



ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION 2008 ANNUAL CONVENTION

***"Interdisciplinary Approaches to Resisting
Ethnocentrism, Racism and Intersecting
Oppressions: Practice, Research, Theory,
and Community Interventions"***

**University of Massachusetts Boston
100 Morrissey Boulevard, Boston, MA
August 13, 2008**

Preliminary Program

Doris F. Chang and Grace S. Kim, Conference Co-Chairs

Co-sponsored by the University of Massachusetts Boston,
South Cove Community Health Center, the
Asian Mental Health Team of the Cambridge Health Alliance,
and the Asian Task Force Against Domestic Violence

Thanks to the efforts of our hardworking program committee, led by Program Co-Chairs Jocelyn Buhain and Verna Fabella Hicks, we have assembled an exciting conference program that explores innovative approaches to helping individuals, families, and communities resist racism, ethnocentrism, and intersecting oppressions.

The conference will be held at the University of Massachusetts Boston campus, with the awards banquet to follow at Hei La Moon restaurant (88 Beach Street), one of the top restaurants in Chinatown. We are also proud

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to announce a partnership between AAPA and three local community organizations—South Cove Community Health Center, the Asian Mental Health Team of the Cambridge Health Alliance, and the Asian Task Force Against Domestic Violence. We will be highlighting the work of our community partners in special invited sessions and in a post-conference tour of Chinatown. Be sure to check out the website (www.aapaonline.org) for more details about the conference program, location, and banquet as the convention date draws near. Online registration will be available through the website starting **May 19, 2008**. We hope to see you in Boston!

KEYNOTE ADDRESS

We are pleased to bring together a multidisciplinary panel of speakers who will engage in a discussion of personal and professional efforts to fight ethnocentrism, racism, and intersecting oppressions. Confirmed speakers include **Derald Wing Sue**, **Daniel Kanstroom**, and **Rajini Srikanth**.

Derald Wing Sue is Professor of Psychology and Education at Teachers College, Columbia University. He is the author of *Overcoming Our Racism: The Journey to Liberation* and numerous publications on multicultural counseling, psychology of racism and antiracism, cultural diversity, and cultural competence.

Daniel Kanstroom is the Director of the Boston College Law School International Human Rights Program and Clinical Professor of Law. Professor Kanstroom's newest initiative, the Post-Deportation Human Rights Project, represents individuals who have been deported from the United States, develops new legal theories in support of such cases, and undertakes multidisciplinary empirical study of the effects of deportation on families and communities. He is the author of *Deportation Nation: Outsiders in American History*.

Rajini Srikanth is Associate Professor of English and affiliated Faculty in Asian American Studies at the University of Massachusetts Boston. She is Past President of the Association for Asian American Studies. Her research and writing interests include Asian American Studies, Race and Literature, Pedagogy and Multiculturalism, Native American Literature, and Asian American and Middle Eastern intersections. She is the author of *The World Next Door: South Asian American Literature and the Idea of America* and *White Women in Racialized Spaces: Imaginative Transformation and Ethical Action in Literature*.

The panelists will share a variety of perspectives and interdisciplinary approaches to social justice work, including working within the legal system to empower disenfranchised communities, studying racial microaggressions and promoting culturally competent practice, and using art, literature, and media to educate the public about experiences of Asian Americans.

Special Event Programming

AAPA Leadership Breakfast: Do you have aspirations to be a leader within the field of psychology? Do you want to know more about how to contribute to social justice and Asian American psychology through organizational leadership? Would you like to be more involved in AAPA or APA but aren't sure how? Come join us for a lively breakfast meeting with the friendly and talented members of the AAPA Executive Committee. Learn about AAPA and APA governance structures, current initiatives, and how to get more involved in leadership

Inaugural Film Screening: Come join us for a viewing of “**Never Perfect**” a documentary by Rachel Park that explores the rise in cosmetic surgery among Asian American women. Featuring Christine Iijima Hall, discussant.

Art Exhibition: Psychologists can express themselves artistically, too! Enjoy works of art created by clinicians at the Cambridge Health Alliance that explore the complexity of social identity.

Chinatown Tour: A post-conference tour (August 14th) of the South Cove Community Health Center followed by a walk through the various neighborhoods and historical sites of Boston's Chinatown.

Book signing and Reception featuring new releases by AAPA members: Authors who are interested in participating, please see below for more details.

Book drive: Expanded book drive offerings, including fiction titles and other professional resources: proceeds benefit Student Travel Awards.

Mentor-mentee reception: Come meet prominent psychologists in Asian American psychology, ask questions, and receive mentoring about graduate school, choosing career paths, publishing, balancing life and work, and more.

More opportunities to get involved with Task Forces, Divisions, Caucuses, and Regional Groups.

Invited Sessions

Using Reflection as a Tool for Training and Clinical Best Practices: A Live Demonstration by the Asian Mental Health Team, Cambridge Health Alliance, *Kim Nghiem, Sukanya Ray, Kumiko Ide, I-Wen Chan, Shamaila Khan, Uma Dam, & Michael Chalfin (Asian Mental Health Program, Cambridge Health Alliance, Harvard Medical School)*

South Cove Community Health Center: Serving the Greater Boston Asian Community since 1972, *Le Ngu, Catherine Vuky, & Szu-Hui Lee (South Cove Community Health Center)*

Asian Immigrant Survivors of Domestic Violence: Barriers, Services, and Education, *Lucile Persing & Qingjian Shi (Asian Task Force Against Domestic Violence)*

Trauma, Healing, and Transformation: Students/Communities and Refugees/Veterans in Asian American Studies Classrooms, *Peter Nien-chu Kiang (University of Massachusetts Boston)*

AAPA 2008 CONFERENCE SESSIONS

We received many wonderful submissions from members of AAPA and other organizations. The Sessions Co-Chairs (Joyce P. Chu and Jennie Park-Taylor) along with our expert reviewers had difficult decisions to make. The result is a terrific program that not only addresses the conference theme, but also showcases original research and clinical presentations on a variety of subgroups such as Asian American women, LGBTQ individuals, South Asians, and clinical populations.

INTERACTIVE SESSIONS

Beyond Geishas and the Kama Sutra: AAPI Women and Sexuality

Anneliese A. Singh (University of Georgia) & Arpana G. Inman (Lehigh University)

The purpose of this interactive session is to call the field of Asian American studies and psychology to address the sexuality of Asian American and Pacific Islander (AAPI) women. The presenters will use a feminist analysis (Worell & Remer, 2003) to explore the impacts of colonization, patriarchal values, and immigration on sexuality in AAPI women's lives. The focus will be on identifying both challenges and opportunities for research methods seeking to explore AAPI women's sexuality. Through this exploration and analysis, the presenters will make recommendations for future research and practice on this topic.

Experiences of Racism: Variations within South Asian Communities

Mrinalini Rao (University of Illinois, Urbana-Champaign) & Dhara Thakar (University of Massachusetts Amherst)

South Asians experience racism and discrimination in a way that is unique among ethnic minority populations (Bhatia, 2007). This session will explore (a) racism as it is experienced by and within the

South Asian community in the United States; (b) the role played by variables including country/region of origin, racial identity development, religion, generational status, and gender; and, (c) the resultant coping strategies employed within the community. This interactive workshop will feature an overview of the extant literature and theory regarding the South Asian experience of racism, followed by an in-depth discussion with relevance to researchers, practitioners, and educators alike.

Exploring Ethnic Identity from the Start: Therapeutic Challenges and Strategies

Dhara Thakar & Mamta Dadlani (University of Massachusetts Amherst)

The beginning of therapy is an opportune moment to understand how race and ethnicity influence clients' daily lives and to identify interventions relevant to clients' ethnic identities. This session offers specific techniques to account for differing stages of racial/ethnic identity when addressing racism, stereotypes, and oppression among clients of color. Facilitators will also discuss difficulties related to race and ethnicity that are frequently encountered by students of color. Attendees will participate in role plays to practice techniques including validating clients' experiences of racism, reflecting clients' ambivalence surrounding racial/ethnic identification, and using self-disclosure as a tool to enhance the therapeutic alliance.

Intersecting Oppressed Identities of LGBTQ Asian Americans: Implications for Mental Health Practice

Kevin Nadal (John Jay College of Criminal Justice), Melissa Corpus & David Rivera (Teachers College, Columbia University)

Most studies on LGBTQ individuals tend to assume a "universal experience" without recognizing the influences of race and culture on one's experiences. This interactive session focuses on the experiences of LGBTQ-identified Asian Americans, discussing how race and cultural values may impact their coming out processes, identity development, community involvement, and/or experiences in mental health treatment. Utilizing both experiential and didactic techniques, culturally-sensitive counseling techniques will be discussed in hopes of promoting positive mental health for this population.

Transformative Education as a Means of Resisting Oppression: Integrating Asian American Studies and Psychology Curricular and Pedagogical Strategies

John Tawa, Stephanie C. Day (University of Massachusetts Boston), Grace S. Kim (Wheelock College), Julie M. AhnAllen (Boston College), Karen L. Suyemoto, Phuong T. Nguyen, & Susan A. Lambe (University of Massachusetts Boston)

Asian American Studies (AAS) has historically centralized Transformative Education (TE), empowering students to become active agents in challenging social structural racism. In this interactive session, we begin by highlighting the major goals of TE. As faculty/instructors in Psychology with strong connections to AAS, we discuss our teaching strategies for meeting these goals in the context of four psychology courses (Introduction to Psychology, Infancy and Child Development, Adolescence, and Asian American Psychology). We believe the integration of curricular and pedagogical strategies from both AAS and Psychology (traditional and multicultural) has much to offer for meeting the goals of TE.

SYMPOSIA

Addressing Mental Health Disparities: Three Culturally-Adapted Empirical Treatment Models for Asian American Groups

Three Strategies for the Cultural Adaptation of Parent Management Training for Asian American Immigrant Families, *Anna Lau (University of California – Los Angeles)*

Top-down and Bottom-up Approaches to Culturally Adapting Therapy for Asian Americans, *Wei-Chin Hwang (Claremont McKenna College)*
Countering Internalized Stigma among Chinese Immigrants with Schizophrenia: Culturally-Adapted Strategies for Successful Community Reintegration, *Lawrence Yang (Columbia University)*
Nolan Zane (Discussant; University of California at Davis)

Mental health disparities among Asian Americans exist in part due to systemic biases embedded in the U.S. healthcare system and reflected by a lack of culturally competent treatments. To better address this disparity, this symposium presents three NIH-sponsored, culturally-adapted empirically based mental health interventions for three distinct Asian American groups. The first presentation describes a pilot trial of parent management training for reducing risk of abusive parenting and child conduct problems among high-risk immigrant Chinese families. The second presentation illustrates a clinical trial to test the efficacy of culturally-adapted cognitive-behavioral therapy (CBT) vs. standard CBT for Chinese-Americans in community mental health settings. The third presentation describes an intervention to counter internalized stigma among Chinese immigrants with schizophrenia by targeting specific stigmatizing cognitions via CBT and implementing family-based psychoeducational sessions to counter within-family stigma. Our discussant will integrate the approaches presented and discuss generalizable principles in implementing future culturally-adapted interventions for Asian Americans.

Multiculturalism in Educational Settings: Understanding Outcomes for Ethnic Minority Youth and Implementing Diversity Initiatives

Multiculturalism and Subjective Happiness as Mediated by Cultural and Relational Variables, *Thao Le (Colorado State University) & Mary Lai*
The Impact of Multiculturalism on Academic Achievement among Asian American and Hispanic Youth, *Janet Chang (Trinity College) & Thao Le (Colorado State University)*
Diversity Committee: Addressing Racism, Ethnocentrism, and Intersecting Oppressions through Student-Led Programmatic Structural Initiatives, *Susan Lambe, Leandra Godoy, Urmi Chakrabarti, Shannon Erisman, Patricia Lee, Kathleen Sullivan, Jesse Tauriac, John Tawa, Elizabeth Roemer, & Karen L. Suyemoto (University of Massachusetts Boston)*

This symposium focuses on multiculturalism in educational settings, shedding light on how multiculturalism informs our understanding of outcomes for ethnic minority youth and the implementation of diversity initiatives in the training and practice of psychologists. The first presentation examines the role of cultural and relational factors in accounting for the influence of multiculturalism on subjective happiness. The second presentation investigates the relationship between multiculturalism and academic achievement among Asian American and Hispanic youth, including potential mediators. The third presentation provides a model for and the results of implementing diversity initiatives in a psychology graduate program. Implications for psychologists, educators, and ethnic minority communities are discussed.

Musings from Senior Scholars: Some Promising Directions in Asian American Psychology

Senior Moment 1: Are Asian Americans a Legitimate Minority Group?: Lessons Learned from the Legal System, *Stanley Sue (University of California at Davis)*
Senior Moment 2: Promising Directions in the Study of Culture and Genetics, *Gordon Hall (University of Oregon)*
Senior Moment 3: Promising Directions in Culturally Informed Evidence Based Practices, *Nolan Zane (University of California at Davis)*

In the last few decades, research on the psychosocial issues of Asian Americans has proliferated and made substantial advances in terms of theory, methodology, and societal impact. In the spirit of continuing

this upward empirical trajectory, senior scholars from the Asian American Center on Disparities Research identify some areas of relatively new research and share their perspectives on some promising strategies that can catalyze empirical work in these domains. In particular, the presenters will discuss these strategies as they relate to three topical areas that historically have not been the focus of cultural diversity studies: Forensics, genomics, and evidence-based psychological practices.

Oppression and Resistance: The Experience of Sikhs and Muslims

Sikh Americans after 9/11: Research, Community, and Counseling, *Muninder Ahluwalia (Montclair State University) & Laura Pellettiere (Teaneck High School)*

Muslim Americans Post-9/11: Discrimination and Counseling Implications, *Noreen Zaman*

After the attacks on September 11, 2001, the media displayed images of suspected terrorists -- people with “Islamic-sounding” names, those who “appear” Muslim, and men who wore turbans. There was an immediate backlash against particular groups in the U.S. in the form of racial and religious profiling, stereotyping, discrimination, racial slurs, and violence. This symposium will include presentations on two Asian religious communities, Sikh and Muslim, who have been most affected. Drawing from personal experiences, research findings, and community interventions, these presentations will include an overview of each religious community, the experiences of these communities, coping mechanisms, and “best practices” to work with these groups.

Racism and its Psychological Correlates among Asian Americans and their Ethnic Communities

Preliminary Report on a New Measure: Internalization of Model Minority Myths and its Psychological Correlates, *Hyung Yoo (Arizona State University)*

Chinese Americans and Racism: The Mediation Role of Racial Identity, *Alvin Alvarez (San Francisco State University)*

Relationship between racism related stress and coping among Asian Indians in the U.S., *Usha Tummala-Narra, Arpana Inman (Lehigh University) & Sarini Ettigi*

This symposium aims to understand how cultural contexts shape unique experiences and internalization processes of racism among Asian Americans as a group, as well as within specific Asian ethnic groups. The first presentation reviews a new measure of the Internalization of Model Minority Myths and its psychological correlates among Asian American college students. The second presentation examines the mediational role of racial identity in the link between perceived racism and psychological distress among a community sample of Chinese Americans. The final presentation focuses on unique forms of racism experienced, coping process, and its relations to self-esteem among Asian Indians using a mixed method approach.

POSTER SESSION

The Poster Co-Chairs (Sara Cho Kim & Shihoko Hijioka) coordinated a team of reviewers that evaluated many exceptional submissions. The following posters have been accepted for presentation at the convention:

Acculturation, Coping Style, and Psychological Distress for East Asian Americans (*Jieun Lee*)

Analysis of Media Depictions of the Virginia Tech and the Columbine School Shootings: Ethnic and Racial Effects (*Katherine Lam, Kathleen Sia, & Lawrence Yang*)

Asian Americans in Counseling: A Comparison with Other American Students (*Kenneth Wang, Nima Patel, & Megan Mustafoff*)

Attitudes Toward Seeking Mental Health Services – The Parent-Child Connection (*Nicole Ketrosier*)

Beliefs of Efficacy: Traditional Chinese Medicine and Concepts of Illness (*Serena Corsini-Munt, Farah Khan,*

- & Lawrence Yang)
- Bridging Disparities in the Mental Health System: Understanding Chinese Americans' Explanatory Models of Schizophrenia (*Graciete Lo, Eve Chang, Hong Ngo, Yu-wen Chou, & Lawrence H. Yang*)
- Bridging the Divide between Primary Care and Specialty Mental Health for Chinese American Patients (*Wendy Cheng, Janice Tsoh, Linda Shiue, Chi Nguyen & Shazia Bashiruddin*)
- A Colonial Mentality Model of Depression for Filipino Americans (*E.J.R. David*)
- Effects of Positive Stereotypes on Math Performance among Chinese Americans (*Carmel Gabriel, Oanh Meyer, Manveen Dhindsa, & Nolan Zane*)
- Eugenics, Genetics, and Mental Illness Stigma in Chinese Americans (*Ahtoy WonPat-Borja, Farah Khan, & Lawrence Yang*)
- Examining Stigma-Related Emotions among Chinese Immigrants with Schizophrenia (*Grace Y. Lai, Valerie Jackson, Hsiao-Jung Lin, Szuyeh Chen, Yu-wen Chou, & Lawrence Yang*)
- Factors Relating to Adoptive Parents' Racial Preparation of their Asian Adopted Children (*Kimberly Langrehr & Arpita Ghosh*)
- Family Stories of Japanese American Internment: Intergenerational and Relational Processes of Trauma, Resilience and Healing (*Amy Tuttle*)
- Indigenous Labels of Mental Illness in Chinese Groups: Social Response to *Xiao Xin Yan* (Narrow-mindedness) and Mental Illness (*Kenneth Chung, Jamie Li, Graciete Lo, Kathleen J. Sia, & Katherine Lam*)
- The Integrated Minority Stress Model: A Theoretical Framework for the Study of Asian Americans' Suicidal Behavior (*Joel Wong & Peiwei Li*)
- Invisible in Plain View: Japanese American Women's Conception of Well Being (*Karen Cone-Uemura*)
- Koreans' Belief and Suppression in Emotional Expression and Psychological Health (*Haeyeon Choi*)
- A Peer Education Program for Suicide Prevention Among Asian American College Students (*Christy Barongan*)
- Perceived Racial Discrimination and Mental Health among Asian Americans and Latinos (*Julia Ting, Wei-Chin Hwang, & Sharon Goto*)
- Perception of Religious Beliefs and Ethnocentrism as Correlates of Personal Development among Young Indians in a Changing Society (*Omer Sayeed & S. Jadhav*)
- Predicting Helping Behavior from Whites Witnessing Racism Against Asian Americans (*Brittany Branand, Ruofel Xiang, Phillip Akutsu, & Laura Girz*)
- Predictors of Asian Americans' Suicidal Behavior: A National Epidemiological Study (*Soo Yun Uhm & Joel Wong*)
- Problem Gambling Rates and Risk Factors: Ethnic Comparisons between Universities (*Alan Chan, Nolan Zane, & Anne Saw*)
- Problem-Solving Effectiveness Predicting Decreased Depression Comparing Asian Americans to Caucasians (*Andrea Che & Joyce Chu*)
- "Restoring" Face: Examples of Successful Adaptation within Asian Communities (*Szuyeh Chen, Eve Chang, Hsiao-Jung Lin, & Anna Miyamori*)
- Salience of Parental Sacrifice among Asian and White Americans (*Jacqueline Mac & Anne Saw*)
- Self-Perceptions and Acculturation: Experiences of Newly Arrived Chinese Immigrants (*Yao Wang & Paula Pietromonaco*)
- Survival in the U.S. as Korean International and Korean American Students: Qualitative Approach (*Kyung-hyun Kwon*)
- The Influence of SES on Filipino Americans' Experience of Racism and Psychological Distress (*Avisha Chugani, Alvin Alvarez, Rico Gelera, & David Woo*)
- The Invisibility Phenomenon: Behaviors & Experiences of Being Rendered Invisible (*Judy Tan & Felicia Pratto*)
- The Relationship of Acculturation, Rape Myth Acceptance, and Attitudes toward Rape Victims among Asian American College Students in Southern California (*Loanie Huynh*)

Therapists' Perspectives on Asian American Mental Health: A Qualitative Analysis (*Vaibhavee Agaskar, Sherri Oden, & Durriya Meer*)
Understanding the Counseling Needs of Hmong Students in Rural Georgia (*Michael Jay Manalo*)
Understanding the Educational Experiences of Asian American College Students (*Linda Aroonsavath, Desiree Cabinte, & Alberta Gloria*)

**Do you have a new book on Asian Americans
that you would like to promote at the AAPA Convention?**

AAPA members who have published books in the immediate past year (August 1, 2007 to August 1, 2008) that are primarily about Asian Americans or Asian American psychology are invited to have their contributions featured at the convention. This is a great way to promote your book, offer discounts to conference participants, and help raise funds for student scholarships, all at the same time!

A list of titles and/or promotional materials will be included in the registration packet and space will be set aside for book signings during the Poster Session. A minimum of 2 copies of the relevant book should be donated to the Book Drive to fund student scholarships. Additional copies for sale and signing may be made available to members at publishers' reduced rates. Authors are responsible for coordinating all administrative details with their publishers, including ensuring that books are sent to the Book Drive for sale, providing appropriate signage and other promotional materials, collecting payments for book sales, and returning any extra copies to the publisher at the conclusion of the conference.

For further inquiries, please contact Conference Co-Chairs Doris F. Chang (changd@newschool.edu) or Grace S. Kim (grace_kim1@yahoo.com).

CALL for New Members to Join the Task Force on Practice

If you are interested in seeing AAPA expand its focus to practitioners in psychotherapy practice, please consider joining our task force! As a volunteer organization, the growth and development of AAPA depends on members like you! We are in need of more members to join our group so we can work together to develop initiatives, resources, or policies that are related to clinical practices for the president and EC to consider.

If we have enough interest, we could even formulate a Division of Practice and Training in the future. Some of our goals include developing a Clinician Referral and Consultation section on the AAPA website, developing a referral resource of AAPA clinicians and their specialties that are accessible to all AAPA members, formulating clinician network through AAPA conference, writing practice-oriented articles for the AAPA newsletter, learning how we can collaborate to serve underserved Asian American communities, and clinical training and mentoring of students/early career psychologists who are interested in a practice career. Please join us with your ideas, your energy, and your input!

Please contact Naomi Brown (naomi.brown@stanford.edu) or Chun-Chung Choi (choi@counsel.ufl.edu) for more information.

President's Message

Alvin Alvarez



Here's a sentence stem, I've been getting for the last three years – “What is AAPA doing about...?”

The blanks have been filled with Hurricane Katrina, Virginia Tech, Marriage Equality, Division on Students, Teachers' College, Language Access, Division on South Asian Americans, and Counselor Licensure.

Quite a list, isn't it? No wonder it's been a busy three years!

And to respond to these issues and events- Karen Suyemoto and I have been honored to work with an equally impressive list of some of the best in our field: Fred Leong, Angie Ebreo, Irene Kim, Tai Chang, Lisa Kinoshita, Szu-Hui Lee, John Wu, Muninder

Ahluwalia, Chris Liang, Christine Yeh, Amy Cheng, Annie Gupta, Miki Lasher, Doris Chang, Matt Miller, Karl Kwan, Grace Kim, Yosh Kawahara, Tigerson Young, Chun-Chung Choi, and Emma Phan.

Quite a list isn't it?

To respond as a community, to advocate as an organization, and to create forums for discussion and engagement has been no small feat –particularly in light of the complexities of the topics we have addressed. Yet, on top of their day jobs as graduate students, clinicians, researchers, teachers, and interns, the leadership of AAPA (a group of volunteers with no paid staff) has done just that. So, as Karen and I step down from our leadership roles this summer, it is my hope that our collective efforts to represent the Asian American psychological community have reflected the principles of social justice, coalition-building, dialogue, and respect for which we have strived.

It is also my hope that our community continues to ask “What is AAPA doing about...?” For me the question and the willingness to ask it, represents a confidence in and an expectation that AAPA should have a voice in the events and issues that affect our communities. For me, it is a belief that AAPA's leadership should be accountable to its membership. And ultimately, for me it is a sign of an engaged and principled organization.

Accepting Compliments, Part 2

Jeffery Scott Mio



As you may recall, I talked about the “rule of three” in our last issue. In Japanese culture, we are supposed to refuse food or compliments twice, and the third time food or compliments are offered, we are supposed to reluctantly accept the offer.

At my presentation on this, I jokingly talked about how this played out one year at our annual New Year's Day celebration. My grandmother was famous for her sushi. She really made the best sushi around. Every year, people would compliment her on her sushi, and she refused their compliments, saying how tired she was and that it wasn't her best effort, etc. Our guests and my grandmother would do this dance every year, with my grandmother finally accepting their compliments and insisting that they take some food

home. One year, after all of our guests left, my grandmother said, “My sushi must not have been very good this year.” We all said, “Oh, no, Ba-chan, it was delicious. Why would you say that it wasn't very good?” She replied, “Our guests didn't insist enough this year.”

This led to a discussion in the room. One of the participants was of Chinese descent, and she said that Chinese people feel that it is bad luck to accept compliments. For example, if you were to say, "That blouse looks beautiful," you are supposed to reply, "Well, it was cheap."

There is no real point to these articles other than to provide an opportunity to laugh at ourselves.

DOW Report Elayne Chou & Juli Fraga



REFLECTIONS ON MOTHERHOOD, IDENTITY, AND ADOPTION

As Co-Chairs of AAPA's Division on Women this past year, we have had many conversations about our professional identities as women, as psychologists, and as Asian Americans. However, a new topic of conversation has emerged as both of us have discovered we will become mothers at around the same time later this year. In addition, there is another unique dimension to motherhood for each of us as Juli is an adoptee and Elayne is about to become an adoptive parent. We explored

these themes more deeply for this article.

On "Roots" by Juli Fraga

This spring, in addition to work, planning summer vacations, and spring cleaning, I am preparing for the arrival of our first baby in mid-August. Reflecting on this journey has been a powerful experience.

I have always wanted roots. As a Korean adoptee, I know nothing about my biological roots, except that I long to know, and am envious of those who can say that they have "their Mom's eyes" or "their Dad's sense of humor." I have often felt like a branch without its tree.

This experience has been highlighted many times over. Being adopted by White parents and raised in Omaha, Nebraska, I knew what it meant to be different. People's stares followed me even before I went to kindergarten. Looking back, I had no idea that the insecurity I felt was related to being adopted. I made many attempts to belong, but walked away feeling discouraged.

Then, I moved to the Bay Area in 2003. A colleague and friend brought me an article about adoptees that appeared in the San Francisco Chronicle. It never occurred to me that I could meet other adoptees! I quickly became involved with the Association of Korean Adoptees, San Francisco (AKA-SF). I felt like I had found some roots. What this experience opened up for me was hope - hope that even without knowing anything about my own biological family, I could meet other adoptees who could relate to my experience.

I believe it was this hope, as well as the love and support of close friends and a former supervisor, that started to change the way I viewed myself and what the future held for me. Up until that point I never considered having a child. I have always been a "cat person" and thought that fur kids would be good enough for me. However, after these experiences, something started to shift inside me. I would ask friends if they could envision me with a child, and started opening myself up to the possibility of starting a family.

I can not put into words what a meaningful experience pregnancy has been for me.

My daughter will be my first known biological relative, the first known root to my tree. I hope to take her with

me to Korea when I search for my biological family. I will do this search not for the outcome, but for the process of tracing where I came from and the meaning that comes from connecting the dots.

On “Branches” by Elayne Chou

Immigration means leaving your roots behind to start a new life in a new land. Maybe it's because my parents immigrated to the U.S., met one another, and settled in Indiana, thousands of miles from any relatives or familiar foods, customs, or language. Perhaps it's because I have always believed more in the power of nurture rather than the influence of nature. Regardless of the reason, biological or genetic ties have never felt like an important part of the parenting experience to me. Instead, my life experience has taught me that creating a community, a family, and a sense of belonging is possible anywhere and in multiple ways.

My husband and I will be adopting a baby girl from Taiwan this year. She was born January 23, 2008, and she is a healthy, beautiful daughter we already love more than words can express. Even though she will not be coming home to live with us until later this year, we think about her every day. We imagine what she might be doing on the other side of the world, 15 hours ahead of us.

Our family tree has grown more than just one branch with her presence in our lives. Her birth family will be forever linked with us. She also has a foster mother who is taking care of her now whom we will be relying upon to ensure that her adjustment is as smooth as possible. In her short four months of life, our daughter has been cradled in a large tree with three branches that span two continents and an ocean.

It's comforting to know that I have people in my life that I can go to for support in parenting my daughter. She will have so many identities and I am already anticipating the ways in which she and I will be brought into our community. Her maternal grandparents, my parents, are going to travel with us to bring her home. Their fluency with Mandarin will help us during our travels and may help our daughter feel more comforted as she hears familiar words. Her father, my husband, is already connecting with the larger community of transracial and transcultural adoptive families in the Bay Area. And of course her Aunt Juli, my DoW Co-Chair, will be an important person for our daughter to have in her life so she has someone she can turn to as she explores her adoptee identity. As for me, my new mother identity is only the latest identity I've taken on, but by far the most rewarding.

DoW Award & Alice F. Chang Student Scholar Awards

We invite you to consider submitting proposals for the DoW. The DoW award celebrates and highlights work on Asian American women's issues. The “Division on Women Award” will be presented in the amount of \$300.00. Interested individuals need to: 1) send in his/her vita to the DoW Co-Chairs, (see complete information below), 2) highlight his/her specific contributions toward API women's issues, 3) prepare a symposium, or present on a topic related to API women's issues as part of a symposium, and 4) upon receiving the award the recipient is to write an article on his/her presentation for the Fall Division on Women newsletter. The second award is the “Alice F. Chang Student Scholar Award” to be presented in the amount of \$100.00. As with previous years, this award will be given to a student who presents at the poster session during the AAPA conference. A strong preference will be given to students who present on women's issues. This is our way of encouraging more students to conduct research on issues regarding API women's mental health. Upon receiving the award, the recipient is to write an article on his/her presentation for the Fall Division on Women newsletter. Please follow the AAPA Call for Proposals guidelines. Proposals are to be submitted to both DoW Co-Chairs. For more information on these awards or if you would like consult about your ideas, please feel free to contact Elayne Chou, Ph.D.: elaynechou@comcast.net and Juli Fraga, Psy.D., drjulifraga@gmail.com.

Open DoW Leadership Positions for 2008

We currently have the following leadership positions open for 2008. Terms are 2 years and we invite you to consider becoming a part of the leadership community. This is a great way to get to know other Asian and Asian American women, as well as contribute to the community of DoW! Anyone who is interested is encouraged to contact the DoW Co-chairs (Elayne Chou, Ph.D.: elaynechou@comcast.net and Juli Fraga, Psy.D.: drjulifraga@gmail.com).

Co-Chair Position:

- Each Co-Chair is to serve a 2- year term.
- Write regular Co-Chair update columns in the DoW newsletter and the AAPA newsletter.
- One of the Co-Chairs serves on the AAPA EC Board as the DoW representative.
- Serve as liaisons to other organizations including feminist divisions or those eliciting information on the concerns of Asian American women.
- Responsible for facilitating communication amongst the DoW Officers.
- Support all regional representatives via checking in regarding events, financial assistance, encouragement and acknowledgement of their efforts.
- Lead the Social Hour at the Annual AAPA conference.
- Lead the DoW Business meeting at the Annual AAPA conference.
- Select DoW Award recipients with input from DoW officers and present DoW Awards at the AAPA banquet.
- Encourage women to present in the DoW sponsored symposium held at the Annual AAPA conference.

Secretary/Historian:

- Secretary serves a 2-year term.
- Responsible for monitoring and facilitating the updating of DoW web page
- Provide assistance in sending information to those interested in acquiring DoW information
- To compile and record a list of all regional meetings, events, locations, and number of people in attendance yearly for a annual report and for marketing purposes

Treasurer/Membership Coordinator:

- Treasure/Membership coordinator serves a 2-year term.
- Receives and distributes DoW funds.
- Maintain records of financial transactions and tax documents.
- Provide annual report of financial records to the executive committee.
- Ensure that DoW expenditures are within budget as approved by a majority of the Executive Committee.
- Keep records of membership and provide annual report of membership to the executive committee.
- Provide assistance in sending information to those interested in acquiring DoW membership.

Renewing your AAPA membership is easy, just click on this link: [AAPA website](#).

DoSAA Column

Shamin Ladhani



The New Division on South Asian Americans (DoSAA) has arrived!

I would like to take this opportunity to introduce the newest division of AAPA, the division on South Asian Americans (DoSAA). The community of South Asian mental health providers has grown incrementally over the last few years, and the needs of our communities have been ever present and continue to grow. As a background, South Asia includes the countries of India, Pakistan, Sri Lanka, Bangladesh, Nepal, Bhutan, and the Maldives. The division was formed to highlight South Asian mental health needs and to give a home to those individuals interested in the mental health needs of the South Asian community. It is hoped that this division will be able to increase visibility of the unique needs of the South Asian community, increase the recruitment of mental health professionals working with the community, advance the research,

education and teaching about issues related to South Asian mental health, as well as provide a network for professionals interested in South Asian mental health.

The first official executive committee of DoSAA has formed and will begin their term officially at the end of August. The first officers of DoSAA are:

Chair: Shamin Ladhani

Co-Chair: Neha Navsaria

Chair-Elect: Lina Patel

Secretary/Historian: Ian Wickramasekera

Treasurer: Ulash Thakore

Communications Chair: Razia Kosi

Membership/Nominations Chair: Nima Patel

Student Representative: Anjuli Amin

Congratulations to all the new officers as the division begins to develop! This is the first year that members have been able to join this division and the response has been impressive. The executive committee (EC) hopes to have participation from all new members as the division begins to establish itself within AAPA. As DoSAA begins its first year, the EC will be laying the foundation for the future by forming its bylaws, creating a mission and setting up a listserv to allow membership and the executive committee to communicate openly.

AAPA convention will be the first official meeting of the DoSAA executive committee. We are also planning to host a meeting for the DoSAA membership during the convention to gather ideas about shaping the division and to increase the involvement of DoSAA members. We look forward to meeting our newest members and those interested in the division.

We would also like to take this opportunity to recognize SAPNA (South Asian Professional Networking Association) which was instrumental in the forming of this division. SAPNA is a listserv community that has served as the South Asian mental health resource since 2001 and is home to an international community. The birth of DoSAA was only possible through this resource, and DoSAA hopes to continue to partner with SAPNA and other national South Asian organizations.

Positive Psychology and the Hidden Asian American Influence

Neera Puri



Positive psychology and the science of happiness are the latest rage in our field. In an address to the American Psychological Association in 1999, Martin Seligman called for more research in “positive psychology”, stating that we need to know more about what causes people to be healthy and happy. In 2005, *Time* magazine ran a special issue on “The Science of Happiness” that highlighted research in positive psychology and brought this area into the popular mainstream. That same year, the *American Psychologist* had a wonderful summary of positive psychology interventions in the article, “Positive Psychology Progress: Empirical Validation of Interventions”.

If you look at those who are touted as the pioneers in the field, you will certainly see mention of Martin Seligman and Chris Peterson. However if you look beyond these key authors, there is a hidden yet significant Asian American influence from the University of Rhode Island researcher, Nansook Park. I recently had the pleasure of hearing Nansook Park and Chris Peterson give a talk on positive psychology and the latest research in the realm of character strengths and virtues. Park and Peterson are the backbone for the establishment of the Values In Action Signature Strengths Survey (Called the VIA for short), that has become a world-wide positive psychology instrument. When the authors set out to research this instrument, they confessed expecting a few hundred responses, not knowing they would instead create a database comprising more than a million subjects to date.

What is beautiful about the VIA Signature Strengths tool is that in addition to being free and easy for clients to use, it was validated on an Asian sample. Park has been performing her research on the VIA Signature Strengths in Korea. Many of my Asian American clients have gained increased self-awareness about their strengths in using this tool, and have shown they can overcome very difficult situations by applying their strengths.

I will never forget the first time I used the VIA Signature Strengths survey with a bicultural Sikh American woman who was clinically depressed. She was at the end of her rope, secretly dating and fearful of being disowned by her family. We found that one of her VIA Signature Strengths was spirituality, and later found ways to use her Sikh spirituality to overcome her bicultural challenges. Ultimately what was so rewarding about using the VIA Signature Strengths intervention with this Asian American client is that it accelerated bringing peace, honesty, and acceptance to her family life and meaning to her career.

Since that early experience, I have continued to conceptualize my Asian American clients with the character strengths and virtues, so that now it is integrated into my clinical practice. I have also found that the VIA Signature Strengths survey is much more aligned with Asian American values, and fills the gap that I felt existed in my clinical training. With positive psychology, one encourages Asian American clients to lead more fulfilling careers and personal lives, rather than stigmatizing them and having them work against their families. For once, we are using a model and intervention, made for the Asian American population. Thank goodness for the Asian American influence in positive psychology! info@bayareacoach.com

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Time magazine (2005). Special Issue Mind & Body Issue: The Science of Happiness <http://www.authentic happiness.sas.upenn.edu/images/TimeMagazine/Index.htm>

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Musings on Asian Women and Power

Darcy S. F. Ing



I meet monthly with a group of nine people, seven Caucasians and two Asians. Recently, I had challenges with two members, both Caucasian men. One lied to my face, knowing I had facts to prove him wrong. The other kept shouting at me when I disagreed with him. His rants ranged from, “You’re prejudiced and divisive,” “I quit,” and “It’s all your fault,” to humble apologies and “I love you,” to “You’re wounded, manipulative and create conflict,” and back to “I love you” again. This roller coaster persisted despite the fact that neither my opinion or the way I expressed it varied, and that most senior members agreed with me. I’ve since been told that I’m not alone with this experience with him, and that “he has issues with women.”

It was both upsetting and perplexing to be treated like this by both men and after a lot of thinking, I finally figured out why. Their reactions had to do with my position of power (and their own diagnoses, but that’s another essay). While these are more extreme reactions than most, there are people who get upset when a woman has power. The more extreme misogynistic comments directed towards Hillary Clinton are an example of this reaction. What does it mean when, whether you are a business owner, a classroom instructor, a politician, or a psychologist, you are attacked—not because of who you are or for your opinions, but because of what you represent: a woman with power?

Power or authority is the ability of a person to control or influence the choices of other people. Power can be obtained through overt or indirect force, personality, expertise, delegation, or tradition. The use of power may involve the threat of force, or it can be disguised, such as the “power behind the throne” that is sometimes more acceptable for women. Lack of power can lead to frustration, resentment, open rebellion and conflict. Learning to be a woman with power can be complicated.

Women make up at least half of humanity. Their history is global, from tribal elders to priestess, healers and teachers, makers and sellers of goods, artisans and writers, royalty and rulers. Female rulers, including Asian ones, include queens, empresses, and political leaders. Some Asian women leaders were elected to power. They include Benazir Bhutto, Indira Gandhi, and Corazon Aquino. Others are denied power. Young Princess Aiko, the daughter of the Crown Prince of Japan, cannot inherit the throne. Her mother Masako, a former diplomat, is isolated and depressed because of her failure to bear a male child. In Myanmar, Aung Sang Su Kyi is still under house arrest.

In Warrior Lessons, Phoebe Eng writes about the experiences of Asian women and power. From being born into traditional Asian families, where being female is less valued, to dealing with stereotypes at jobs and in relationships, to struggling to vent anger and to find our own voice, Asian womanhood is a journey. Asian American women, like Asian men, struggle to bridge the divide between East and West, tradition and modernity, expectations and reality. What is different now is the quality of the demands made, especially by family, and the struggle to find one’s individuality.

In traditional Asian families, sons are expected to have favor and privilege, while daughters are expected to be dutiful, suppress anger, and take care of others. Pressure from family expectations can limit a woman’s sense of identity and self-worth. Asian women who want to lead, who reject the stereotype of the exotic and subservient geisha girl, sometimes get labeled with another stereotype: the dragon lady. This is especially the case if the woman is self-confident and seeks to please herself as well as others. For some reason, even other women have a difficult time with an Asian woman who doesn’t fit expected stereotypes. How do Asian women build healthy relationships not only with themselves, but with others in their families and

communities? How do they claim personal power in the face of resistance?

Unfortunately, this personal struggle often has to get pretty severe before women seek professional help. Women may deny or repress feelings about these stereotypes and expectations, or even internalize them. Eventually, these feelings can find expression in depression, chronic anger, physical symptoms, or self-defeating behaviors. At times, drastic actions can occur.

In 2007, the Department of Health and Human Services stated that suicide was the second-most frequent cause of death for Asian-American women aged 15-24. This is the highest suicide rate among women regardless of race or ethnicity for this age group. While depression can be passed on biologically, watching Asian mothers and mother figures with this experience can also affect their daughters. When anger or depression is finally expressed, it can be very difficult to ask for help in shame-based Asian cultures, leading to increased focus on religion, family or community support, or traditional or medical healing (Cohen, 2007).

If these are unsuccessful, a woman may finally seek psychotherapy. But, if the treating psychologist also subscribes to Asian female stereotypes, the welfare of the client is at risk. It is important psychologists communicate both understanding and belief in their experience for women to be helped. When clients are helped to identify, thoughtfully question, and actively resist these underlying expectations and stereotypes, opportunities for change and growth can occur. Nurturing and developing individual talents, emphasizing the importance of self-care and addressing internalized inequities helps Asian women develop their own inherent strength and potential.

I hope that most of Asian women will not have to deal with the kinds of experiences I had this month. I worry that they will. But I also believe that when psychologists, through both instruction and example, remind women not to give their power away, to claim it and use it responsibly, we avoid perpetuating those negative stereotypes. By working on increasing self-esteem, taking care of their own needs, expressing gratitude and genuineness, and practicing showing up (including for themselves), Asian women can learn to discover their own individual power. And more than that, they learn to exercise that power.

Questions and comments can be directed to: Darcy Ing at info@compassionatespirit.org
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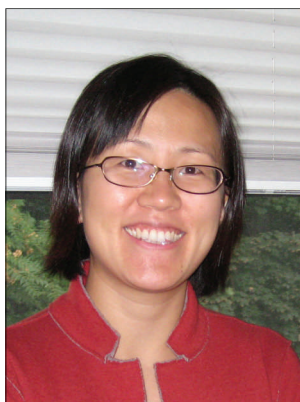
New AAPA Fellows Program

To facilitate the development of AAPA leaders who will contribute to advancing Asian Americans, multiculturalism, and social justice within psychology, AAPA has initiated a new leadership development program, the AAPA Fellows Program. Individuals selected for this first group will be announced soon.

<http://www.aapaonline.org/leadership%20fellows%20program.shtml>

New and Early Career Professionals Task Force

Grace S. Kim



Survival Tips for the First-time Professors

You have decided to teach a class or two as a graduate instructor. Or, maybe you have just signed the contract for your first “real” job, and you will be teaching a number of courses. You feel excited about teaching. You even conjure up images of your students being moved and transformed in your classes. As the new semester draws near, however, this mental picture starts to dim. You are running out of time to complete your syllabi and prepare your lecture notes and lesson plans. The more you stress out, the more you imagine your students looking bored, critical, and indifferent. The prospect of teaching seems scary and overwhelming.

As someone who finished her first year of full-time teaching this year, I compiled a list of advice I received from my mentors about the daunting task of teaching and curriculum planning for the novice. I hope you will find these tips helpful.

1. Think about what you can communicate, so that your students can learn. Focus on their needs, and you will focus less on your own performance and fear.
2. Control your perfectionism! You cannot plan everything out, nor can you be in control of everything in the classroom. A maladaptive perfectionism will inhibit your creativity and opportunities to connect with your students.
3. In planning your courses, do not go at it alone. Ask others for guidance, sample syllabi, assignments, or class activities that might work well. If you are lucky like me, some mentors will even meet with you regularly and share all kind of resources.
4. Plan your curriculum in a way that connects with your students’ lived experiences. Creating individual and group assignments or activities that involve students’ past or current experiences might be a helpful way to connect with their interests and lives.
5. Think about creative ways to invite multiple voices and perspectives to be heard in your classroom. Inviting panelists to speak on a topic or thoughtful use of documentary films provide opportunities for students to be exposed to multiple perspectives about the same topic, rather than attempting to reach “the” one answer or the single “Truth” on the given issue.
6. During the semester, make sure to check in with students. From early on in the semester, I strongly encourage students to sign up for my office hours for individual meetings by distributing office-hour sign-up sheets multiple times. I also utilize anonymous mid-term check-in sheets, and it has helped me get a sense of what is working and what needs to be modified to enhance my teaching.

Finally, you will need to teach the same courses a few times to really improve how they run. This advice was very helpful for me. It is okay to feel initially as if you are not getting the hang of it. Don’t be harsh on yourself if something does not work out the way you had hoped the first time around. There will be another opportunity.

Teaching is about building a learning community. If you involve others in the process of mutual learning, teaching can be enriching for your students and yourself. I think that effective teaching seems to happen when there is sharing of power in the classroom. Your stance as a professor is that of a role model and a more experienced guide. Yet, both you and your students are “knowers.” Students often expect you to know everything and, in turn, expect you to carry the classroom with your expert knowledge. And as a professor, it is easy to believe this yourself and end up feeling burdened. If you could turn this dynamic around by

focusing on mutual learning, students may take more responsibility for their learning and your pressure will end up going down. And who knows, some of these students might even be transformed in your classes.

Don't Be a Stranger: Outreach with International Students

Jon Kaplan



At university counseling centers, the responsibilities of mental health professionals have grown dramatically over the past decade. It is no longer sufficient to provide individual psychotherapy when students seek help for psychological problems. By maintaining such a reactive orientation in a fixed location, we're in danger of being compared to a spider in a web. We only see students who stumble into the office, and unwittingly present counseling as hidden, mysterious, and even something to be feared. This approach does little to engage students, and perpetuates fear and avoidance. International students, in particular, are reluctant to come for counseling due to misunderstandings about therapy, stigma about help-seeking, and preferences for alternate forms of healing. Therefore, it is necessary for us to leave the office and develop other ways to support this community on campus.

Based on my experiences at various college counseling centers, here are a variety of suggestions in order to engage international students:

Become a visible person on-campus. International students—and students, in general—are more likely to reach out to someone whom they already know. If in trouble, students are prone to seek out a friendly and familiar face, rather than going to a strange office for help. You can become more visible by...

- Attending campus events and activities
- Going to club meetings for international students, students of color, and religious groups
- Participating in “fun” campus activities, like the International Student Festival or International Food Fair
- Speaking at international student orientation

When I was at Ohio University, for example, we hosted a table at the International Student Festival. We had trivia games and counseling-related information in multiple languages. For prizes, we gave out “stress test” cards and little bottles of bubbles. This latter prize was especially popular with older international students who came with their partners and children. As they blew bubbles down the street, other students became interested and came to meet with us. At Pratt Institute, we created a “comfort food” station (s'mores) at the international food fair.

Connect with colleagues who have substantive contact with international students. You might meet with professors who sponsor the student groups or administrators at the office for international students. Campus (or even off-campus) spiritual leaders can be another important referral source. Often, it is helpful to connect with the ESL or English language instructors, if there is a language proficiency requirement at your institution. There might also be a specific person who is well connected to the international student community outside of his/her professional responsibilities. By cultivating relationships with these individuals, you facilitate referrals to your office and provide valuable consultation services (hopefully before an emergency situation develops).

Develop outreach activities related to global or news-related events that affect the international student community. In the past, I've organized student meetings following the tragedy at Virginia Tech. and the 2004

tsunami in Southeast Asia. In the news today, there are details about the cyclone in Myanmar and the earthquake in China, which likely affect some students on your campus. By considering what is important to the international student community, you establish yourself as a caring, knowledgeable professional. At these meetings, you can present information on stress and coping, help organize a campus relief effort, or facilitate a discussion.

Offer to speak to classes attended by substantive numbers of international students. Campus statistics reveal the most popular majors among international students, so you can reach out to the professors and offer to give an introduction to counseling or even a full lecture, if appropriate. In the past, I've coordinated talks on time management for ESL classes, which provided helpful information and developed my connection with those students.

When you lead or participate in these outreach activities, what exactly do you do or say? Here are some additional suggestions about how to structure your presentations.

Present yourself as a “helper” rather than strictly a “mental health professional”. Remember that you are building a relationship over time, which can require you to expand your definition of how to provide assistance to international students. In talks, for example, you might emphasize your ability to improve study habits or negotiate roommate conflicts in order to “destigmatize” your services and establish yourself as a credible helper for more severe problems later. By helping an international student negotiate the campus bureaucracy now, you may prompt this person to recommend you to other students and/or seek help for themselves later.

Acknowledge that psychotherapy is a Western, culture-specific activity that can still be beneficial. In meeting with international students (and colleagues), I sometimes note that psychotherapy is a product of Freud's 19th century Vienna. I also share that in the U.S., it is quite popular as a source of support (even becoming a “hobby” for people) and it might be worth a try, especially if their preferred sources of help (based on cultural beliefs and practices) are not readily available.

Dispel myths about psychotherapy and counseling. There are many myths about what we do and don't do as therapists and counselors. Address these misconceptions in your meetings with students, if appropriate. For example, you might want to mention that participation in counseling is voluntary, confidential (very important!), free, and does not necessarily involve medication.

Use your foreign language skills, if appropriate. Students for whom English is not a native language can experience some stress and embarrassment when speaking. Your willingness to present your own (even limited) skills can help lighten the mood, and make you seem more personable.

By following some (or all) of these suggestions, you will improve your ability to engage the international students on your campus. Such action is necessary because international students are vulnerable to suffering from alienation, discrimination, isolation, racism, and other stressors that negatively impact psychological health and well-being.

The Asian American Psychologist is published three times annually and provides a forum to inform members of news and events.

<http://www.aapaonline.org/pubs/newsletter.shtml>

Student's Column

Arpana "Annie" Gupta



Mentoring: Implications for Students and for the Future of the Profession

Mentoring! This word is thrown out a lot in our profession. It was not after my mentor left to take on a position at another university that I found myself thinking about what mentoring is and what it entails. My mentor always used to say, "There is a difference between mentoring and advising. You can have many advisees but you will only have a few mentees." I only realized what these words of wisdom meant after he left and I found myself struggling to keep afloat with school while looking for that next great psychologist in the field who was going to take me to the next stage of my career. As naïve and idealistic as this sounds, the reality is that students all look for that mentor

with whom we can connect and who will guide us in our professional development. I have heard many students complain that it is hard to find mentors. Yet on the other hand, both seasoned and emerging professionals have stated that if it were not for their mentors they would not be where they are.

Yet, why is it so difficult to find mentorship? I do not claim to know the answers, but I would like to share some of what I have been experiencing and thinking. Maybe the answer lies in the ways we go about looking for mentorship. Many of us look to connect with greatness. Are we hoping that this connection will indirectly raise our profile by our association with the prolific and famous in the field? Maybe! Or maybe we need to focus more on finding meaningful connections that tie into our interests and passions. Some students have also said that mentors are too busy to give them what they need. This can be true. Maybe the profession has become so busy that mentors are having a hard time meeting all the demands of the field while also trying to meet the needs of students. We all know that mentorship is vital to the success and continuity of any profession and to us as individuals. So what can students do about it? Maybe the time has come where we need to look at mentorship in a new light. This sounds cold and incongruent with the "touchy feely" aspects of our profession, but students may need to come to the table prepared to discuss what they can contribute in order to make mentoring a meaningful and beneficial process for all parties concerned. This may also mean that we have to be creative and flexible in our approach. Perhaps we need to broaden the way we define mentors and mentoring. We can look for guidance from our peers and from those early career psychologists who may be able to connect with us at a level that is difficult for the more senior mentor. We may consider having more than one mentor to meet various needs in differing areas. We can try to meet and connect with mentors in places that at first glance may not seem significant. For example, I have made many connections with professionals by volunteering at the AAPA conference. Most importantly, we need to be patient, persistent and dedicated to the process. Making connections may be the easy part for some but it is the nurturing of those relationships into meaningful and long lasting ones that is difficult.

So I encourage students to take advantage of this year's ***Mentor-Mentee Reception*** to be held during the 2008 AAPA Convention. Not only could this be a great opportunity to mingle with the psychologists of our field but it could also be an occasion for creating meaningful mentoring connections. I look forward to seeing you at this year's conference in Boston!

International Graduate Student Kai Kok “Zeb” Lim



The Rise of Psychology in Malaysia

Psychology is a growing field of study in Malaysia. While Psychology remains a subject that is taught only at the college and university level in Malaysia and not offered at all in high school, students continue to make it one of the popular majors at the college/university level. This is especially true at the private colleges and universities where American University Transfer Program (AUTP) is offered. AUTP (name differs among schools) are college programs designed to be similar to the 2-year community college system here in the United States, allowing students to take General Education classes and transfer the credits in to the universities in the US to complete their degree program.

A little explanation of the higher education system here would prove to be informative to readers who are unfamiliar with the educational system in Malaysia. Unlike here in the United States, colleges and universities are not equivalent. Colleges typically offer programs that only lead to a diploma, which is equivalent to an Associate Degree. However, universities are allowed to offer programs of study that leads to a Bachelor's degree, Master's degree or Doctor of Philosophy degree. Exceptions to the case often times happen when a school has special arrangement with universities abroad, in which case a bachelor's or master's degree may be granted by the partner school.

In addition, the Malaysian government gave the goal and vision of Malaysia to achieve the “Developed Nation” status by year 2020. As result, there has been a strong push to move Malaysia into a knowledge-based economy to facilitate such vision. One way to achieve this vision is by increasing the number of colleges and universities in Malaysia in recent years so that there are more graduates of the Malaysian higher education system. Part of this move is also to alleviate the financial burden of sending Malaysian students overseas to pursue their higher education. Malaysians are still feeling the impact of the financial crisis of 1997 in Southeast Asia.

This multitude of events and conditions facilitate the granting of university status to some well-established private colleges in Malaysia. In Malaysia, due to the limited enrollment spaces in state universities, a large number of students turn to private colleges and private universities to further their studies after high school. The special designation “University College” is given to selected private colleges that have garnered the standards of the Malaysian government to grant bachelor's degree and master's degree and in this capacity serves as a university.

A special focus here will be on the HELP University College as the top-choice school for many Malaysian students to pursue their studies in psychology. A top private college that was granted the university status in recent years offers psychology as a field of study at the bachelors and masters level. On its website, HELP University College states that it has an enrolment of over 700 students majoring in Psychology, making it the largest Psychology program in Malaysia currently. It also maintains the American Degree Program, which allows students to complete a portion of their education at the university before transferring the credits to selected universities in United States besides United Kingdom, Australia, and Canada. HELP University College is unique in that it has its own Department of Behavioral Science, which is unheard of in other private colleges/universities in Malaysia. It also offers internship training in its undergraduate program for interested students to gain more applied experiences in the field.

Given that psychology is a growing field with limited native country expertise, the programs that are being

taught in Malaysia model the Western model closely, especially at the private colleges and universities. This is not that surprising given that more than half of the faculty at private institutions are Western trained and would likely offer training with which they are most familiar. Close collaborations with many universities abroad also help to shape the educational offering of private institutions. Students are able to complete their education locally in collaboration with partner universities, and obtain a diploma, bachelor's degree, or choose to transfer portion of their college credits overseas. Looking at HELP University College, the Master's in Counseling Program in Malaysia closely follows the core curriculum required for accreditation in the United States.

There is still much room for growth for Psychology in Malaysia. Currently Psychology in Malaysia is very focused on the applied area of psychology, namely in the Counseling and Industrial-Organizational Psychology and less so in the more theoretical area of psychology such as Cognitive or Social Psychology. As the psychology movement grows and strengthens in Malaysia, undoubtedly other areas of psychology will flourish. Until then, there will be a strong focus on what is most practical and useful for the society. Right now, there is a need for alleviating the mental health needs of a developing nation and to increase the business productivity of companies in Malaysia, hence rightly so that psychology is geared towards meeting those needs.

It is expected that in the next few years, a distinct form of Malaysian Psychology will evolve as the field of study matures. Until then, Western Psychology will continue to play a role in influencing the way psychology is being taught to Malaysian students. Changes are already happening; there is a steady number of Malaysian public university-trained Master's and Ph.D. level psychologists teaching at private colleges/universities right now. As the number of locally trained psychologists enters academia, it would be expected that they would bring new insights into the field and infuse culturally relevant theories and application. It is indeed an exciting time for psychology in Malaysia.

Kai Kok "Zeb" Lim is proud to be the first in the Lim family to graduate with a Bachelors degree in Psychology and now a Masters Degree in Counseling Psychology. Hopefully, in 3 years time, he will announce his graduation with his Ph.D. in Counseling Psychology. It is a family and community effort to make it this far, and Zeb would like to thank all involved that made it a great success.

Finance Report

Amy Cheng



As the Finance Officer, I am happy to report the continued excellent fiscal health of our organization! As of May 15, 2008, we have \$53,701.50 in a savings and \$20,792.64 in a checking account with E*Trade Bank, for a total of \$74,494.14.

I would like to encourage members to consider making a tax-deductible donation to AAPA. We are a non-profit organization run completely by dedicated volunteers whom you elect. We strive to offer quality programming and opportunities for mentoring and networking throughout the year as well as at our annual conference. We keep registration

costs as low as possible to help us cover our expenses for hosting the convention. Any profits we generate are applied toward student awards or other programming.

| ACCOUNT | Amount |
|--------------|---------------------|
| Checking | \$ 20,792.64 |
| Savings | \$ 53,701.50 |
| TOTAL | \$ 74,494.14 |

(Continued on page 23)

Donations of any amount are always much appreciated and are tax deductible! We accept donations in the following categories: **AAPA General Fund, Dissertation Grant, Best Poster Award, Student Travel Award, and Division on Women Fund.** If you have any questions about these funds or would like more information on how the money is used in each fund, please do not hesitate to contact me.

As always, please feel free to contact me at dr.amycheng@gmail.com for donations, questions, concerns, or suggestions for improvement.

Membership Report

Mikaru Shichi Lasher



Many of you have renewed your membership to AAPA for 2008, and we also have many new members this year. We remain a strong organization which continues to grow in general membership and Divisions. Remember, for those of you who have yet to renew-- or have put off becoming a member--there is still time to join AAPA and enjoy the benefits of the newsletter, listserv, and camaraderie of fellow Asian-American psychologists, mental health professionals, and students!

Membership totals so far for 2008 are summarized in the table below. As of May 31, 2008, AAPA's membership consisted of 368 individuals and organizations that have renewed or are new to AAPA. This includes 6 emeritus professors/retirees, 16 lifetime members, 126 professional members (122 national, 4 international), 49 early career members (48 national, 1 international), 170 students (168 national, 2 international), and 1 organization. So far this year, we have reached 59% of our total membership for 2007.

Thanks for your support, and let's keep AAPA growing! *Please renew or join if you have yet to do so!!* The membership form is available on our website at www.aapaonline.org, and can be paid by credit card online or by check through snail mail. I look forward to seeing you at convention in August. If you have any questions regarding membership, please contact me at my new email address: mikaru.lasher@yahoo.com.

| Membership | 5/31/08 | 12/31/07 |
|-------------------|------------|------------|
| Emeritus/Retirees | 6 | 8 |
| Lifetime Members | 16 | 14 |
| Professional | 126 | 250 |
| In U.S. | 122 | 245 |
| Outside U.S. | 4 | 7 |
| Early Career | 49 | 54 |
| In U.S. | 48 | 54 |
| Outside U.S. | 1 | 0 |
| Student | 170 | 300 |
| In U.S. | 168 | 294 |
| Outside U.S. | 2 | 6 |
| Organization | 1 | 1 |
| TOTAL | 368 | 627 |

On behalf of the editors of the AAPA newsletter, we would like to extend great, big, congratulations to the newly elected officers and board members! The AAPA community will definitely benefit from your leadership.

President: Karen Suyemoto
 Vice-President: Nita Tewari
 Secretary-Historian: Jonathan Kaplan

Board Member: Szu-Hui Lee
 Student Representative Board-Member: Stephanie Pituc
 Council Representative: Alvin Alvarez

Their respective terms will start on August 31, 2008. Congratulations to them and to the newly elected leaders of the Division on Students and Division on South Asian Americans!

Chun-Chung and Emma, Major Co-editors of the AAPA Newsletter

Congratulations!

2008 AAPA Membership Application

Please check: ☐ New Member ☐ Renewing Member ☐ Renewing, Student to Early Career Professional

Name: _____ E-mail: _____

Mailing Address: _____

Phone: _____ Fax: _____

Highest degree earned: _____ Year degree was earned: _____

Institution from which this degree was earned: _____

Ethnicity: _____ Language capability (other than English): _____

Research/Practice Interest (5-6 words): _____

Area in psychology (e.g., clinical, I/O, etc): _____

I permit AAPA to release my contact information (name, address, email) and/or research interests:

To professional organizations? _____ YES _____ NO

In AAPA member directories (e.g., print or on the website)? _____ YES _____ NO

To prospective employers? _____ YES _____ NO

Professional & Retiree/Emeritus Members: Please complete these items:

Institutional/Organizational affiliation (current/previous): _____

Position title (current/previous): _____

If retired/emergitus Year retired _____ Approximate year first joined AAPA _____

Student Members: Please complete these items:

School: _____ Degree objective: _____ Expected graduation date: _____

Please Note: In general, membership in AAPA runs from January 1 to December 31 yearly, regardless of when membership dues are received. However, dues received after September will be applied to the following year's membership. Checks not honored by your financial institution will be subject to a \$25.00 fee.

| Dues & Donations | | Amount | Enclosed |
|---|--|----------------------|----------|
| A. Lifetime Membership | | \$750.00 | \$ |
| B. General Membership (1, 2, 3 yrs) ¹ (must have been a member for at least 5 years) (2 year maximum in this status) | Professional Member | \$35 \$70 \$105 | \$ |
| | Retiree/Emeritus | \$17.50 \$35 \$52.50 | \$ |
| | Early Career Professional ² | \$12 \$24 | \$ |
| | Student Member | \$12 \$24 \$36 | \$ |
| C. Division on Women Membership ² | Lifetime Member | \$275 | \$ |
| | Professional Member | \$15 | \$ |
| | Student Member | \$6.00 | \$ |
| D. Donations ³ | General fund | \$25 \$35 \$50 | \$ |
| | Dissertation Grant | \$25 \$35 \$50 | \$ |
| | Best Poster Award | \$25 \$35 \$50 | \$ |
| | Student Travel Award | \$25 \$35 \$50 | \$ |
| | AAPA Division on Women | \$25 \$35 \$50 | \$ |
| TOTAL AMOUNT ENCLOSED | | | \$ |

1. You may pay dues for more than 3 full calendar years by writing in the appropriate dues amount in the enclosed column.

2. You must be a member of AAPA to join DoW.

3. AAPA is a tax-exempt organization under IRS code section 501c (3) and all donations to AAPA are tax deductible. As a nonprofit, AAPA and its Division on Women accepts donations to help finance activities. Please consider donating.

Please make check out to **AAPA** and send this form with your payment to:

Asian American Psychological Association, 5025 North Central Avenue, PMB #527, Phoenix, AZ 85012

To pay by credit card please complete the online membership form at the [AAPA website](#).



**Asian American
Psychological Association**
(602) 230-4257
www.aapaonline.org

2007-08 Officers

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Vice President

Karen Suyemoto, Ph.D.

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**ASIAN AMERICAN
PSYCHOLOGIST
Advertising Policy**

Asian American Psychologist, the official newsletter of the Asian American Psychological Association (AAPA), is published 3 times yearly (Fall, Spring, Summer) and distributed to over 500 members of AAPA. For information on specific publication dates and advertising submission deadlines for upcoming issues, please contact the advertising editor. AAPA is a federally recognized non-profit organization.

Advertising Rates and Typesetting

Typical display advertising rates are based on column length (see below). Each advertising column is approximately 2 & 1/4 inches wide. There are 3 columns per newsletter page. The advertising rates are:

3-inch column ad = \$60.00

6-inch column ad = \$90.00

9-inch column ad = \$120.00

Requests for alternative typesetting for an ad can most often be accommodated at no extra cost. The rate billed will be based on the page area covered that corresponds to the advertising rates shown above.

Submission of Ads

It is recommended that text-only ads be submitted via email in RTF, ASCII, or MS Word formats to the advertising editor (see below). Ads can also be submitted on 3.5 inch diskette (IBM format) or via camera-ready copy. If special graphics are desired to appear in the ad, submission of camera-ready copy which conforms to the ad sizes described above is required. The name and complete mailing address of the person or institution to be billed must accompany the submission of the ad.

Submit ads by regular mail or email to: Romina A. Romero
9245 Sky Park Ct., Ste. 225
San Diego, CA 92123 or
rromero@projects.sdsu.edu.

Billing

A billing statement will be sent after an ad is successfully submitted. It is the policy of AAPA that in the event there is a delay in the publication of the newsletter such that your application deadline is missed, you will not be charged or we will fully refund your payment. Payment must be a check or money order made payable to "AAPA" (we cannot process credit card payments).

AAPA Central Office
5025 N Central Ave PMB#527
Phoenix, AZ 85012-1520

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