



Asian American Psychological Association 2009 Annual Convention

Grace S. Kim & Anneliese Singh



Thanks to the efforts of our hardworking program committee, led by Program Co-Chairs Jocelyn Buhain and Richard Q. Shin, we have assembled an exciting conference program that explores innovative approaches to empowering diverse Asian American families and communities in times of economic, political, and social change.

The conference will be held at the Victoria University in the University of Toronto campus, with the awards banquet to follow at Bright Pearl Restaurant (346 - 348 Spadina Avenue, Toronto, ON M5T 2G2) in Toronto's Chinatown. The banquet will start at 6:45 pm. 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. Conference registration is now open! You can register at <http://aapa2009conference.eventbrite.com/>. We hope to see you in Toronto!

KEYNOTE SPEAKERS

We are delighted to bring together a panel of three keynote speakers, who will engage in a dialogue about their personal and professional efforts in strengthening diverse Asian American families and communities in times of economic, political, and social change. This year's confirmed keynote speakers are **George Hong**, **Farzana Doctor**, and **Stephen Murphy-Shigematsu**

☞ George Hong, Ph.D., ABPP, is Professor in the Division of Special Education and Counseling at the California State University, Los Angeles. His expertise includes multicultural counseling and therapy; marriage, family, and school counseling. He is the recipient of the 2002 AAPA Distinguished Contribution Award, and the co-author of *Psychotherapy and Counseling with Asian American Clients: A Practical Guide*.

☞ Farzana Doctor, M.S.W., R.S.W., is a Toronto-based social worker and community activist, who specializes in organizational diversity and clinical issues relating to working with marginalized populations. She has trained and written extensively on working with LGBT communities of color. Her co-authored books include *Asking the Right Questions 1-2 : Talking about Sexual Orientation and Gender Identity During Assessment for Drug and Alcohol Con-*

Features

Asian American Journal of Psychology	9
AAPA Leadership and Advocacy	9
Reflection on AAPA Conventions	10
Second Curve of Psychology	12
Strengthening Our Communities	13
Strengthening Diverse Families	15
Finding a Home and a Country	16
Experience on "Breakfast At Tiffany's"	17
President's Message	18
AAPA Division on Students Update	19
AAPA Leadership Fellows Program	20
Bylaw Amendment	22
Social Justice Task Force	26
Student's Column	26
Finance Report	28
Division 35	28
Newsletter Staff	29
Announcement	30
Advertisements	30
Membership Application	31

cerns. She is also the author of the acclaimed novel, *Stealing Nazreen*.

- ☞ Stephen Murphy-Shigematsu, Ph.D., is a scholar and consultant with expertise in the areas of narrative therapy and medicine, cultural competence, and multiracial and transnational identities. For 12 years, he taught as Professor of International Education at the University of Tokyo, and has also taught at Stanford University. He is currently on the faculty of Fielding Graduate University and has consulted and coached at schools, hospitals, and governmental agencies. His books in English and Japanese include *Multicultural Encounters*, *Transcultural Japan*, *Japan's Diversity Dilemmas*, and *Voices of Amerasians*.

SPECIAL PROGRAMMING & INVITED SESSIONS

- ☞ **Early Birds Meet & Greet:** Start your conference day out with good food and good company! Come mingle with current, past, and emerging leaders of AAPA in a relaxed environment. The AAPA breakfast is an excellent networking opportunity for students and early career professionals. Come meet and greet to discuss your academic and career goals.
- ☞ **Book drive:** Expanded book drive offerings, including fiction titles and other professional resources! All proceeds benefit Student Travel Awards. Books available at the book drive include titles on multicultural counseling, Asian American elders, working with LGBT communities, women and leadership, multiracial individuals, Asian American fiction, children's literature, and more!
- ☞ **Meet the Editorial Board of the *Asian American Journal of Psychology*:** Come and meet the Editorial Board members of the *Asian American Journal of Psychology*, the new journal of AAPA. This will be a great opportunity to learn about the journal and ask questions!
- ☞ **More opportunities to get involved** with Task Forces and Divisions when you attend lunch group meetings!
- ☞ **Invited film screening and discussion:** Join us for a screening of an educational session from the acclaimed and thought-provoking film, "*Adopted*" directed by Barbara Lee, which portrays experiences of Asian transracial adoptees and their adoptive families. Featuring Amanda Baden, discussant.
- ☞ **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!
- ☞ **Book signing and reception featuring new releases by AAPA members:** Authors who are interested in participating, please see below for more details.

AAPA 2009 CONFERENCE SESSIONS

We received many wonderful submissions from members of AAPA and other organizations. The Sessions Co-Chairs (Joyce Chu and Anjuli Amin) 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 children, families, LGBTQ individuals, South Asians communities, and clinical populations.

Interactive Sessions

Asian American Psychologists in Training: Activism, Leadership, and Mentorship

Zeb K. K. Lim (University of Kansas), Judy Y. Tan (University of Connecticut), and Michelle Y. Wang (The Wright Institute)

This interactive session led by the Division of Students aims to engage the AAPA student membership to a group "think-tank" session. The objectives of the interactive program are to: (1) involve students in the discussion and formation of ideas whereby students may specifically enhance their graduate careers as leaders and activists within their respective communities, (2) discuss and disseminate concrete strategies in which to implement these ideas, and (3) form and establish formal ties and social networks that would provide further moral and technical support in the implementation of these ideas.

Building Mentor-Mentee Relationships: A Collaboration between the Division on Women and the Division of Students

Debra M. Kawahara (California School of Professional psychology at Alliant International University), Reiko Homma True (CSPP, Alliant International University), Elayne L. Chou (Independent Practice), Natacha Foo Kune (University of California, Davis), Judy Y. Tan (University of Connecticut), & Michelle Wang (The Wright Institute)

This interactive session will begin the process of establishing a formal mentor-mentee program between the Division on Women and Division on Students within the Asian American Psychological Association. An interactive session to brainstorm and discuss ideas for developing ongoing mentoring relationships will be facilitated by divisional leaders. By the end of the session, a working group will be formed to continue building a mentoring program based on participants' feedback.

Confronting Systemic Injustices Affecting Asian Pacific American Communities Through Partnership with the National Institute of Multicultural Counseling

Michael D'Andrea (University of Hawaii) and Richard Shin (Syracuse University)

The Asian American Psychological Association (AAPA) has made great strides in advancing the psychological well being of Asian Pacific Americans (APA). The growing emphasis on social justice in psychology as well as the multicultural competence movement has significantly increased the focus on the unique concerns that face various APA populations. However, there are systemic injustices that continue to prevent many APA communities from thriving. The purpose of the session is to identify the benefits of partnering with the National Institute of Multicultural Counseling (NIMC) to accomplish the goal of confronting the systems of power and privilege that perpetuate these inequities.

A Cultural Factors-Based Model of Asian Americans' Psychological Adaptation to Disability

Lee Za Ong (Marquette University), Roy Chen (University of Texas-Pan American), and Wonsun Seo (Michigan State University)

Researchers have propounded various theoretical models of psychosocial adaptation to disabilities in order to understand individuals' coping behaviors. In this presentation, the authors conceptualize a model designed to systematically integrate and extend the existing literature on psychosocial adaptation to disabilities within the Asian American population. The proposed model will examine world-views and values unique to Asian Americans that might influence the disability adaptation process and outcomes, specific factors include beliefs about the causes of disability, views about families' responsibility for caregiving, feelings toward disability, community integration, employment issues, and help-seeking behaviors.

Empathy Training for Ethnic and Cultural Awareness

Chun-Chung Choi (University of Florida) and Max Parker

The presenters of this interactive session will use a DVD entitled "Empathy Training for Ethnic and Cultural Awareness (ETECA)" to stimulate discussions on ethnic and cultural issues that exist in our society and demonstrate the effectiveness of using visual interactive guidance for training multicultural awareness and responses. The brief scenarios presented in the DVD were developed and role played by students based on their own experiences or the experiences of others. They incorporate issues that concern students from various racial/cultural backgrounds including African American, Asian/Asian American, Caribbean, Gay and Lesbian, Hispanic, Indian American, and international students.

How Heterosexism is Hurting our AAPI Community: Fostering an Affirmative Community and Strengthening Family Bonds.

Hsiao-wen Lo (Colgate University) and Ya-Shu Liang (California State University, Fullerton)

The goal of this interactive session is for participants to learn ways of fostering an affirmative environment within the AAPI community. The session will first introduce the complexity of the intersec-

tion of race and sexual orientation within AAPI families and the cultural, legal, and societal challenges faced by individuals, families, and friends. Secondly, cases and vignettes will be presented to illustrate the complexity of the intersection and the challenges. Thirdly, recommendations for social justice practice, training, and research will be provided. Lastly, participants will discuss ways of increasing the visibility of the LGBTQ populations within the AAPI community.

Microaggressions and the Asian American Community: Recommendations for Theory, Research, and Practice

Kevin Nadal (John Jay College of Criminal Justice) and David Rivera (Teachers College-Columbia University)

Recent empirical literature has supported the existence of racial microaggressions, or brief statements or behaviors that send denigrating and hurtful messages to people of color. There have been many studies on microaggressions with various racial groups, including Asian Americans. One qualitative study identified several microaggressive themes directed toward Asian Americans, with examples including alien in one's own land, ascription of intelligence, and exoticization. This interactive session will highlight qualitative and quantitative studies on microaggressions toward Asian Americans, while citing gender, LGBT, and religious microaggressions that may occur within the Asian American community. Discussion will incorporate ways of preventing microaggressions in psychology and counseling.

Moving Beyond Monsoon Wedding: Breaking the Silence on Child Sexual Abuse in AAPI Families and Communities.

Anneliese Singh (University of Georgia) and Shanta Nishi Kanukollu (University of Michigan)

Child sexual abuse (CSA) impacts thousands of families each year. While issues pertaining to prevalence, identification and treatment of CSA have been relatively well explored in the dominant European culture, relatively little work has been done in the AAPI community. Available research indicates a low rate of reported CSA in this community yet no known formal study directly assesses the CSA incidence. Accurate statistics are difficult to collect due to cultural stigmas surrounding mental health issues, sexual transgressions and familial conflict. Thus, the goal of this interactive session is to increase awareness, knowledge, and advocacy strategies with regard to breaking the silence on child sexual abuse in AAPI families and communities.

Reflections on the Inaugural Year of the Leadership Fellows Program

Richelle Concepcion (Patton State Hospital), Sam Wan (San Francisco VA Medical Center), Karen Cone-Uemura (University Counseling Center, University of Utah, Salt Lake City), & Paul Wang (Pacific Clinics-Asian Pacific Family Center)

The inaugural cohort of the AAPA Leadership Fellows program is comprised of Karen Cone-Uemura, Ph.D., Paul Wang, Ph.D., Sam Wan, Ph.D., and Richelle Concepcion, Psy.D. The cohort was divided into two pairs, with each addressing a specific area of emphasis, namely Social Justice/Advocacy (Sam and Richelle) and Training of Psychologists (Paul and Karen). Their year-long fellowship entailed involvement in specific projects such as the development of CNPAAEMI Leadership Institute and the OPA Mental Health Information Card Workgroup. As such, fellows' experiences evolved around facing the challenges and successes of large scale professional and state-level efforts; the strategies and considerations for balance in life as well as in action (patience and zeal), the challenges with cross-group and organizational communication, and mobilization. Furthermore, the fellowship experience was built on the foundation of the fostering professional relationships with senior mentors who provided guidance and support throughout the process with the hopes of developing interests in pursuing leadership positions within organizations such as the AAPA.

Symposia

2008 Dissertation Award Winners Symposium

- ☞ East Asian American Educational Pursuits: Examining Effect of Racial Barriers? and Cultural Factors for College Students, *Yung-Lung Chen (University of Wisconsin – Milwaukee & University of California – Berkeley)*
- ☞ Individual and Family Pressures to Succeed: An Asian American Community Problem, *Anne Saw (University of Illinois, Urbana Champaign)*
- ☞ *Alvin Alvarez, Discussant*

Presented by the honorable mentions winners of the 2008 AAPA Dissertation Awards, this symposium critically analyzes the current research and media portrayals of Asian American educational experiences, and provides new perspectives to better understand these experiences. The first paper examines how Asian Americans use education as a way to cope with racial? barriers for enhancing their career. The second paper explores? the roles of personal standards, parental expectations, and other? contributors to psychological distress for Asian American and White? American university students.

Ecology of Racism and Health in Asian American Communities

- ☞ Discrimination and Health among Korean, Vietnamese, and Chinese Immigrants: Disentangling Racial from Language Discrimination, *Hyung Yoo (Arizona State University), Gilbert Gee, & David Takeuchi*
- ☞ Filipino Americans and Racism: The Role of Racial Socialization, *Alvin Alvarez (San Francisco State University)*
- ☞ South Asian Stress: Experiences Discrimination in the United States, *Anju Kaduvettoor, and Arpana Inman (Lehigh University)*

This symposium reviews three papers to better understand the role of ecology that shapes the relationship between racism and health found among diverse groups of Asian American ethnic communities. The first presentation disentangles the effects of racial from language discrimination on health of Korean, Vietnamese, and Chinese Immigrants using a national sample. The second presentation examines the role of racial socialization between racial microaggressions and psychological distress of a community based sample of Filipino American adults. The third presentation assesses the role of generational status in the relationship between perceived racism and psychological well-being of Asian Indians.

Gender and Intergenerational Conflict in Asian American Families: Implications for Individual Mental Health and Understanding Diverse Communities.

- ☞ Rethinking Acculturation: The Influence of Gender, Family, and Racial Contexts on Immigrant Asian American Mental Health, *Janxin Leu, Emily Walton & David Takeuchi (University of Washington)*
- ☞ Parental Perfectionism, Psychological Well-being, and Contours of Asian American Masculinities: An Intersectionality Perspective, *Jennifer Yim & Ramaswami Mahalingam (University of Michigan)*
- ☞ Intergenerational Masculinity Strain among Asian American Men: Emotion Coping and Therapy Approaches, *Joyce Chu (Pacific Graduate School of Psychology) and Phillip Akutsu (California State University, Sacramento)*

Conflict in many Asian American families implicates transnational and intergenerational differences in gender roles and cultural practices, with important implications for psychological well-being. The

first paper models the moderating influence of gender across family, neighborhood, and other social contexts on the relationship between acculturation and depression symptoms. The second paper discusses Asian American masculinity and well-being among college students, including parental pressures to confirm the model minority myth as a demonstration of masculinity. The third paper examines the negotiation of changing gender role expectations among both younger and older Asian men in multigenerational family contexts. These talks identify sources of conflict and resilience in Asian American families.

Me, Us, and Them – Investigations on Asian American Youths' Personal, Family, and Friendship Contexts

- ☞ Associations between Parental Ethnic-Racial Socialization, Ingroup and Outgroup Friendships, and Social Competence in Diverse Late-Adolescents, *Alisia G.T.T. Tran, Richard Lee (University of Minnesota, Twin Cities)*
- ☞ Cultural Socialization and Minority Language Maintenance: The Mediating Role of Ethnic Identity, *Giang Pham, Alisia Tran, and Richard Lee (University of Minnesota, Twin Cities)*
- ☞ The Influences of Family Conflict on Academic Performance in Asian American Undergraduates, *Nazneen Bahrassa and Richard Lee (University of Minnesota, Twin Cities)*

Using survey data from a late-adolescent sample at a public Midwestern university, the proposed symposium explores the personal ("me"), family ("us"), and friendship ("them") contexts that are uniquely relevant to Asian American youth development. The first paper ("me") tests a meditational model of ethnic identity on the association between cultural socialization and home language proficiency. The second paper ("us") discusses findings on the role of family conflict in relation to the academic performance of Asian American youth. The third paper ("them") presents findings on the associations between parental racial-ethnic socialization, ingroup/outgroup friendships, and social competence.

Stigma: Influence of Media Visibility and Acculturation on South Asian Mental Health

Lina Patel (Children's Hospital, Denver), Natasha Thapar-Olmos (University of California Los Angeles) and Anju Kaduvettoor (Lehigh University)

The 2000 U.S. Census Bureau estimated that nearly 1.9 million South Asians live in the United States. This growing population includes individuals from different countries that speak different languages, follow different religious practices, have experienced different immigration histories, and are complex when assessing acculturation levels. Additionally, changes in the visibility of South Asians within the United States further complicate individual, family, and community perceptions. Consequently, it is difficult to determine what is best practice when working with this population. This presentation will attempt to elucidate these issues and reveal strategies for working with South Asian Americans seeking mental health services.

Posters

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

- ☞ Asian Americans Coping with Frequent Racial Discrimination: Role of Acculturation and Enculturation Behaviors (*Sujin Jeon & Hyung Chol Yoo*)
- ☞ Asian Values Communication and Intergenerational Family Conflict (*Belinda Feng, Amy Tsai, Donna Nagata, & Teresa Nguyen*)
- ☞ The Association between Rumination and Social Support among Asian Americans (*Grace Niu & Joyce*)

- Chu)
- ☞ Being a Family Across the Oceans: A Review of Literature on Filipino and East Asian Transnational Families (*Grace S. Kim & Katharine Needham*)
 - ☞ Chinese Translation of the Attitudes Toward Seeking Professional Psychological Help – Short Form (*Tai Chang & Psychometrics Class*)
 - ☞ Collaboration Strategies for Linking Korean American Church Leaders and Mental Health Professionals: Empowering Families to Cope with Serious Mental Illness (*Karen K. Lee, Ann Marie Yamada, & Min Ah Kim*)
 - ☞ Coping Strategies and Generational Differences Among Chinese-Americans Dealing with Racism (*Stephanie Lee, Alvain Alvarez, Jaeyoun Shin, & Avisha Chugani*)
 - ☞ Correlates of Stigma Emotions Experienced by Chinese Americans with Schizophrenia (*Valerie Jackson, Grace Lai, Christine Tang, & Lawrence Yang*)
 - ☞ Culturally-Based Coping with Stressors of Immigrant Life: Internalized Psychiatric Stigma and Stigma Coping Strategies among Chinese-American Families (*Szuyeh Chen, Wan-chen Weng, Wendy Tse, Yuwen Chou, & Lawrence Yang*)
 - ☞ Cultural Differences in Assessment Methodologies: Depression Detection via Self-Report versus Face-to-Face Interview in an Asian American Outpatient Sample (*Angela Craig & Joyce Chu*)
 - ☞ Developing Culturally-Competent Skills for Counseling South Asian, Latino, and Biracial Teens (*Ulash Thakore-Dunlap, Graciela Orozco, & Wanda Lee*)
 - ☞ Development and Validation of a Brief Measure of Perceived Discrimination (*Stephanie Pituc, Kyoung-Rae Jung, & Richard M. Lee*)
 - ☞ Differences in Partner Aggression for Asian American and White Students (*Phillip Akutsu, Behareh Abhari, Ho Man Cheung, & Timothy Fechter*)
 - ☞ Diverse Phenotypic Features of Asian Americans and Vulnerability to Microaggressions (*Matthew Lee, Michael Ariale, Cassie Castro, Katie Eaton, Amanda Ressin, Hannah Shinozaki, Victor Tuazon, & Loretta Vitt*)
 - ☞ Does White Racial Attitudes Relate to Racism Against Asian Americans? (*Sarah Park & Hyung Chol Yoo*)
 - ☞ Ethnic Identity in Biracial and Monoracial Asian Americans: Dissecting Differences (*Lauren Berger, Nolan Zane, & David Takeuchi*)
 - ☞ An Examination of Asian American/ Pacific Islander (AAPI) Normative Data in Popular Assessment Inventories (*Pearl Chang, Uma Dorm, Yi-Chen (Jenny) Wu*)
 - ☞ Examining the Relationships between Multiple Oppressions and Asian American Sexual Minority Person's Psychological Distress (*Arpana Annie Gupta & Dawn Szymanski*)
 - ☞ Examining the Relations Between Rumination and Adjustment: A Focus on Ethnicity (*William Tsai, Edward Chang, Kathleen Hazlett, Jean Kim, Kavita Srivastava, Ritika Singh, Melissa Ng, & Lawrence Sanna*)
 - ☞ Experience of Stigma by Relatives of Chinese Individuals with Schizophrenia (*Farah Khan, Jonathan Lam, Mingfei Li, Grace Yeh, & Kathleen Janel Sia*)
 - ☞ Factors Affecting Psychological Self-Concept of Asian American College Students (*Tu-Lien Kim Nguyen*)
 - ☞ Family, Cultural, and Individual Factors Affecting Diabetes Management: A Case Study of a Chinese American Immigrant Couple (*Ivan Wu, Kevin Chun, Catherine Chesla, & Christine Kwan*)
 - ☞ Gender and Emotions Influence Help Seeking Behaviors of Asian American College Students (*Lilia Sheynman & Joyce Chu*)
 - ☞ Increasing Counselor Trainee Awareness: White Privilege and White Racial Identity (*Andrea Nael, Ren Hong, & Julie Dorton*)
 - ☞ Internalization of Stigma in Chinese Groups with Severe Mental Illness (*Wing Kit Kenneth Chung, Hsaio-Jung Lin, Charlene Yijun Chen, Christine Tang, David Lee, & Lawrence Yang*)
 - ☞ The Intersection between Sexual Identity and Asian American Culture: A Conceptual Understanding (*Stephanie Wong*)
 - ☞ Knowledge and Utilization of Cervical Cancer Screening Among Asian Indian Women (*Anjuli Amin & Yu-Wei Wang*)

- ☞ Look(in)g Asian, Accenting English: Accent as a Marker of Difference and “Constitutive Outside” (*Akiko Motomura*)
- ☞ The Making of a Model Minority: A Critique of the Asian American Academic Performance Literature (*Nellie Tran & Dina Birman*)
- ☞ The Moderating Effect of Self-Esteem in the Relationship between Coping Strategies and Psychological Distress among Chinese Americans (*Jaeyoun Shin, Alvin Alvarez, Stephanie W. Lee, & Avisha Chugani*)
- ☞ Parent and Romantic Partner Attachment Styles among Chinese and European-Americans (*Juliana Yam*)
- ☞ Perceptions of Depression among South Asian and Caucasian College Students (*Natasha Olmos & Hector Myers*)
- ☞ Perception of Racism among Asian/Asian Americans: The Role of Acculturation and Enculturation (*Michelle Yueming Wang, Hsin-yu Liao, Jamie Louie, & Alicia Harlow*)
- ☞ Preserving the Lineage through Work and Family: Core Domains of Internalized Stigma among Chinese American Caregivers of People with Severe Mental Illness (*Eve Yi-peng Chang, Diana Tingy Liu, Jamie Li, Valerie Jackson, Yu-Wen Chou, & Lawrence Yang*)
- ☞ A Population-specific Theory of Asian American Youth Civic Engagement (*Wing Yi Chan & Dina Birman*)
- ☞ The Power of Therapist-Client Solidarity in Facilitating Change: Implications for AAPI Therapists (*Ya-Shu Liang, Michael Shepherd, & Hsiao-wen Lo*)
- ☞ Racial Reality of Asian Americans: Adoptive Parents' Knowledge (*Arpita Ghosh & Kimberly Langrehr*)
- ☞ Racial Reality of Asian Americans Measure: Development and Preliminary Results (*Kimberly Langrehr*)
- ☞ Stigma and Subjective Social Status among Chinese Americans with Schizophrenia and Their Relatives (*Hong Ngo, Olivia Wu, Katherine Lam, & Lawrence Yang*)
- ☞ When Implicit Associations are More Aligned with Multiculturalism than Explicit Associations (*Thanhvan Huynh, Hafsa Mohamed, Thierry Devos, & David Hamilton*)
- ☞ Understanding the Experiences of Stigma among Chinese-Americans with Schizophrenia: A Qualitative Study (*Grace Y, Lai, Rachel Zhuo Han, Daisy Singla, Olivia Wu, Grace Yeh, & Lawrence Yang*)
- ☞ Understanding the Success and Challenges of Gifted Asian American College Students (*Kai Kok Lim & Jennifer Ng*)
- ☞ Unscripted Conversations: A Qualitative Analysis of Transracial Adopted Families (*Kimberly Gross, Reed Reichwald, & Richard Lee*)

**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, 2008 to August 1, 2009) 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 or Grace S. Kim (gkim@wheelock.edu; grace_kim1@yahoo.com) or Anneliese Singh (asingh@uga.edu).

See you in Toronto!

Asian American Journal of Psychology

Karen Suyemoto



Over the last decade, our membership has expressed a strong interest in having a journal associated with AAPA dedicated to practice, research, advocacy and policy within Asian American Psychology. Likewise, we have all witnessed an increase in books and journal articles devoted to Asian American scholarship. In response to our membership and the growth of the field, the last three AAPA

administrations - under Fred Leong, Alvin Alvarez, and the current administration - have prioritized this desire. On behalf of the Association, I am excited to announce that we are launching the Asian American Journal of Psychology.

Over the last decade, our membership has expressed a strong interest in having a journal associated with AAPA dedicated to practice, research, advocacy and policy within Asian American Psychology. Likewise, we have all witnessed an increase in books and journal articles devoted to Asian American scholarship. In response to our membership and the growth of

the field, the last three AAPA administrations - under Fred Leong, Alvin Alvarez, and the current administration - have prioritized this desire. On behalf of the Association, I am excited to announce that we are launching the Asian American Journal of Psychology.

Our journal will be published by APA Publications and Frederick Leong has been appointed as the Incoming Editor. Dr. Leong has been an integral and invaluable contributor to making the dream of an AAPA journal a reality. A highly respected and well established scholar and editor, Dr. Leong's considerable experience and expertise will be central to creating the foundation for the *Asian American Journal of Psychology*.

We also want to express our appreciation to the members of our Journal Committee - Fred Leong, Gordan Hall, Muninder Ahluwalia, and Lisa Kinoshita and to our current ad-hoc Publications Committee, Muninder Ahluwalia, Matt Miller, Szu-Hui Lee, and Steph Pituc. Details about the journal mission, editorial board, submission procedures, etc are forthcoming. We anticipate that you will be pleased with our first issue and we look forward to offering this as an additional benefit to our current and future AAPA membership.

AAPA Participates in Leadership and Advocacy with the California Psychological Association

Sam Wan & Soni Kim



The California Psychological Association (CPA) is the largest state psychological association in the nation. On March 22-24, 2009, CPA held its invitation-only annual Leadership and Advocacy Conference (LAC) in Sacramento, CA, attended by leaders (i.e., presidents, vice-presidents, and committee chairs) of the various local associations in the state (e.g., Los Angeles Psychological Assoc., San Francisco Psychological Assoc.). The purpose of the gathering was to hear from CPA leadership about the state of the association and to delve into ways that psychologists in the state can begin or can continue their advocacy efforts on behalf of their own profession. Two of AAPA's California

members, Soni Kim, PsyD, and Sam Wan, PhD, were in attendance as representatives of AAPA. Past-President, Miguel Gallardo, PsyD, had secured an American Psychological Association CEMMRAT Implementation Grant during his administration last year to fund and lead an effort to include representation of ethnic minority psychologists from various national ethnic minority psychological associations and address diversity in a broader way within CPA. In a first for CPA, representatives from the California Latino Psychological Association, American Indian Psychological Association, and AAPA were in attendance at this important annual event.



Participation in this event was an incredibly enriching experience. Much of the three days was spent learning about the structure of the state association, understanding how to become an advocate within the state's political system, and admittedly singing (if you can call it that) some embarrassing karaoke! The final day of the conference was devoted to lobbying with state senators and assemblypersons. This day is the designated

day of the year, dubbed “Lobby Day,” where psychologists as a group can speak with their local politicians about issues important to psychologists. This year, the important issue that was raised had to do with Governor Arnold Schwarzenegger, “the Governator” as he is known, proposing to merge the Board of Psychology (BOP) with other mental health provider boards. In this proposal, other mental health providers, including social work and psychology technicians, but not psychiatry, which remains under the Board of Medicine, would be assembled under an omnibus board where only one psychologist (down from five on the current BOP) would participate in addressing complaints concerning psychologists in the state.

As some of you may know, California is undergoing incredible fiscal challenges, as the economy has suffered in general. The Governator’s proposal is being sold as one of many cost-cutting measures that he is taking to reduce California’s budget deficit. However, in this case, his efforts at reducing spending are ill-conceived. The BOP is solely run on the licensing fees of its licensees and does not use any money from California’s General Fund. CPA psychologists thus lobbied against this proposal. The loss of the BOP, if it were to be merged with other providers (none with earned doctoral degrees), presents a significant potential loss of oversight by psychologists of their own profession and an unwarranted merging of providers who are each quite different and have very different scopes of practice. Meeting and advocating with senators and assemblypersons in their offices at the state capitol in Sacramento, CA was an exciting and important contribution to the preservation of the integrity of the psychology profession, and it was a great experiential lesson in advocacy.

To cap off these enriching experiences, Dr. Gallardo held a debriefing breakfast with his invitees and we each processed our experience of being at this conference. We began sharing new visions of what it would mean for each of our associations to continue participating at this annual event. We continue to hold conversations during conference calls about lessons learned during this conference. Most relevant to AAPA, Soni Kim and Sam Wan, continue to work towards ways to build AAPA’s involvement and representation at this leadership conference and in CPA in general. It is our hope that AAPA will be able to have its California members attend in subsequent years, and that the Executive Committee might even consider subsidizing a portion of the travel and registration costs. Should any of you be interested in learning more about this experience and/or future involvement, please do not hesitate to contact us.

Looking Back, Looking Forward: Reflection on AAPA Conventions

Kai Kok “Zeb” Lim



The Asian American Psychological Association convention is not a mere convention like many other professional meetings, it is a HOME, a welcoming place for both new and seasoned attendees to come together and meet others who share the same concern and passion for Asian/Asian American Psychology. Now, if you have never been to the AAPA convention, or been missing out in the past few years, read on, for you will get a sneak peek at what 2009 AAPA convention at Toronto, Canada has to offer you, from the eyes of a 2-season AAPA convention attendee.

Early in the morning, be sure to grab your prime seat to listen to a panel of distinguished keynote speakers light up the day. Last year’s convention was a special treat as Dr. Derald Wing Sue, one of the founders of AAPA, opened the day with his keynote address on Racial Microaggression. It is chilling to note while explicit oppression towards Asian/Asian American has appeared to ease with the lifting of the Immigration Act that barred immigrations of Asians into the US and limited Asian Americans from being full citizens, there are still ongoing problems that are less apparent and harder to counter.

Students, do not miss the first ever interactive session by the Division of Students titled: *“Asian American Psychologists in Training: Activism, Leadership, and Mentorship,”* and the first joint session by the Division on Women and Division of Students titled: *“Building Mentor-Mentee Relationships: A Collaboration between the Division on Women and the Division of Students.”*

In the midst of busy scurrying from one session to another, it is best to heed the advice of Dr. Alvin Alvarez, past-president of AAPA, who suggests that convention attendees skip one session and take time to connect with others. Last year, when Dr. Alvarez posed the question if anyone is planning to skip any sessions during the day, Dr. Sumie Okazaki, a seasoned and distinguished Asian American scholar raised her hand in affirmation. So, do not feel bad about skipping sessions and getting to know your fellow friends and colleagues better! Personally, after attending numerous meetings, I find that message rings true, you can only stay on top of the field so much, and be open to new ideas that are in adjacent research/interest areas. The biggest reward of attending meetings is to meet new friends and be re-acquainted with old friends.

In the middle of the day, you may consider taking a break from the heavy schedule of session attendance to recharge one’s battery (as I tend to do as a shy introvert). Instead, I would urge you to sign up for a convention lunchbox, and attend the numerous division meetings, task forces, and work groups meetings to connect with like-minded peers. As useful as emails, online networking sites, telephones and other technologies that facilitate long-distance communication, there is nothing like face-to-face communication at the end of the day. (Otherwise, a counseling psychologist in training like me would be out of business in the future as clients shy from coming in to see us in person and talk to an android instead).

Towards the end of the day, be sure to hover around for the Poster Sessions and Mentoring Roundtable. The time allows one either to peruse the latest work by students and early career professionals displaying their newest, innovative research or to spend more time chatting with long-time colleagues. After the poster session, one can observe students listening intently to Asian American mentors of all levels dispense golden nuggets of advice for budding scholars. If you feel restless and need a break from all the networking you been doing all day, this is a good time to get half-priced books from the annual book drive. Of course, seasoned attendees know that it is prudent to buy the best titles early on, since oftentimes the good ones sell out early.

In the evening, the annual AAPA Banquet is an event that you will want to attend to cap the wonderful day. Before dining on the scrumptious eight course festive Chinese dishes, be sure to sit back and congratulate fellow colleagues and friends who are receiving awards for their contributions to Asian American Psychology. Amidst the informal setting of the dinner, be sure to get to know your fellow table guests better and expand your network!

Suffice to say, there are plenty of activities for all convention attendees to attend, from the fresh undergraduate student to the veteran graduating student, from newly minted Ph.D. to distinguished Asian American scholars. So, get your visa and/or passport ready if you have not yet got them processed. Do not miss 2009 AAPA Convention.

One last note, be sure to check the AAPA 2009 Convention page at www.aapaonline.org -- the official Asian American Psychological Association website -- you will find updated Convention Program schedules and other important details, including the not-to-be-missed Banquet Dinner!

See you in Toronto!

The Second Curve of Psychology

Michi Fu



Pictured from left to right: Drs. Michi Fu, Shamin Ladhani, Jean Lau Chin, Edna Esnil, and Ruperto M. Perez

I had the privilege of attending the APA Presidential Future of Psychology Summit in May 2009 as a representative of Division 45 (Society of Ethnic Minority Issues). Of the 154 participants, there were four other Asian American psychologists (please refer to photograph and caption). There were a few early career folks present (the 2 students and 8 early career psychologists comprised ~0.05% of participants) and ~26 visible ethnic minorities comprised <0.17% of attendees.

I and my Division 45 co-representative, Jessica Henderson Daniel, did our best to discuss the diversity training/pipeline and cultural adaptation issues that we felt best summed up our interests on behalf of ethnic minorities. Invited speakers and guests were interdisciplinary and the buzzwords for keeping our profession on the cutting

edge were: diversity, science & technology, and partnerships. I thought it would be helpful to give you a sampling of what occurred during the Summit.

This was not a conference for one to merely observe, but to actively give input. Participants were urged to think big and think outside the box. Work groups addressed questions such as:

- ◆ What do people think are priorities for our constituents?
- ◆ What pathways or plans should we take to get there?
- ◆ What partners can we identify?
- ◆ Where are the trends/Where could we be?
- ◆ What are the ways to get there?
- ◆ Focus on economic challenges as future opportunities.
- ◆ What will be the impact of cross-cutting changes in the future of psychology practice in regards to diversity, science & technology

developments, and partnerships?

Here's some of what I gathered:

- ◆ We explored how to think of psychology not just as mental health, but health.
- ◆ We discussed the importance of licensure mobility to keep up with technology (e.g., tele-health).
- ◆ We brainstormed ways of having Obama's health care reform to include mental health.
- ◆ APA Presidential Candidate Melba Vasquez highlighted Jessica Henderson Daniel's work regarding African Americans and resiliency as an example of how research needs to be culturally responsive.
- ◆ We examined how to harness technology effectively and efficiently (as a result, I now Twitter).
- ◆ We were challenged to redefine and "brand" our profession for a new public image.
- ◆ We were urged to get the balance right between the first curve (old way of doing things) and second curve (new way of conducting business) in order to survive by Plenary Speaker and Futurist, Ian Morrison.
- ◆ Keynote Speaker, Norman Anderson, presented on health disparities, which served as a platform to discuss how our profession needs to respond to changing demographics.
- ◆ Invited Plenary Speaker, Tillman Farley, M.D., shared an innovative model of mental health professionals being co-located in a primary care setting.
- ◆ APA Past President Pat DeLeon

offered that reimbursement issues are not a *problem*, but a *challenge*.

- ◆ Invited responder, Bruce Bobbit, reminded us that we need to be bottom line thinkers.
- ◆ Invited Keynote Speaker, Janet Reingold, inspired us to think of branding our profession to distinguish us from other fields.
- ◆ Elizabeth Gibson, Invited Plenary Speaker, helped us to consider the areas and stages of change in an organization.

Participants were encouraged to share their "tweets" during the

Summit Review. Here's what I shared: "I am hoping our profession can respond soon enough to our evolving demographics with cultural competency, technology, and partnerships. Second curve, here we come!"

I hope that AAPA will be on the forefront of offering input for a solid action plan regarding integrating diversity into our field. The Task Force on the Future of Psychology is working on compiling all the information generated from the workgroups. By the time of this publication, you should be able to access informa-

tion on the APA website (the task force edited ~70 hours worth of footage to be uploaded), APA Monitor, and during the APA Convention in Toronto. Until then, please do not hesitate to ask myself any questions you might have about the Summit. Once again, it was an honor to attend and it is my hope that our organization may be invited to offer input regarding the future of our profession, particularly how it can better serve our community.

Strengthening our communities by changing the notion of who we are

Wei-Chin Huang



I was recently asked to serve on a panel to discuss diversity issues on campus (I teach at an elite liberal arts college that would be considered not very diverse by today's standards). The impetus? A student wrote an article in the independent student newspaper entitled, "Diversity groups and academic performance: Turns out, all that diversity stuff impairs success." The student cited research and drew conclusions that went beyond the data, stating that participation in ethnic student organizations increases feelings of victimization and decreases academic performance. The student started off the discussion by stating that the point of ethnic student organizations was to celebrate differences, and that he felt that this was divisive. I responded by stating that this viewpoint, and what he wrote in his article, was an oversimplification of a very complex issue.

The point of ethnic student groups is not to celebrate differences. Historically and presently, ethnic student organizations have served several functions, some of which have changed over time. One function is to learn about one's culture and background, which has for the most part, been left out of our primarily Eurocentric education. A second function is for social networking and support; a place to help minority students connect through shared backgrounds and experiences. A third function is to advocate for issues that students from specific backgrounds face. For example, historically, minority students have faced overt racism on campus. Currently, minority students may need help in dealing with more covert or aversive forms of racism. Another function is academic support and mentoring. These organizations are very important and are not exclusionary. That is, students from any background can join an ethnic student organization, and students should take advantage of diverse college programming because they need to learn how to interact and be leaders for people of all ethnic backgrounds.

The student then stated that many White students see these organizations as divisive, that they feel that minority students are self-segregating on campus, and that even minority students felt this way. He then asked me

whether the existence of ethnic student organizations increase racial conflict. I reinforced that this was a great question and answered with the classic, “it depends.” First, I stated that there is a serious problem with using the term “self-segregation.” Nobody self-segregates. Minority students do not self-segregate from White students, and often it is the majority student culture, feelings of non-acceptance, and racial microaggressions, among many other reasons, that lead minority students to socialize with others like themselves. Segregation is a complex issue that is reinforced by various power structures and institutionalized -isms. It would be a mistake to think that ethnic minority individuals self-segregate. Why not say that majority students self-segregate?...which would be more factually correct, but also an oversimplification. The point is, no one self-segregates. “Segregation” is influenced by feelings of wanting to belong and to be around other people who think, talk, and understand you. It exists and is maintained by institutionalized racism.

Whether such organizations increase ethnic tensions is a problem that runs deep into the concept and definition of who we are. In a situation where the definition of who we are is to act and be White, then the introduction of such an organization would increase racial tension. This type of United States identity is problematic, focuses on assimilation, and aligns with the “melting pot” metaphor, where everyone is expected to blend into a Eurocentric culture. Ethnic organizations would not increase tensions on campus if we have an inclusionary model of identity. Specifically, different patches and groups of students are not seen as different and self-segregating, but seen as part of who we are— a diverse perception of us. This would be more along the lines of a “tossed salad” metaphor, or every part of the salad as contributing to how delicious the salad tastes, and as all belonging to the salad (the salad wouldn’t be a salad anymore if the tomatoes were missing and the carrots are not self-segregating).

How is all of this related to strengthening our diverse families and ethnic communities? The problem is this. Many ethnic minority students who attend non-diverse campuses are forced into choosing between two doors. They don’t have the freedom of exploring their ethnic selves without fear of being seen as a “traitor” from other minorities or as “self-segregating” by White students. The campus environment as well as perception of who is American needs to change. The question shouldn’t be do ethnic organizations increase racial tension on campus. It shouldn’t be whether ethnic neighborhoods cause racial conflict. It should be how do we decrease racial tension on campus and how do we improve race relations in the U.S. One answer is to reshape and reformulate the idea of who we are. We should aspire for an inclusive identity that celebrates and cherishes the diversity of all of its members. If a broader identity of acceptance and inclusion can be accomplished, then we will have strengthened our entire country. Now is the time to make this change.

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

Strengthening Diverse families and Communities: The power of gratitude

Darcy Ing & Neera Puri



In the mid-1990s, the Chinese side of my (Darcy's) family decided to hold a reunion. My family tracked down as many descendents as they could, and contacted them. Nearly 800 people were located, and over 500 attended the seven-course Chinese banquet completed with lion dance. All attendees presented with valid documentations of association, including birth certificates, marriage licenses, and academic degrees.

Each branch of the family wore color-coded t-shirts to represent each of my great-great-grandfather's 13 children. The name the 13 children, the eventual progenitor of that particular family branch, was printed in Chinese on their descendant's t-shirts.

Thus, any of the 500 family members attended the banquet, could identify who was descended from whom, just by identifying the t-shirts. My great grandmother, Pau Chun Lum, was the oldest of the 13 children and we all wore purple t-shirts.



When I think about my family, I am amazed and grateful for so many connections and such a strong sense of identity. Now my paternal grandmother is terminally ill and the extended family has been paying their respects. I wish that back in the 90's I had found more ways to express my love to her. Sometimes it takes being close to the loss of a loved one to make us wonder: Did this person know how grateful we were for their presence in our lives?

Clinical studies have shown that gratitude builds and strengthens social connections. Robert Emmons, a psychologist at University of California, Davis, and Joanna Hill (*Words of Gratitude for Body and Soul*, 2001) found that practicing gratitude makes people more happy, healthy, optimistic, and more likely to offer help to others. Practicing gratitude does not stop bad things from happening to you--but it can help you develop a positive mind-set to get through those bad things. Gratitude is more than a feeling; it is an attitude that can be chosen to create a better life for yourself and others.

Emmons also examines methods to help people develop and put gratitude into practice. He says that the more grateful we are, the more reasons we would find to be grateful. Emmons suggests ways to develop gratitude, ranging from personal creative paths to focused spiritual practice. In fact, gratitude is emphasized in different religions such as Judaism, Buddhism, Christianity and Islam, as an important part of faith.

Gratitude helps people appreciate small blessings even in the midst of crisis, to see the lessons contained in life's challenges, and to remember resources, support systems, and strengths to help us get through these challenges. Gratitude is a feeling, an action, and a practice, even and especially in the midst of adversity. In these difficult times, gratitude is especially important to help families locate their strengths and virtues and to realize that this too, shall pass. While some actions and attitudes focus mainly on defensiveness and survival, gratitude encourages optimism and flourishing. This positive attitude helps families not only to get through adversity, but to discover lessons in personal growth from hardship.

There is a family gratitude exercise that I (Neera) teach my students and my own children. What you do is that you write a letter from the heart about all the things you are grateful for your family members (mother, father, siblings, and/or children). You write from the heart things that you really appreciate about them. Then, you read this letter to them in person. What you will find is that people are rarely appreciated for all the good things they have brought into someone else's lives. When people experience deep and heartfelt gratitude, they may become very tearful and emotional.

In one of my classes, we started talking about using gratitude letters with our relatives, and two students broke down because both had lost their mothers before learning about this exercise. I realized life is too short not to make time to be grateful for our loved ones. When I got home, I immediately wrote a gratitude letter for my own mother and read it to her. The impact was tremendous. Now, I pass this gratitude exercise on to my children.

Every night before they go to bed, I write out a "gratitude card" as they call it, highlighting something I really appreci-

ated about them for the day. As a parent, I notice we can sometimes be so caught up in the day-to-day running of our household that it is easy to forget about the fantastic traits of our little people. My kids now get their gratitude cards as a part of their bedtime ritual, and they look forward to it.

Sometimes feeling overwhelmed and going through challenges in life, this exercise helps me as a mother, to remember the precious moments my two little energetic boys are bringing into my life. Moreover, the gratitude card allows practicing of the positive parenting skills, I can emphasize praising my children for the things I want them to do more often. Thus, gratitude cards and expressing gratitude overall, is my own way of strengthening my family in a positive way.

Remember that the practice of gratitude starts with appreciating things we already have, both surround us and within us. With gratitude, we can find ways to both appreciate and to enrich our lives and those of our diverse families. We hope that this article will help to foster some reflection and actions among readers with their loved ones.

Finding a Home and a Country in America

Kai Kok "Zeb" Lim



This article focuses on the book titled *"The Latehomecomer - A Hmong Family Memoir"* by Kao Kalia Yang, a Hmong American writer who chronicles her family's perilous escape from the deep jungles of Laos into the refugee camps in Thailand before journeying on to their new home and country, America.

This book helps the reader immerse themselves into the rich cultural and historical heritage of the Hmong people. The Hmong are a group that had been chased away from ancient China, who then found a place to call home in Laos. While in Laos, they discovered democracy and freedom as envisioned by the Americans during the Vietnam War and chose to help the Americans fight against the North Vietnamese and the communist Pathet Lao soldiers. Then, when the Americans soldiers withdrew from the Vietnam War, the Hmong were once again turned into country-less orphans in Laos as they fled into modern day America, seeking a new home and country to call their own.

The book is broken into sections – Prologue; People of the Sky; The Little Girl with the Dimples; The American Years; The Latehomecomer; and Epilogue to reflect the chapters of the author's family life as they moved from war-torn Laos, to limbo-land Thailand before flying to new world America. Each section poignantly captures the life of the author, Kao Kalia Yang as she embarks on her journey west from the refugee camp in Thailand. Kao Kalia presents powerful narratives of the meeting of her parents in the jungles of Laos before she was born, which helps readers experience the horrors of the war that prompted the move away from Asia.

Anne Fadiman, author of another great Hmong story, *"The Spirit Catches You and You Fall Down,"* which chronicles the tragedy that resulted when Eastern Hmong folk medicine beliefs meet modern day Western medicine beliefs, captures the spirit of Yang's book best when she says, "This is the best account of the Hmong experience I've ever read – powerful, heartbreaking, and unforgettable." This is definitely a book that will tug at your heart from page one to the very end, while retelling a rich, cultural and historical story of the Hmong people as they struggle in their ongoing quest for a country to call their own, and to provide a better future for their children.

In Yang's book, she describes Hmong folklore that Hmong children are from the sky, and maybe this is true then that the Hmong people are truly from the sky. While the Hmong move from one country to another, the sky will always be the permanent home and country of the Hmong people, the home and country on Earth is just a transient home for the Hmong people.

Before babies are born, they live in the sky where they fly among the clouds. The sky is a happy place and calling babies down to earth is not an easy thing to do. From the sky, babies can see the course of human lives.

This is what the Hmong children of my generation are told by our mothers and fathers, by our grandmothers and grandfathers.

They teach us that we have chosen our lives. That the people who we would become we had inside of us from the beginning, and the people whose world we share, whose memories we hold strong inside of us, we have always known.

From the sky, I would come again.

- Kao Kalia Yang

Visit www.kaokaliayang.com for more information about the author - Kao Kalia Yang, and to get an overview of her film “The Place Where We Were Born”, a documentary about the life experiences of the Hmong American refugees.

This wonderful book is just one good example of the many great titles that you can find at the annual AAPA Book Sale for Student Scholarships. There is an amazing selection of non-fiction books on Psychology and fiction books on Asian/Asian American ethnic groups, among others. So, do not miss the chance to pick up great books at the AAPA Book Sale that coincidentally helps support the AAPA student presenters’ travel funds!

A little secret... books at the end of the day are marked down significantly, and discounts are also available for student volunteers at the convention, but you know you do not want to miss getting a hold on that great book since limited copies (often one or two) are available for sale. Perhaps a little strategic book buying plan might help, buy that “MUST GET BOOK” early in the morning and keep that extra money for the books in the “Must Get When Marked Down” categories later in the day.

HAPPY BOOK BUYING!

My Experience on and Extra Feature for “Breakfast at Tiffany’s”

Jeff Mio



Believe it or not, I am on a DVD of a Hollywood movie. Well, okay, I’m not an actor in the movie. However, I am vice president of MANAA (Media Action Network for Asian Americans), and MANAA was contacted by Mark Young, who was putting together a feature on “Breakfast at Tiffany’s,” which was being re-released under the Centennial Collection of Paramount Pictures. As many of you know, Breakfast at Tiffany’s was an iconic movie that catapulted Audrey Hepburn into the limelight. However, one unfortunate aspect of this movie is a horrible portrayal of a Japanese character named Mr. Yunioshi, played in yellow face by Mickey Rooney.

I had never previously seen Breakfast at Tiffany’s, so I had to rent it. I thought the movie was stupid. I didn’t see why it had iconic status. I suppose that Audrey Hepburn wore pretty fashionable clothes that set a trend for its time and the song “Moon River” came from this movie, which made the movie all the more iconic. At any rate, Mr. Yunioshi was as offensive as I had heard, so I was happy to be part of a feature to criticize that character. Even on the original DVD, in the special features section, Blake Edwards, the film’s director, apologized for the Mickey Rooney portrayal but tried to relegate it to a sign of the times.

Four of us were interviewed. We were essentially asked the same questions and Mr. Young used the responses he thought were the best or intercut our answers with others’ responses to support the main point. Mr. Young was also able to intercut our answers with relevant movie clips. This special feature is 17 minutes long and I thought it came out very well. I did make one mistake, however. I mentioned the Chinese Exclusion Act of 1870, and as you know, the act was passed in 1882. I think I was thinking of another documentary on which I appeared, where I cited the 1870 U.S. Census that found that people of Chinese descent made up 25% of the entire population of Idaho (33% in Boise) due to the railroad workers. After the Chinese Exclusion Act of 1882, however, those of Chinese descent were almost nonexistent in Idaho.

At any rate, if you are so inclined to watch this DVD, make sure that you rent the Centennial Collection of

President's Message

Karen Suyemoto



The theme of this year's conference (and this newsletter) is "*Strengthening Our Diverse Families and Communities in Times of Change*." The conference committee calls our attention to the ways in which we, as psychologists, can contribute to fostering resiliency and strength within our families and communities. Several years ago, when the Association for Asian American Studies (AAAS) annual conference was held in Boston, the conference committee for AAAS was discussing possible themes for that conference. My friend and colleague, Peter Kiang, suggested the theme "Planting seeds in times of war." Although this was not chosen as the AAAS conference theme that year, the phrase and idea has stayed with me and returned to me again as I thought about this year's AAPA conference theme and about my experiences in this year of being the President of AAPA.

Planting seeds can be such a simple act in uncomplicated times: pushing a seed into the earth and waiting for the natural course of life to unfold. And yet it is symbolically so much more, particularly in times of change or war. To plant seeds during times of war is to allow oneself to believe in positive change, to have faith in the process of life-giving growth. It is an act of resistance against hopelessness and death. It is also a moment of continuity and connection: with our ancestors, with the earth, and with each other. In times of change, we plant seeds even though we may be uncertain whether we will be there to see them come to fruition. But we hold to a hope that even if we are not, another person will nurture the growth and the community will benefit.

Many of us don't actually physically plant seeds. But all of us plant seeds in that all of us engage in (perhaps) seemingly small actions in hope that those actions will bloom into something that is life-sustaining and growth-promoting in the future. At this moment, I invite you to contemplate the seeds that you are planting and the hope placed within those seeds. And I invite you to consider how you might encourage others to hold to the hope of change so that they, too, might plant seeds for growth.

Particularly in challenging times, we can easily lose track of the seedlings that have benefited from our efforts as we focus our attention on the seeds that have not yet emerged or those yet to be planted. And yet, watching the leaves unfurl to the sun for the first time is an intimate moment of hope. I would invite you, therefore, to take a moment and focus on the new growth that your efforts have fostered in the past year. And in this spirit, in this last newsletter column as AAPA President, I'd like to highlight some of the new growth for us as an association:

- ◆ We are completing the first year of the AAPA Leadership Fellows Program, which aims to facilitate the development of AAPA leaders who will contribute to advancing Asian Americans, multiculturalism, and social justice within psychology. We congratulate the four inaugural fellows (Richelle Concepcion, Karen Cone-Uemura, Sam Wan, and Paul Wang), and express our appreciation for their service in their Leadership Projects.
- ◆ We continue to advocate within APA for the creation of voting seats on the APA Council for AAPA and other ethnic minority psychological associations. APA President James Bray has created a *Working Group on Diversity in the Council of Representatives*, who has solicited input from AAPA and the other ethnic minority psychological associations. The Council of National Psychological Associations for the Advancement of Ethnic Minority Issues (CNPAAEMI), of which AAPA is a member, has also communicated our position to APA President Bray. We remain hopeful that we will eventually be seated as equals on the APA Council.
- ◆ We continue to work on developing structures for the integration of Divisions within AAPA, as illustrated by the proposed By-Laws change described in this newsletter (please vote!).

- ◆ We continue ongoing discussions of the role of AAPA in social advocacy. The Social Justice and Advocacy Task Force has been particularly helpful in encouraging discussions of this issue.
- ◆ We have signed contracts for the new Asian American Journal of Psychology, which will provide fertile ground for sharing scholarship, policy issues, and best practices in interventions and education to serve the Asian American community (see announcement in this newsletter!). Look for the first issue in early 2010!
- ◆ We are in the process of re-creating our website, not only to improve the appearance and information available, but also to enable more interactive member functions, such as discussion forums and sharing of research and teaching resources. Check out the new website online in August 2009!

The efforts of many people make this growth possible, and I would like to particularly thank:

- ◆ The members of the AAPA EC who contributed in essential ways to all of the Associations' initiatives: Nita Tewari, Alvin Alvarez, Muninder Ahluwalia, Matt Miller, Doris Chang, Jonathan Kaplan, Stephanie Pituc, Szu-Hui Lee, Amy Cheng, and Miki Lasher.

And others who have contributed to the major initiatives of this year:

- ◆ Frederick Leong, Gordon Nagayama Hall, and Lisa Kinoshita for their work on the Asian American Journal of Psychology.
- ◆ Christopher Liang and Michi Fu for their work on the Leadership Fellows Program, as well as Soni Kim, who will be the Program Coordinator for 2009-2010.
- ◆ Angela Ebreo and Sara Cho Kim for their leadership on the AAPA Social Justice and Advocacy Taskforce and frequent communications with the AAPA EC and officers about ongoing initiatives.
- ◆ Grace Kim and Anneliese Singh, the 2009 Conference Co-Chairs, and all the members of the Conference Committee.
- ◆ Frances Shen and Eric To for their work on the AAPA website.
- ◆ Chun-Chung Choi and Emma Phan, and all the members of the Newsletter team, who make this communication possible.

In this year as AAPA President, I have had the pleasure of working with a stellar group of people in both nurturing previously planted seeds, some of which are now coming to fruition, and in planting new seeds. It has been an honor to serve as President and I thank you all for this opportunity.

AAPA Division on Students Update

Judy Y. Tan

Greetings from the Executive Committee of the Division on Students (DoS)! As the Annual AAPA Conference approaches, we are busy planning several undertakings. First, DoS is pleased to hold its second annual **Division of Student Awards**. These are different from the awards offered through AAPA for travel and dissertations. Similar to last year, three awards (*Leadership, Research, and Service*) will be given this year at the Toronto conference in the form of \$100 along with an Award Certificate. Second, DoS is working on setting up a **Website devoted specifically to its student members** that would be accessible from the parent AAPA membership website. To that end, we would like to solicit comments and other feedback from the general as well as DoS membership as to the usability of the

site during a pilot period. Please be on the look-out for an announcement from DoS very soon about the website!

The DoS has submitted **two symposium proposals to the Conference** this year, one of which is in collaboration with the Division on Women (DoW). Please be on the look-out for us in the Conference Program, and join your fellow members at the symposia. Also at the Conference this year, DoS will once again be offering **DoS merchandise**. Be sure to check out our table at the Conference. We look forward to meeting and talking with you!

AAPA Leadership Fellows Program

Call for Applications

To facilitate the development of AAPA leaders who will contribute to advancing Asian Americans, multiculturalism, and social justice within psychology, AAPA is continuing its leadership development program. Fellows selected for the program will participate in several trainings, receive individual and group mentoring from experienced leaders in AAPA and Past Fellows, observe/participate in AAPA Executive Committee sessions, complete a year-long Fellows' project, and present their experiences at the 2010 AAPA conference. Fellows from the 2009-2010 cohort will then become Past Fellows and will mentor incoming fellows for the 2010-2011 year (optional attendance at midyear and 2011 August meetings).

Fellows will receive a stipend in the first year to defray travel costs for each required meeting (Toronto, midyear meeting TBD, San Diego (minimum of \$500 per trip per Fellow, final amount TBD based on funding)). Additional costs of travel and participation will be at fellows' expense.

Overview of Fellow's Program:

<ul style="list-style-type: none"> - Initial Fellows Training: Thu. Aug. 6 or Fri, Aug 7, 2009 - AAPA EC annual meeting. Aug. 6 or Fri, Aug 7, 2009 	August 2009 AAPA/APA Conference Toronto, Canada
<ul style="list-style-type: none"> - Two on-line forums, dates and times TBD - Ongoing individual mentoring and work on Projects 	Sept.-Dec. 2009 Online/telephone
<ul style="list-style-type: none"> - Mid-Year Fellows Training - AAPA EC Midyear meeting (possible) 	Jan.-Feb. 2010
<ul style="list-style-type: none"> - Two on-line forums, dates and times TBD - Ongoing individual mentoring and work on Projects 	Feb. to Aug. 2010 Online/telephone
<ul style="list-style-type: none"> - AAPA Conference Presentation by 2009 Fellows - Initial Fellows Training for 2010 fellows - AAPA EC annual meeting. 	August 2010 AAPA/APA Conference San Diego, CA

Fellows' Projects

Working closely with a Project Mentor, Fellows will assume primary responsibility for a Fellow's Project associated with the following AAPA initiative:

Training of Psychologists: Fellows will contribute to developing a forum/program for ethnic minority psychology students from multiple racial and ethnic groups to discuss their experiences and contribute to shaping psychological education/training in relation to race, culture, and social justice.

The specific goals and outcomes for each Fellow in relation to this project will be developed in collaboration with their mentors.

APPLICANT CRITERIA

Applicants must be AAPA members who have completed their doctoral degree by June 30, 2009. Preference will be given to applicants who have some prior leadership experience in local contexts (e.g., within their graduate program) but who have not had leadership experience at the national level within psychology (e.g., held formal leadership positions in APA or other national psychological associations or served in any capacity on the AAPA Executive Committee).

APPLICATION PROCESS

Applications should include (a) the required cover sheet (available at the AAPA website: <http://www.aapaonline.org/leadership%20fellows%20program.shtml>), (b) the applicant's CV (no more than 3 pages, please include a section detailing prior leadership experience and the names of 2 professional references), (c) a short statement (no more than 1500 words) describing the reasons for applying, the desired outcome for the applicant, and the reason for interest in the Fellows project, and (d) one letter of reference from an individual familiar with your professional work and past leadership experiences. Please send applications by **June 26** to Karen Suyemoto, AAPA President, at karen.suyemoto@umb.edu.

AAPA Leadership Fellows Program Cover Sheet

Name: _____

Email: _____

Phone: _____

Year of Degree: _____

Area of Psychology in which you received your degree:

- | | |
|--|--|
| <input type="checkbox"/> Biobehavioral | <input type="checkbox"/> Experimental |
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> Forensic |
| <input type="checkbox"/> Clinical | <input type="checkbox"/> Industrial Organizational |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Personality |
| <input type="checkbox"/> Cultural | <input type="checkbox"/> Sensation and Perception |
| <input type="checkbox"/> Developmental | <input type="checkbox"/> Social |
| <input type="checkbox"/> Other (Please specify): _____ | |

AAPA is committed to ensuring diversity among the Fellows. Please indicate here aspects of your background that you believe would contribute to that priority. You might include, for example, your specific ethnicity, your gender, your religious background, your sexual orientation, or any other experience or identity that you believe would contribute to our understanding of the perspectives you bring and how these might contribute to the success of the Fellows.

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: Gordon C. Nagayama Hall
Board-Member: Richard Q. Shin and Paul Wang
Vice President: Sumie Okazaki

Their respective terms will start on August 31, 2009. Congratulations to them!

Chun-Chung Choi, Major Article Editor of the AAPA Newsletter



Bylaw Amendment

Jonathan Kaplan



The Executive Committee of the Asian American Psychological Association recommends the following Bylaws amendment proposal for review and approval by the general membership.

This change reflects the creation of a new voting Board Member dedicated to Division representation, the clarification of certain policies related to Divisions, and the creation of a new divisional structure: The Council of Representatives of Divisions (CoR).

Rationale:

As AAPA has grown in the last decade, we have progressed from having one division to now having three, two of which were established in the past two years. This has necessitated the creation of policies and structures to ensure communication, clarify reciprocal responsibilities, and address issues of representation and voting rights. In 2007-2008, the EC convened a committee to develop Guidelines for Divisional Structures and relations with the AAPA “parent” organization. These guidelines were approved by Division officers (from Division on South Asian Americans, Division of Students, Division on Women) and by the AAPA EC in June to August 2008.

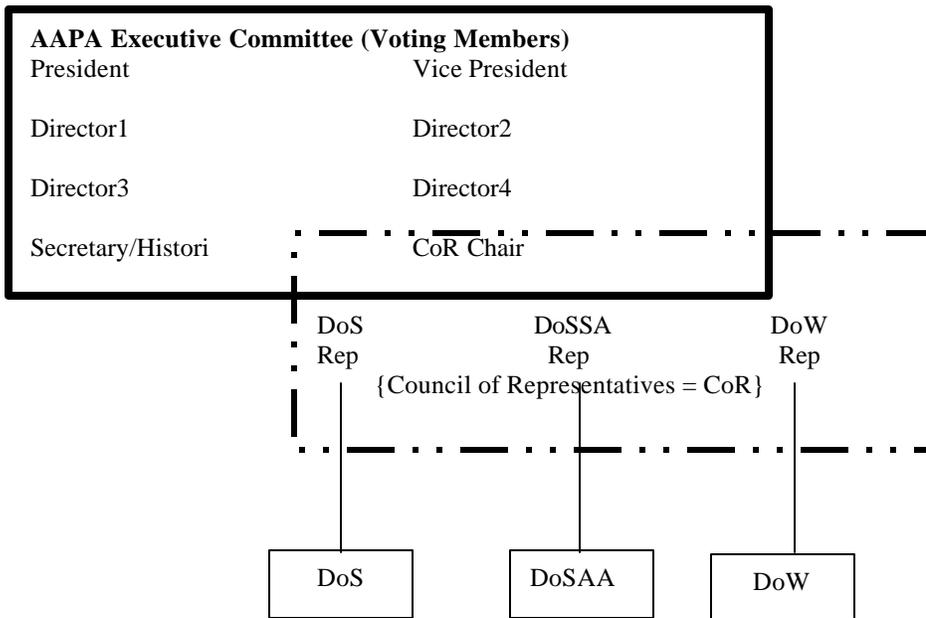
In summary, these guidelines established the creation of the following: (A) Council of Representatives (CoR), and (B) CoR Chair as a voting member of the AAPA EC.

(A) Council of Representatives: The purpose of the CoR is to provide a structure for Divisions to share information, collaborate on initiatives, and to consider shared Divisional interests in relation to the AAPA parent organization. As such, the Council gives voice to the interests and needs of the respective Divisions. Members of the CoR include one representative from each of the AAPA Division with one CoR vote per representative. Non-voting members of the CoR include the CoR chair, represents the CoR to the AAPA EC, and is elected by the overall AAPA membership (see below).

(B) CoR Chair: The primary responsibility of the CoR Chair in relation to the AAPA parent organization is to communicate the perspectives and decisions of the CoR and Divisions to the AAPA Executive Committee, and to communicate the perspectives and decisions of the AAPA Executive Committee to the CoR. The CoR Chair attends both AAPA Executive Committee and CoR meetings. He/she has primary responsibilities to the CoR, chairing this body and guiding the development of shared initiatives of the divisions. Because the CoR Chair has voting rights on the AAPA Board, she/he is elected by the general membership of the Association. However, the CoR will have the sole responsibility for providing a slate of nominees for the position of CoR Chair and no other nominations will be accepted from other individuals or groups. An individual cannot simultaneously hold the position of CoR Chair position and a Division leadership position.

These recommendations resulted from consideration of several major issues, including:

1. Over the last decade, a particular issue that has arisen as Divisions proliferate is the question of voting representation for divisions on the AAPA Board, and communication between Divisions and the AAPA EC. Especially as AAPA grows and Divisions become more numerous and important to our members, the inclusion of Divisional perspectives becomes increasingly important for the EC to fulfill the mission of the organization. However, Board Members of the AAPA are representatives for all members, elected by general membership and not solely by subgroups within the membership. Having voting members on the EC selected from within Divisions would mean that some AAPA members (those who are members of Divisions) would have more voting power than other members. The current recommendations resolve these issues by creating a voting seat (CoR Chair) representing the Divisions but elected by the general membership.
2. In addition, as Divisions proliferate, it has become increasingly clear that Divisions can benefit from having a formalized governance structure that encourages communication, collaboration, modeling, and shared initiatives. The establishment of the CoR enables this cooperation.



Proposed Amendment to the current Bylaws. The additions are indicated in italics.

Article V. ELECTED OFFICERS

Section 1. Composition. The President, Vice President, Secretary-Historian, President elect, Past-President, and the American Psychological Association’s Council Representative are Association officers elected by the membership. *Five* association members, who comprise the Board of Directors, shall also be elected by the membership. One Director position shall be held by a student member of the Association. *One Director position shall be the Division CoR Chair.*

Section 6a. Duties of the CoR Chair. *In performing duties of the office, the CoR Chair shall:*

1. *Chair the AAPA Division Council of Representatives.*
2. *Communicate the perspectives and decisions of the Council of Representatives to the AAPA Executive Committee and advocate for Division interests.*
3. *Communicate the perspectives and decisions of the AAPA Executive Committee to the AAPA Division Council of Representatives.*
4. *Be elected from a slate of nominees provided only by the Council of Representatives*
5. *Not simultaneously hold a Division leadership position while serving as Divisions Representative/CoR Chair position*
6. *Serve for no more than one (1) consecutive term of two years.*

Article VIII. TIMING OF ELECTIONS, TRANSITION OF OFFICERS, AND TERMINATION OF OFFICERS

1. Elections. Elections of Officers shall be as follows:
 - a. The President and Vice-President shall be elected every two years;
 - b. The Secretary-Historian *and CoR Chair* shall be elected every two years (not the same years as President/VP);
 - c. Each year, two Directors shall be elected for two-year terms. In any one year, there shall be two new Directors who shall be serving their first year and two directors who shall be serving their second year of their two-year terms.
 - d. The Council Representative shall be elected every three years.

e. Elections shall be held by June of the election year.

Article XIII. DIVISIONS

1. Divisions may be formed within Association to facilitate members with similar backgrounds, concerns or interests to organize themselves for the purposes of sharing information and resources. A Division shall be established whenever 10 percent or more of the Members of the Association petition for it and Executive Committee approves that petition with a majority vote. *Individuals who would like to begin a new Division need to inform the AAPA EC with a written letter of intent including: (1) purpose of the Division; (2) Progress towards formation; (3) Financial plan; (4) Evidence and materials supporting the need for such a Division; (5) petition from at least 10% of AAPA members. The formal proposal needs to be sent to AAPA members 4 months prior to the annual convention. The AAPA/EC will discuss and vote for or against the establishment of the new Division 2 months prior to the convention to allow time for the proposed Division to prepare for their business meeting during the convention should the proposal be approved.*
2. A Division may be dissolved by the Executive Committee when (a) the number of members within the Division falls below 5% of the Members of the Association (b) the Division votes to recommend dissolution *or (c) the Division operates out of compliance with its Bylaws and/or AAPA's Bylaws and AAPA Division Guidelines. In each case, a written report will be provided either by AAPA EC or the Division EC supplying good and sufficient reasons for dissolution and notification that the division membership has been given full opportunity to state reasons for the continued existence of the Division.*
3. Any Member of the Association may apply for membership in one or more Divisions. However, a Division may determine its own qualifications for its membership classes.
4. A Division shall have a Chair (or Co-Chairs), Secretary, *Finance Officer* and such other officers as it may desire. The qualifications for its officers and the method of their election shall be determined by the Division. However, a member may not be the Chair of a Division while serving as President, *Vice President, or an EC voting member* of the Association. In addition, a member may not serve as the Chair of more than one Division at a time. A Division may determine what persons among its membership shall have the right to vote in divisional matters.
5. Each Division shall draw up and maintain its own Bylaws and rules of procedure within the framework of these Bylaws. *A copy of such Bylaws should be forwarded to the AAPA Secretary-Historian for archiving.* Each Division may elect such officers, appoint such committees, develop such local chapters and/or sections, and adopt such rules of procedure for the conduct of its business as it may desire, except that its committee and governance structure should not conflict with the Bylaws of the Association. *Division Bylaws must include the following information:*
 - *Name and Purpose: Divisions may be organized to represent major scientific and professional interests that lie within the AAPA. Their proposed objectives need to fall within the scope of those stated in AAPA Bylaws. A Division name needs to specify the interest of the division. A Division can change its name, provided that a notification (in the annual meeting or via e-mail) of proposed change is given to the AAPA. The AAPA EC will vote on the new name and get back to the Division within 4 weeks. The AAPA Secretary/Historian will note of the change in EC minutes for archiving. If the name is determined to not specify the interest of the Division, the EC will provide reasons for the rejection.*
 - *Membership: Specify definition of the Division's membership/fellowship/student member categories and criteria for each category. A Division member must be a member of AAPA. A Division may determine what persons among its membership will have the right to vote in Division matters. If a Division's membership is not processed through AAPA member services, a Division directory will be submitted to AAPA EC annually.*
 - *Officers: Specify duties, criteria, and term of each office. Specify the nomination and election (ballot procedures) process, and state what happens if an officer could not finish his/her term. Divisions should have at least one Chair, finance officer, and one secretary. The Division can include other officers and/or board members to reflect the needs of the Division. All officers shall be elected by a general election of the members of the Division.*
 - *Meetings: Describe the time and place of the division's standard meetings, who are the voting parties, what is the voting process, and how members can introduce agenda topic. Also, specify how an emergency would be handled if there is no time for the Division committee to meet (e.g. who would be the go-to person, and how would that person notify the Division committee, and the relevant time frame).*
 - *Amendments: Describe the process by which Bylaws can be amended including how an amendment is proposed, how the membership is notified of the proposal, and the voting process. If the Bylaws of a Division are amended, the Division shall forward a copy of the revised Bylaws to the AAPA Secretary/Historian for archiving.*
6. *End of Year Report: At the end of each membership year, Divisions must provide the AAPA EC a summary report on the activities of the Division. This report should include: activities, budget, projects, initiatives, officer election results, membership information, and officer contacts.*
7. *Council of Representatives of Divisions (CoR): Members of the CoR include one representative from each AAPA Division each with one CoR vote. Non-voting members of the CoR include the CoR chair. The CoR will (1) serve an advisory function to the AAPA EC on the mutual implications and impacts of activities of AAPA and divisions; (2) provide guidance to facilitate coordination and communication among Divisions and between Divisions and AAPA; (3) make suggestions to enhance structural, functional, and policy relations among Divisions and between AAPA and Divisions; (4) provide efforts to help Division leaders fulfill their goals and (5) act as a facilitator in resolution of disputes among Divisions. The purpose of the CoR may be further determined by its members. The CoR and individual Divisions do not have power to change, approve of, or reject AAPA's bylaws.*

8. *The actions and policies of all divisions must be in accordance with AAPA Bylaws and the Division Guidelines that have been approved by the AAPA EC and Divisions.*

AAPA Bylaws Voting Ballot

Thank you for reviewing the proposed changes to the AAPA Bylaws. You may approve or disapprove of these changes by submitting your vote to me by Monday, July 6, 2009. Please note that you must be an AAPA member in order to vote. If you need to renew your membership, please register through our link at ZapEvent:

<http://www.zapevent.com/ListActivities.aspx?eventid=379>

You can submit your vote in two ways:

Via e-mail to aapasecretary@gmail.com (be sure to include your name for membership verification) or
By sending the ballot below to Jonathan Kaplan, AAPA Secretary/Historian, c/o AICT, 136 E. 57th Street, Suite 1101, New York, NY 10022.

Ballots must be received by **Monday, July 6, 2009**. Thank you for your consideration and vote.

Jonathan Kaplan,
AAPA Secretary/Historian (2008 – Present)

Summer 2009 Bylaws Amendment Ballot

Name (required for membership verification): _____

Institution: _____ **Signature:** _____

VOTE for Amendment: _____ **Approve** _____ **Disapprove**

Social Justice and Advocacy Taskforce update – Survey results

Sara Cho Kim & Angela Ebreo

Thank you to all the members who took the time to complete the online survey regarding social justice and advocacy issues. We would like to provide a brief update of the survey results. Approximately 158 Asian American Psychological Association members completed the survey. Of those 158 participants, about 90% were members of the American Psychological Association and little over a third (36%) were student members. The majority (68%) were female and over 95% had completed a graduate degree.

Several issues regarding social justice and advocacy concerns were addressed. For example, the three most frequently mentioned ways of being involved in social justice & advocacy were: practice or community work (70.3%), volunteer for a non-profit, community-based or non-governmental organization (43%), and inclusion of social justice issues or policy in courses taught (41%). In regards to the top three functions that are most important for AAPA as an organization to perform on a scale from 1 – 5 were: increase the public’s awareness of issues related to APIs ($M = 3.70$), advocate for policies that affect APIs nationally ($M = 3.68$), and build coalitions with other API organizations ($M = 3.58$). Lastly, findings for the possible structures for AAPA to implement in the future were: formation of a Division on Social

Justice and Advocacy (49%), creation of a standing committee on social justice and advocacy (22%), creation of a social justice and advocacy officer position (15%).

As a whole, AAPA members are actively involved in social justice issues and would like to see the organization address social justice and advocacy issues by way of division and/or standing committee. Upon review of the survey results and input from social justice and advocacy taskforce members, a subcommittee was formed to consider options for formalizing a way for the social justice and advocacy taskforce to prioritize its efforts for the next year. We would like to thank Kari Stephens, Sam Wan, Alvin Alvarez, and Judy Tan for taking time out of their hectic schedules to serve on the taskforce subcommittee.

We value any additional comments or thoughts regarding the survey results. If you would like to be involved or would like more detailed information regarding the survey or social justice issues, please feel free to contact the Social Justice and Advocacy Taskforce co-chairs - Sara Cho Kim at sarachokim@gmail.com or Angela Ebreo at abreo@umich.edu.

Student’s Column

Steph Pituc



Greetings! This year’s Convention is my fifth overall and my first as the Student Representative on the EC. Therefore, I felt it appropriate to reflect on my take of the student experience at the Convention in this column.

When I think back to my first Convention, I recall feelings of both excitement and anxiety about such an unfamiliar situation. As a novice, I felt humbled and intimidated by all the knowledge and experience around me. These feelings often left me tongue-tied, and I admit that I *still* feel nervous around this time of year. Recognizing that my feelings of discomfort stem from a complex interplay of situational, personal, and socio-cultural variables has helped me to gain insight and approach these situations with a more confident voice.

First, allow me to state something that may be obvious but often goes unsaid: *The professional conference is a*

strange and sometimes stressful social situation. It is a convening of old friends, colleagues, and new faces. It is a dynamic endeavor in which participants not only absorb, but also interact with the work of others. Getting the most out of a convention means asking questions during a symposium, sharing your corroborating (or contradicting) findings with a poster presenter, or simply discussing your thoughts on a presentation with a co-attende. Often, students find themselves in the novel situation of being in the same room with people they recognize, admire, and may even depend on in future professional pursuits. There is an implicit expectation that this is a networking opportunity: Seize it!

Depending upon a person's personality and proclivities, the professional conference may be exhilarating, excruciating, or both. However, even to the most extraverted of folks (some would say this includes me), this unique social situation may be impacted by larger socio-cultural factors. For example, being raised in a traditional Filipino household, I was taught to respect and defer to my elders. Moreover, I exist in an academic and societal culture where people like me (i.e., young, female, Asian and Filipino American) experience invisibility, discrimination, and disenfranchisement. Of course, I am mindful of the diversity of experiences of our members. But I can't help but wonder: *How does identity and socialization influence how we navigate professional experiences in which power dynamics and social norms are so salient, yet implicit?*

These reflections lead to the importance of the extraordinary efforts of past and current student leaders in AAPA. My predecessors saw the need to build community and empower students, who consistently represent approximately half of our membership. As a result, the **Division on Students (DoS)** was formed. The DoS Executive Committee has been working hard to develop programming in response to student needs and feedback. Check out Judy Tan's update in this newsletter for more details.

Additionally, the **Mentor-Mentee Reception** is an annual networking event between students and more experienced members of AAPA. It is a semi-structured, informal time for registered Convention attendees to connect based on shared interests or professional development needs. *Please register for this event through the Convention registration form – members of all backgrounds are encouraged to participate.* Note: space is limited, so register early.

In addition to highlighting these opportunities, here are some final thoughts based on my past experiences as a conference attendee and career counselor:

1. **Networking is simply relationship building.** It can take place in structured settings, such as the Reception, or more informal venues like standing in line for lunch. Recognize common ground, and don't get discouraged if the connection is slow to warm up or less than expected.
2. **Networking is a skill that can be developed.** Take the time to reflect on where you see your career going or what your research interests are. Set goals to speak to X number of new people at the convention. However you choose and whatever your comfort level, recognizing that this is an intentional act can help develop this skill.
3. **Be your authentic self.** It is likely that you have a perspective or experience that others share and/or would find interesting.
4. **Maintain positive relations and express gratitude.** With a community this small, it is likely that paths will cross again!
5. Finally, remember that *AAPA is a professional organization unique in its commitment to community and the professional development of its student affiliates.* I have found AAPA student and professional members to be incredibly open and supportive – once I found a way to untie my tongue and engage in the community!

Moving into my second year as Student Representative, I will aim to continue fostering this positive attitude, support DoS, and bring a student perspective to the EC. As such, please share any questions, thoughts, concerns you have about AAPA, this article, or anything else <stephpituc@gmail.com>. And please, find me at the Convention to say hello!

Finance Report

Amy Cheng



As the Finance Officer, I am happy to report the continued excellent fiscal health of our organization! As of May 25, 2009, we have \$55,492.76 in savings and \$18,104.17 in a checking account with E*Trade Bank, for a total of \$73596.93

appreciated and are tax deductible! We accept donations in the following categories: **AAPA General Fund, Dissertation Grant, Best Poster Award, Student Travel Award, Division on Women, and Division on South Asian Americans 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.

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.

Donations of any amount are always much

ACCOUNT	Amount
Checking	\$18,104.17
Savings	\$55,492.76
TOTAL	\$73,596.93

Division 35 – Society for the Psychology of Women, Section 5, Asian Pacific American Women Concerns

Phi Loan Le

Please join us at APA for our inaugural year celebrations. Section 5 will be hosting two exciting sessions at the convention this August: 1) Culture, Feminism, and Leadership: Voices of Asian Pacific American Women and 2) International Feminist Movements: Connections and Disconnections with the Asian Diaspora. Section 5 will also host a business meeting in Division 35's hospitality suite at the Fairmont Royal York. We are looking forward to having you join us to celebrate our success of formalizing a section for Asian Pacific American women's concerns within Division 35. If you have any questions about the section, please contact Phi Loan Le at le_philoan@sac.edu or any of the EC members listed on our webpage at www.apa.org/divisions/div35/Sections/5/section5.html.

AAPA Listserv

To sign up for the AAPA listserv, send an email to majordomo@sfsu.edu.
In the body of the email type (minus the quotes) "subscribe aapa"

To send a message to the entire listserv email your contribution to aapa@sfsu.edu

Success of the AAPA Newsletter

AAPA Newsletter Editing Team

The success of our quarterly newsletters depends on a dedicated team of editors. In the past year, four veteran editors have decided to take a break from their duty as an editor due to their career advancement and development, including Drs. Doyleene Chan, Doris Chang, Ellen Lin, and Alicia Del Prado. The newsletter team would like to extend a big THANK YOU to these editors for their dedication and contribution to the success of the many issues of the AAPA Newsletter!!

We are also grateful to have three new editors joining our team and we would like to introduce them to all of you here!!



Cirleen DeBlaere recently accepted a position as assistant professor of Counseling Psychology at Lehigh University in the Department of Education and Human Services. She received her M.A. in Psychology from New York University in 2004 and anticipates receiving her Ph.D. in Counseling Psychology from the University of Florida in 2009. Her research focuses on the experiences of individuals with multiple minority identities.

Specifically, she is interested in examining the intersectionality of multiple minority identities and the links of multiple forms of discrimination experiences with mental health for women of color and lesbian, gay, bisexual, and transgendered people of color. She has received various recognitions for her research including the University of Florida's College of Liberal Arts and Sciences McLaughlin Dissertation Fellowship and the APA Dissertation Research Award. She has also served as a student editor for *Psychology of Women Quarterly*



My name is **Chia-wen (Winnie) Hsieh**. I am a licensed clinical psychologist in the state of California. I graduated from California School of Professional Psychology in 2005 and was licensed in 2007. I have been working with Asian Pacific Family Center since 2007, as a full-time Clinical Supervisor first, now a part-time Consultant. I am currently the Associate Program Chair for Argosy University, and have a small private practice catering specifically to Chinese/Taiwanese American population. Aside from academic and career, I came to US when I was

12 years old without knowing a word of English. As a result of growing up the second time around in a new country, I am quite familiar with issues such as transitions and adjustments. I am dedicated in improving mental health services for Asian American populations not only from a personal perspective, but also from a broad, global view of serving minority populations. I am excited for this opportunity to serve as member of the newsletter team, and thank you all for the warm welcome.



Hello, my name is **Frances Shen**, and I am currently an assistant professor at the University of Illinois at Springfield. I completed my doctoral degree in Counseling Psychology at Southern Illinois University-Carbondale. My research interests are related to multicultural training and Asian American psychology. I have been a member of AAPA since I began my graduate work, and have served as the AAPA webmaster for the past few years. I am excited at the opportunity to become further involved with AAPA as a Newsletter Editor!

Announcement

Caroline Lee recently graduated in June 2009 with her PhD in Educational Psychology from the School of Education at Stanford University. Caroline went to UC Berkeley for her undergraduate degree where she majored in Psychology and double-minored in Education and Asian American Studies. Caroline received her Masters degree in Education and Elementary teaching credential at Teachers College, Columbia University and then taught kindergarten and 1st grade in Southern California for several years. After returning to graduate school at Stanford she was able to combine her passion for psychology, education, and Asian American Studies through researching about Asian American mental health interventions in higher education. For her dissertation research, Caroline taught and evaluated "Culture and Coping: Asian American Approaches," at Stanford. Her curriculum is a culturally-tailored, cognitive-behavioral psychoeducational curriculum she created for undergraduate and graduate students. The curriculum may continue to be taught at Stanford as a non-stigmatized mental health resource for students. Caroline also recently won the Asian American Stanford Graduate Academic Award for her dissertation research. Caroline is currently a bilingual pre-doctoral counseling intern with Community Health Awareness Council. Beginning in September 2009, Caroline will be a post-doctoral resident at Kaiser Permanente Santa Clara, California, in the Department of Child and Adolescent Psychiatry.



MIDWESTERN UNIVERSITY

Midwestern University is seeking applicants for a tenure-track faculty position in a Clinical Psychology Psy.D. program. Start date is negotiable. Teaching and/or practice experience in intellectual and personality assessment instruments is required, and ability to make a broad contribution to the curriculum and/or experience in primary health care is preferred. Rank is open and commensurate with experience. Faculty responsibilities include teaching, advisement, supervision, scholarship, and University service; one day a week may be spent in clinical practice in MWU clinic on campus. Qualified candidates will have a Psy.D. or Ph.D. in psychology from an APA-accredited program and be eligible for psychology licensure in Arizona. Please send letter of interest, CV, and three letters of recommendation, to Philinda Smith Hutchings, Ph.D., ABPP, Midwestern University, 19555 N. 59th Ave., Glendale, AZ 85308. . Applications accepted until position is filled. Informal inquiries may be made to Philinda Hutchings, 623-572-3861 or phutch@midwestern.edu. Midwestern University is an Equal Opportunity Employer. Minority applicants are encouraged to apply.

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>



**Asian American
Psychological Association**

(602) 230-4257

www.aapaonline.org

2008-09 Officers

President

Karen Suyemoto, Ph.D.

Vice President

Nita Tewari, Ph.D.

Finance

Amy Cheng, Ph.D.

Membership

Mikaru Shichi Lasher, Ph.D.

Secretary/Historian

Jonathan Kaplan, Ph.D.

**Past President & Awards
Chairperson**

Alvin Alvarez, Ph.D.

Council Representative

Alvin Alvarez

Board of Directors

Muninder K. Ahluwalia, Ph.D.

Szu-Hui Lee, Ph.D.

Matthew J. Miller, Ph.D.

Stephanie Pituc (Student Rep.)

Newsletter Co-Editors

Chun-Chung Choi, Ph.D.

Cirleen DeBlaere, Ph.D.

Chia-Wen (Winnie) Hsieh,
Ph.D.

Marichu Magana, Ph.D.

Romina Romero, MPH

Frances Shen, Ph.D.

Yuying Tsong, Ph.D.

Kathleen Young, Ph.D.

Tigerson Young, Ph.D.

**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 MS Word format to the advertising editor (see below). 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 email to:
Tigerson.Young@gov.bc.ca

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

First Class
U.S. Postage
PAID
San Diego, CA
Permit #2686