out how to make a donation

Neuropsychology SIG (cont. from pg 3)

populations. It further promotes increasing cultural compe-
tence and sensitivity in the assessment of Latina/o(s) by
addressing cultural and linguistic differences which impact
assessment. Through collaborative efforts with other mem-
bers, the SIG proactively highlight and disseminates rele-
vant information, including current research, normative
data, and recently published assessments pertinent to
Latina/o(s). This SIG serves as a reference point for indi-
viduals seeking information regarding the application of
neuropsychology into research and other clinical
work. Additionally, the NLPA Neuropsychology SIG pro-
vides outreach and encouragement to Latino/a psychology
students considering neuropsychology as a career goal.
Anyone that is interested in neuropsychology is encour-
aged to join this SIG. If you have any questions, please
feel free to contact me, Eduardo Estevis at [eduardo-
estevis@utulsa.edu](mailto:eduardo-
estevis@utulsa.edu).

2012 NLPA Conference Awards

Distinguished Stu- dent Ser- vice Award

- ◆ Elvia Lorena
Navarro

Star Vega Distinguished Service Award

- ◆ Melanie M.
Domenech
Rodríguez

Distinguished Pro- fessional Career Award

- ◆ Melba Vasquez

Distinguished Pro- fessional Early Ca- reer Award

- ◆ Rachel Navarro

Outstanding Dis- sertation Award

- ◆ Cynthia Eileen
Guzmán

Cynthia de Las Fuentes Disserta- tion Award

- ◆ Brandy Piña-
Watson

Introducing the NLPA Leadership Council



President

Lynda Field, Ph.D.

Term of office: 2013

Director of Training
Associate Professor
Suffolk University Counseling Center
lfield@suffolk.edu

Lynda Field received her MA and Ph.D. in Child Clinical Psychology from the University of Denver and then went on to Boston to complete a pre-doctoral Internship at Boston Children's Hospital. She completed a Post-Doctoral Fellowship at Massachusetts General Hospital in the Children and the Law Program and joined the staff as a Clinical Instructor in Psychology at the Harvard Medical School. Field is a tenured Associate Professor in the Department of Psychological Services at Suffolk University.



President-Elect

Andrés J. Consoli, Ph.D.

Term of office: 2013-2014

Professor
Associate Chair
Department of Counseling College of Health and Social Sciences
San Francisco State University
consoli@sfsu.edu

Andrés J. Consoli, Ph.D. is professor and associate chair of the Department of Counseling, College of Health and Social Sciences, at San Francisco State University. Born and raised in Buenos Aires, Argentina, Dr. Consoli received a licenciatura degree in clinical psychology at the Universidad de Belgrano, a Masters and doctorate in counseling psychology at the University of California, Santa Barbara, and postdoctoral training in behavioral medicine in the Department of Psychiatry and Behavioral Sciences at Stanford University. He is licensed as a psychologist in California. Dr. Consoli is past president of the Interamerican Society of Psychology, past president of the Western Association of Counselor Education and Supervision, and member-at-large of APA's Division 52: International Psychology. Dr. Consoli served on NLPA's executive board before (2001-2007), managing NLPA's first listserv for five years, and chairing NLPA's first awards committee. Dr. Consoli's professional and research interests involve transnational collaborations, multicultural supervision, psychotherapy integration and training, systematic treatment selection, values in psychotherapy, access and utilization of mental health services within a social justice framework, and the development of a bilingual mental health workforce.



Past-President

Milton A. Fuentes, Psy.D.

Term of office: 2013

Associate Professor and Deputy Chair
Psychology Department Co-Director
New Faculty Program
Montclair State University
fuentesm@mail.montclair.edu

Dr. Milton Fuentes received his MA in Psychology with a concentration in Latino Mental Health from Montclair State University and his Psy.D in clinical psychology from the Graduate School of Applied and Professional Psy-

chology at Rutgers University. He completed a pre-doctoral fellowship in clinical and community psychology at Yale University and directed a one-year epidemiological study at Columbia University. He is currently an Associate Professor and Deputy Chair of Psychology at Montclair State University, a licensed psychologist in New Jersey and New York as well as the Director of the Clinical and Community Studies laboratory in the Psychology department. He is a founding member and former president of the Latino Psychological Association of New Jersey and the immediate Past President of the National Latino Psychological Association. Dr. Fuentes' interests are in the areas of Latino and multicultural psychology, child psychology and family psychology. He serves as a consultant to several schools and community-based programs, including the Puerto Rican Family Institute



Secretary

Melissa Donovick, Ph.D.

Term of office: 2012-2014

Assistant Professor
Counseling Psychology and Human Services
University of Oregon
melissd@uoregon.edu

Dr. Donovick recently completed postdoctoral research in the psychology department at the University of Southern California. She also serves as NLPA secretary.



Treasurer Manuel Paris, Psy.D.

Term of office: 2012-2014

Associate Professor
Yale University School of Medicine
manuel.paris@yale.edu

Dr. Manuel Paris is an Associate Professor of Psychiatry at the Yale University School of Medicine and Deputy Director of Hispanic Services for the Connecticut Mental Health Center. He also serves as Director of Training for the Latino Track of the Yale Psychology Pre and Post-Doctoral Fellowship Program at the Hispanic Clinic. His professional focus is on the application of evidence based behavioral health services within a culturally appropriate framework, with a specific emphasis on substance use and co-occurring disorders in adults.



Student Development Coordinator

Valerie Minchala, Ph.D.

Term of office: 2012-2014

Counselor Faculty
Counseling and Psychological Services
California State University, Fullerton
vminchala@fullerton.edu

Dr. Valerie Minchala is a licensed clinical psychologist who received her Ph.D. from Ball State University and currently works at California State University, Fullerton's Counseling and Psychological Services center. Her clinical interests include: Latina/o issues, family of origin issues, trauma work, working with graduate students, supervision and training, LGBT issues, alcohol and other drug concerns, and working with student veterans.

Training and Networking Committee

A new committee was created by Lynda Field to keep members actively involved during the 'off-conference' year. The committee's name is 'Training and Networking' and will create on-line programming. The co-chairs are Regina Jean-Van Hell, PhD, a Counseling and Developmental psychologist who has taught in the Boston area, and Alison Cerezo, PhD, an Assistant Professor in Clinical Psychology at the California School of Professional Psychology (San Francisco). Keep your eyes open for announcements that will be coming-soon! These events will likely involve CEs with leaders in the field of Latina/o Mental Health.

NLPA Leadership Council (continued)



Early Career Psychologist Representative

Lizette Ojeda, Ph.D.

Term of office: 2012-2014

Assistant Professor
Counseling Psychology Program
Department of Educational Psychology
Texas A&M University
lizetteojeda@tamu.edu

Lizette Ojeda is an assistant professor of counseling psychology at Texas A&M University. She received her Ph.D. from the University of Missouri. Her research focuses on Mexican American and Mexican immigrant issues pertaining to masculinity, career development and mental health.



Membership Chair

Hector Y. Adames, Psy.D.

Term of office:

Assistant Professor,
The Chicago School of Professional Psychology
hadames@thechicagoschool.edu

Dr. Hector Y. Adames is a licensed neuropsychologist who received his doctorate in clinical psychology from Wright State University. Currently, he is an Assistant Professor at The Chicago School of Professional Psychology where he leads the Health Psychology concentration. His research and clinical expertise focus on assessment, cognitive aging, memory functioning, health, multiculturalism, professional training in psychology and Latino psychology



Conference Chair, Biennial Conference 2014

Dr. Cynthia E. Guzmán

Term of office: 2012-2014

Counseling Psychology, Post Doc Fellow
Pueblo of Laguna
Behavioral Health Service
amarapsychology@gmail.com

Dr. Cynthia E. Guzmán is a post doctorate fellow at the Pueblo of Laguna Indian reservation in New Mexico. She recently earned her Ph.D. in Counseling Psychology from New Mexico State University in 2011 and is fulfilling her dreams of working with underserved populations. Her recent focus lies in the design and implementation of a grant that allows the Pueblo of Laguna to have an intensive outpatient treatment program where criminal justice involved women and girls, with co-occurring disorders, may be offered treatment rather than a sentence in detention. Dr. Guzmán's research interests focus on mental health of underserved populations, particularly Latinaw

omen and girls, and she is highly involved in the National Latina/o Psychological Association. She has received several recognitions, including the American Psychological Association's Division 35/Section III's Latina Student Scholar Award, the Outstanding Dissertation Award from the National Latina/o Psychological Association, and acceptance into the APA Division 17 Leadership Academy.



Psychological Practice Issues Advocate

Miguel Gallardo PsyD

Term of office: 2013-2015

Psychological Practice Issues Advocate
Associate Professor of Psychology and Director
Aliento, The Center for Latina/o Communities
Pepperdine University
Miguel.Gallardo@pepperdine.edu

Dr. Gallardo is an Associate Professor of Psychology and Director of Aliento, The Center for Latina/o Communities at Pepperdine University and a licensed psychologist. His areas of scholarship and research interests include understanding the psychotherapy process when working with ethnocultural communities, particularly the Latina/o community and in understanding the processes by which individuals develop cultural awareness and responsiveness. Dr. Gallardo is a Fellow of the American Psychological Association. He is a past-chair of the Committee of Ethnic Minority Affairs (CEMA) of the APA and is a past-president of the California Psychological Association (CPA). Dr. Gallardo is one of the founding members of the California Latino Psychological Association. He is currently serving a Governor appointed position on the California Board of Psychology.



Psychological Education Issues Advocate

Brian W. McNeill Ph.D

Term of office: 2013-2015

Professor/Chicano Psychologist
Co-Director Pacific Northwest Center for Mestizo and Indigenous Research and Outreach
Educational Leadership and Counseling Psychology
Washington State University
mcneill@wsu.edu

Brian W. McNeill, Ph.D. is a professor in the Counseling Psychology Program at Washington State University where he also co-directs the newly created Pacific Northwest Center for Mestizo and Indigenous Research and Outreach. He is the co-editor of The Handbook of Chicana and Chicano Psychology and Mental Health, Latina/o Healing Practices: Mestizo and Indigenous Perspectives, and co-author of IDM Supervision: An Integrative Developmental Model for Supervising Counselors and Therapists. Dr. McNeill is a licensed psychologist in the states of Washington and Idaho, where he practices and consults.



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Behavioral Sciences Inspiring Technology

CBT is Cognitive-Behavioral Therapy, and ABC way is Antecedent (Situation – What is going on?), Belief (Thoughts), and Consequence (Feelings)

The CBT*ABC way apps from TikalBayTek are to help young kids, teens, and adults practice paying attention to negative thoughts and learning to challenge them with reasonable thoughts.



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They can also help practice what counselors and therapists teach in sessions.*

* The apps are not intended to be substitutes for professional medical or mental health advice. Please also seek help from a trained professional.

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Name: _____

Degree: _____ Year: _____

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Clinical, Research, & Teaching Interests:_____
_____**Fees (Check All That Apply):** Early Career Professional \$75 Institution \$100 Within seven years receipt of doctorate degree Professional \$95 Lifetime Member \$800 Graduate Student \$50 Allied Professional \$95 Undergraduate Student \$30 Community Member \$30 International Member \$50 Voluntary Contribution, please specify amount \$**Would you like to be included on the NLPA Listserve?** Yes No

Have you ever been convicted of a felony, expelled from a professional organization on ethical or professional Grounds, or had your license to practice revoked? Yes ___ No ___ If yes, please add additional documentation Explaining the circumstances around the conviction, expulsion, or revocation.

Would you like to join any of the following Special Interest Groups and be included in their communications? Select up to three:

- EBP Evidence Based Practice with Latino Populations
 CAF Latino/a Child, Adolescent, & Family Psychology
 ML Mentors y Lideres: Apoyando a Futuros Profesionales
 NEURO NLPA Neuropsychology
 BIL Bilingual Issues in Latino/a Mental Health

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

Attn: Ricardo Aguirre
 ABRAZO Multicultural Marketing & Communication
 229 E. Wisconsin Ave
 Suite 800
 Milwaukee WI 53202

Recent Publications by NLP A Members

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

Peer-Reviewed Articles

Acevedo-Polakovich, I. D., Bell, B., Gamache, P., & Christian, A.S. (2013). Service Accessibility for Lesbian, Gay, Bisexual, Transgender, and Questioning Youth. *Youth and Society*, 45, 75-97. Myers L, Lancman M, Laban-Grant O,

Matzner B, Lancman M. Psychogenic non-epileptic seizures: Predisposing factors to diminished quality of life. *Epilepsy Behav.* 2012 Nov;25(3):358-62. doi: 10.1016/j.yebeh.2012.08.024. Epub 2012 Oct 24.

Cerezo, A., Lyda, J., Beristianos, M., Enriquez, A., & Connor, M., (2012). Latino Men in College: Giving Voice to their Struggles and Triumphs. *Psychology of Men and Masculinity*. doi: 10.1037/a0029646

Walloch, J., **Cerezo**, A., & Heide, F. (2012). Utilizing Acceptance and Commitment Therapy to Address Eating Disorder Symptomatology in Gay Men. *Journal of LGBT Issues in Counseling*, 4(6)

Gudiño O.G, Martinez J.I., Lau A.S. (2012). Mental Health Service Use by Youths in Contact With Child Welfare: Racial Disparities by Problem Type. *Psychiatric Services*, 63(10), 1004-1010, doi: 10.1176/appi.ps.201100427

Martinez, W., Polo, A. J., & Carter, J. S. (2012). Family orientation, language, and anxiety symptoms among low-income Latino youth. *Journal of Anxiety Disorders*, 26(4), 517-525.

Chapters

Acevedo-Polakovich, I. D., Kassab V.A., & Barnett, M.L. (2012). Las Asociaciones entre la Academia y la Comunidad como Fuente de Transformación Social Sustentable (Community-Academic Partnerships as a Source of Sustainable Social Change). In N.N. Asili (Ed.), *Vida Sustentable* (pp. 236-253). Puebla, México: Universidad de las Américas Press.

Martinez, W., Zychinski, K., & Polo, A.J. (2012). Depressive disorders in children and adolescents. In P. Sturmey & M. Hursen (Eds.), *Handbook of evidence-based practice in clinical psychology: Volume I child and adolescent disorders* (pp. 521-544). Hoboken, NJ: John Wiley & Sons.

(continued from page 1)

that we would hold annual face to face meetings at one of the five association meetings (rotating each year) so that we could attend each other's conference and learn from one another. Each President then went back to our boards/Leadership Councils to obtain input which led to a series of conference calls in order to address the concerns raised by many including that this Alliance would undermine the work of our allies within APA to continue to work towards insuring that APA policies reflect the cultural realities of the diverse world in which we live. The first face to face meeting occurred on June 23rd at the SIP conference in Logan, Utah. Per our agreed upon structure each association sent their current president and a second representative who had to be a member of their board (in most cases the immediate Past President or the President elect). Our beloved President Elect Dr. Andres Consoli is our second representative. We met from 10:00 am to 5:00 pm. and in an honest and collaborative manner ironed out details for The Alliance of National Psychological Associations for Racial and Ethnic Equity (known as The Alliance). I will be presenting this information to our Leadership Council during our June 28th board meeting to obtain their input and guidance as we proceed with this venture. I also want membership feedback as we proceed look for emails from me with more information and perhaps a survey or two!

I am happy to announce that our 2014 NLPA Conference location has been secured thanks to the hard work of Cynthia E. Guzmán, Ph.D. ,Conference Chair and Andrés J. Consoli, Ph.D., President Elect (2013)

Save the Date for NLPA's Biennial Conferencia: Friday October 23 through Saturday October 25, 2014 in Albuquerque, New Mexico. The Conferencia will be held at the Hotel Albuquerque in Old Town.

NLPA 2014 Biennial Conferencia

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