

SUMMER 2019

# *The Asian American Psychologist*

THE OFFICIAL NEWSLETTER OF THE  
ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION



THE ASIAN AMERICAN PSYCHOLOGIST

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## Asian American Psychologist

Co-Editors in Chief  
DONNA L. DEMANARIG, PHD  
SUNNY HO, MA, EDM

Columnists/Reporters  
DARCY ING, PSYD  
ZEB LIM  
STACY KO, MSW  
JAMES LEE  
INTHAVA BOUNPRASEUTH-HAO, MA  
SRUTHI SWAMI  
MOLLY MOFFITT

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Distributor  
WELLS LING, MS

Layout Editor  
NATASHA M. YAMANE, MA

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*The Asian American Psychologist* is the official newsletter of the Asian American Psychological Association (AAPA) and is published three times annually to provide a forum to inform members of news and events.



# President's Message

BY HELEN HSU, PSYD

We are counting down to the last few months before the 2019 Asian American Psychological Association Convention! I look forward to hearing from members and community about their efforts Making Waves and Breaking the Bamboo Ceiling.



These last few years have been clinically and politically difficult. I have sat with the triggered traumas of clients in these uncertain and uncivil times. I have felt pain and fury at the markedly hostile climate of disrespect I experience as an immigrant woman of color, and has literally cost lives in allied communities I love. It is in times of great strife that we are called upon to live the ethical principles we value/proclaim. We all have a great deal of work before us, and will need to lean on one another, listen to one another to move forward, and steady one another for the work ahead.

In that vein, I want to recognize and thank the AAPA executive committee. While many are enjoying a relaxing summer, each member of the Executive Committee has stepped up to helm projects and tasks to improve the long-term functioning and experience of AAPA as we grow. Stay tuned for the AAPA Annual report where you will read about projects in more detail. Richelle Concepcion attended the Society of Indian Psychologists convention and Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAEMI) meeting, Nellie Tran and I will attend the Alliance meeting at the Association of Black Psychologists Convention (ABPsi), and Nadine Nakamura and I will present together at the American Psychological Association Minority Fellowship Program (APA MFP Psychology Summer Institute). We will also be joining our new AAJP editor Chu Kim Prieto in annual meeting with APA Journals at the APA Convention in Chicago. To work alongside so many dedicated and generous people has been an incomparable gift that benefits us all.

Finally, at Convention this Fall, I will officially conclude my term as AAPA President, and leave us in the steadfast hands of Richelle Concepcion and Nellie Tran. There is much to complete, but rest assured the AAPA EC and Presidential team has been preparing for this transition for well over the past year.



# THE COLOR OF JUSTICE

## THE LANDSCAPE OF TRAUMATIC JUSTICE

### *Youth of Color in Conflict with the Law*

BY HELEN HSU, PSYD

#justiceyouthofcolor

*Youth of color are underserved and overrepresented at all stages of the juvenile justice process—due in part to a lack of access to culturally appropriate assessments and mental health services.*

They are disproportionately arrested, referred to juvenile court, prosecuted, detained, and sentenced to secure confinement. We are failing them in both prevention and treatment. We need a better way of thinking about what is needed, what is missing, and what is problematic in mental health services for youth of color (YOC) who are in conflict with the law. A better way would recognize the following and more.

- The limited provision of mental health care for youth of color is in stark contrast to the high frequency of punitive sanctions imposed in response to psychiatric and behavioral problems.
- What resonates with culture, values and social norms of communities of color does not necessarily follow

current practice in Western mental health treatment.

- Among historically oppressed people of color, historical trauma is equivalent to soul wounding. In other words, the core of one's humanity and existence is assaulted. Among system involved youth these wounds are compounded under current practices.
- Respecting culture and emphasizing the value and necessity of its inclusion in designing, describing, implementing and evaluating intervention and prevention strategies can notably shift the way in which mental health can serve youth of color and protect them from unnecessary entanglement in conditions of juvenile detention.

The Alliance of National Psychological Associations for Racial and Ethnic Equity (The Association of Black Psychologists, The Asian American Psychological Association, the National Lat-

ina/o Psychological Association, The American Psychological Association, and, in collaboration with The Society of Indian Psychologists), have co-authored *The Color of Justice: The Landscape of Traumatic Justice—Youth of Color in Conflict with the Law*. This report explores how the field of psychology and the mental health system, including inadequacies and failures in prevention, early intervention, and treatment contribute to the problem of overrepresentation.

The report provides:

- (1) personal stories from youth entangled in the juvenile justice system and their attempts to interact with, navigate, cope, and even heal from traumatic experiences with the system;
- (2) evidence that something is terribly wrong in this system that plods on, uninterrupted;
- (3) an analysis of issues related to context, race, and culture;
- (4) a critique of the psychology and the mental health system's complicity with the JJ system's approach with YOC; and
- (5) ideas about the way forward. \*



# Executive Committee Reports

## FINANCE REPORT

BY MATT LEE, PHD & DEVIKA SRIVASTAVA, PHD

It is my pleasure to provide the following information about AAPA's financial health. As of May 9, 2019, we have \$128,401.49 in our checking account, \$3,833.01 in our money market account, and \$2,441.45 in our PayPal account, for a total of \$134,675.95. If we subtract the amounts of money for which we are fiscal agents for other accounts, we have approximately \$128,675.95 in the main AAPA account.

Winter 2019 Budget: Our biggest expenses this quarter came from the AAPA Executive Committee Retreat in Las Vegas which, including food and travel, totaled \$11,033.89. During this past quarter, AAPA generated income primarily from membership dues and publication downloads.

Once again, this quarter, AAPA has continued its payment to BustOut Solutions (our website programmers) to pay for buildout services to the website. A number of potential projects with BustOut are currently underway, including a searchable therapist database, coordinated through the Division on Practice and the AAPA EC, and the transition of all site hosting to WordPress (this transition process was initiated through the WordPress 4.9.8 Maintenance Release called Gutenberg, in Summer 2018).

New Reimbursement Link: We have a new reimbursement [link](#), which we started earlier this year in 2019, where you can upload receipts and detail costs spent on behalf of any AAPA or AAPA Division programming. Presently, reimbursements submitted to us that are linked to a PayPal email can be processed much more quickly than checks sent by mail.

New EC Vote on Division Accounts: We are also waiting on a formal EC vote to consolidate the Division accounts. Once decided, we can progress in an appropriate manner. If the decision to consolidate is voted "yes," Divisions will begin to close personal accounts (i.e., if Divisions held accounts outside of AAPA's main banking account in the past) and the Finance Officers will open a main AAPA account, and for each Division, create a subaccount and furnish a debit card to each Treasurer. AAPA would also open a business checking account and its first official credit card, which will help expedite purchases and reimbursements year-round. This process will also give Divisions more autonomy in making purchases and collaborating with other Divisions, as well as making financial plans, because they will have access to monthly account reports. In addition, the credit card will also accrue benefits (e.g., gift cards, discounted flight tickets) that we will be able to furnish to AAPA and its Divisions. A formal process on how to distribute rewards has not yet been decided. Lastly, and perhaps most importantly, this process will enable AAPA to be tax compliant so that all income and expenses are accounted for across all the Divisions. As the organization has grown in recent years, so has our fiscal responsibility, and these procedures, we believe, can assist in our organization's transparency and financial management needs.

Please email [finance@aapaonline.org](mailto:finance@aapaonline.org) with questions about anything stated in this article.

Thank you for the privilege of serving as your Finance Officers.

*Respectfully submitted,*  
Matt Lee, Co-Finance Officer, AAPA  
Devika Srivastava, Co-Finance Officer, AAPA

# Executive Committee Reports

## MEMBERSHIP REPORT

BY KAVITA ATWAL, PHD

Hello AAPA Members,

The AAPA currently has a total membership of 1,112 members. Please see the chart below for a breakdown of the membership categories.

Thank you for being an AAPA member! Your membership will last for an entire year from the date that you signed up and will be automatically renewed after the year is complete. AAPA's membership has been steadily growing and we would like to see this trend continue, so please help us to recruit new members to join our AAPA community!

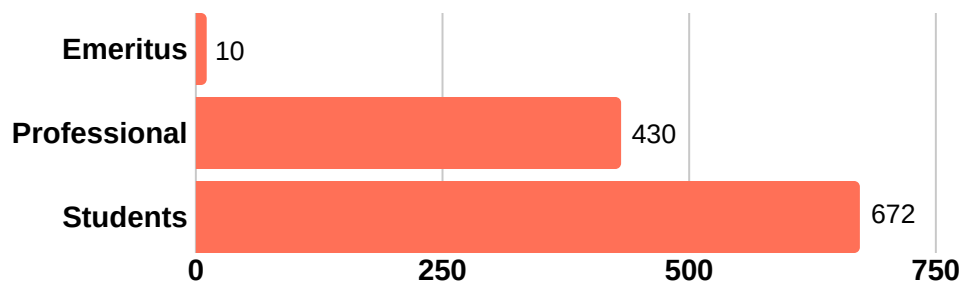
You can easily edit your AAPA membership through our website at [www.aapaonline.org](http://www.aapaonline.org).

If you have any questions or concerns regarding AAPA membership, please do not hesitate to contact me at [kavitaatwal@gmail.com](mailto:kavitaatwal@gmail.com). Thank you for your continuing support of AAPA!

*Best,*

Kavita

### AAPA Membership Distribution



# THE POWER OF COMMUNITY

## *Effective Outreach and Engagement Strategies for Asian Students on University Campuses*

BY LILLIAN I. CHEN, PSYD

While presenting the showcase on “*Culturally Responsive Outreach and Prevention Strategies: Diversity and Inclusion for Asian American and Asian International (AA&AI) Students*” with Dr. Matthew R. Mock at the Association for University and College Counseling Center Outreach (AUCCCO) Conference, it was surprising to hear many colleagues from other universities express interest in learning more about outreach to Asian international students. Several reported that they have a high percentage of Chinese international students on campus, with many of those students socially isolated and some with suicide risk. Nonetheless, it has been challenging to engage Asian international students in outreach efforts due to stigma, lack of understanding of mental health, as well as cultural or language barriers. Many of these colleagues also shared that, despite being a common challenge faced on many campuses, effective outreach strategies for Asian international students have not received needed attention. Attendees wanted to learn



other ways of engaging Asian international students that are welcoming, non-stigmatizing as well as culturally responsive.

While sharing my experience providing outreach to Asian international students, I outlined the “International Student Thrive” workshop I facilitated in the past. This well-received workshop focuses on increasing awareness of mental health and decreasing social isolation. It encompasses four components: (1) helping students identify signs of distress; (2) introducing stress management skills that focuses on academics and overall well-being; (3) discussing the benefits of social support, the

barriers to seek support, and how to break those barriers; (4) empowering students with active listening skills so they can support each other. The ultimate goal of this workshop is to encourage international students to create a supportive community so they can support each other instead of struggling in isolation.

Having an effective marketing strategy is also an important consideration when engaging Asian international students in outreach efforts. Stigma about mental health tends to be prevalent within the Asian community. Workshop topics related to mental health may preclude international students



from participating due to fear of being seen as “having mental problems.” Therefore, it is crucial to engage Asian international students in ways that are less stigmatizing. For instance, using words such as “stress management” or “academic success” in workshop descriptions are likely to draw increased participation from the international student population. Another example is around the topic of relationships including consent, prevention of sexual assault, and intimate partner violence. While these are serious issues, they touch on sensitive topics essential in dating or romantic relationships. For some, these topics may be connoted with silencing or shame. Additionally, students who grew up in Asian countries may not have the same awareness and understanding of these issues. In an attempt to educate international students about consent, sexual assault, and intimate partner violence, considering a non-stigmatizing workshop title such as “How to navigate dating in America” may be initially more engaging and approachable. This would encourage international students to have more open dialogues regarding relationship issues, including those related to consent, sexual assault and intimate partner violence, at the same time empowering them with necessary information as well as resources. In addition to the consideration of appropriate workshop names, having adver-

tising material in other languages seems to draw targeted audiences in their core language more effectively than only having advertising material in English.

Outreach efforts for Asian international students is not the only area that deserves much needed attention. While attending AAPI-focused workshops facilitated by Dr. Junichi Shimaoka and Dr. Koko Nishi at AUCCCO, another clear theme emerged, that AAPI students have significant presence across campuses but minimal support within institutions. Rarely are AAPI students recognized, and sometimes they are grouped together with the “other” designation instead of having a category of their own. Different than other minority groups, there is no specific AAPI graduation to celebrate their success. This is shocking to note, especially when the AAPI population accounts for more than 20% of students in some schools. In addition, Asian studies are rarely offered. In terms of students coping with such discrepancies, silent endurance may be a virtue but at the same time a downfall for students being truly acknowledged. This perspective resonated with me. We need to give AAPI students a voice. “Not being heard” seems to be the story that runs through generations in Asian American history. It was inspiring to hear how Dr. Shimaoka and Dr. Nishi each empower AAPI students to speak up, have a voice, and to

stand up for what matters to them. It was especially moving to hear, as a result, how different Asian groups come together to support each other. This is very much needed on campuses. The examples shared led many to consider even more creative strategies for empowering diverse AAPI students in outreach efforts, advocacy work, as well as coalition-building.

The experience of networking with other Asian psychologists at AUCCCO reminded me about the power of community. Growing up as a Taiwanese American, I recalled an ancient fable about an old man asking his sons to break a bundle of sticks. None of his sons were able to do it with the sticks bundled. After the father untied the bundle and gave one stick to each son, they were each able to break the single stick. The wise father told his sons, “If you are united, you will be stronger than any enemy. Union is strength.” The moral of the story parallels the outreach and networking experience: strength can be derived from unity. With individualized strategies and efforts in engaging Asian students on different campuses, we can achieve the ultimate goal of having Asian students be front and center, so the unheard are heard, and the unseen are readily visible. \*

# EMPOWERING ASIAN VOICES

BY JOCELYN BUHAIN, PHD, CAITI BRADBURY, MA & MUHAMMAD BILAL

We are three clinicians of diverse Asian ethnic/racial backgrounds who for one year are all working at the same counseling center. We are located in Orlando, Florida, which is not a predominantly Asian community. We share with you our personal and professional journeys of creating and facilitating the “Empowering Asian Voices” therapy group at the University of Central Florida Counseling and Psychological Services (UCF CAPS). To date, this is the first Asian focused group of its kind ever offered at UCF. We hope our narratives inspire other students and clinicians who share a similar passion and clinical mission.

UCF CAPS served over 5,300 students this past 2018–2019 academic year. Of these, 6.6% identify as Asian/Asian American, 0.2% identify as Native Hawaiian or Pacific Islander, 6.3% identify as Multi-racial, and 1.7% self-identified. In addition, approximately 3.5% of clients identified as an international student. In comparison to the university which has a total enrollment of over 68,000 students, CAPS sees a slightly larger percentage of Asians/Asian Americans and Multi-racial students than is represented in the study body.

In order to better serve our Asian/Asian American and/or Asian-International students, CAPS offered an “Empowering Asian Voices” therapy group during the spring semester of 2019. In reaching this milestone, we want to share our stories and highlight our journeys of empowerment.

## Dr. Jocelyn Buhain:

In 2011, I joined UCF as a licensed staff psychologist. After inquiring about the possibility of offering a therapy group for Asian-American students and being told “no,” the idea of such a group remained buried for five years.



*Left to right: Jocelyn Buhain, Caiti Bradbury, and Muhammad Bilal*

Fast forward two years to fall 2018, I am now the Clinical Director/Associate Director, Ms. Bradbury is a full-time mental health staff clinician, and Mr. Muhammad Bilal is a pre-master's practicum trainee at UCF CAPS. The time has finally arrived for UCF CAPS to intentionally create a safe and empowering therapy space for Asian-identified students. Ms. Bradbury was the lead group facilitator and group supervisor with Mr. Bilal as co-leader. The opportunity and experience of having clinicians/colleagues of similar ethnic/racial backgrounds at a university counseling center is often a rare and treasured experience in geographical locations that are not predominantly populated with large Asian communities.

### Ms. Caiti Bradbury:

I experienced a very fortunate, yet challenging, childhood and adolescence being raised by a Taiwanese mother and a Norwegian-American father, two people and cultures that often clashed. This was reflected in parenting styles, as well, which was difficult at times. I view my childhood as the touchstone of my passion to creating "Empowering Asian Voices" at UCF CAPS. Probably from the very first day of orientation as a Master's level trainee at UCF CAPS in 2016, I had vocalized my awareness, especially to Dr. Jocelyn Buhain, who served as my Training Director at the time,

that one of the few resources and clinical services that the counseling center lacked in was a therapy group for Asian-identified students, and I passionately expressed my interest regarding working with and expanding services for this student population. This awareness led to the realization that I wanted to facilitate an Asian-focused therapy group for students as a safe, open, and understood space to process, explore, and connect with others alike on what it means to be Asian, a minority culture and identity encompassing its own nuances, and often misunderstood by non-Asian individuals; however, I was met with the barrier of being a trainee within a system that would have been challenging in my role at that time to create such a group, but I vividly remember that barrier fostered within me even more passion and desire to succeed and develop my knowledge and skills as a clinician so that I would eventually grow into a role that would provide me with the opportunity to finally create an Asian-focused therapy group. After all, I'm an overachiever and I've never been more patient in my life.

Before I knew it, two years flew by. During these last two years, I successfully completed my internship at UCF CAPS, graduated with my Master's Degree in Clinical Mental Health Counseling from Rollins College, traveled around Eastern Europe and back to Taipei in celebration of comp-

leting my academic career, studied for the licensure exam, was hired as contractual clinician at UCF CAPS, and then as a full-time staff clinician. All throughout this time, I was striving toward working with and expanding services for Asian-identified students at UCF CAPS, highlighting an Asian-focused process-oriented therapy group. Eventually, with the support of Dr. Jocelyn Buhain, the remaining administrative team members, and the collective passion of my co-facilitator and supervisee, Muhammad Bilal, I was finally in a role that would give me the opportunity to turn this professional dream into the reality that has since become "Empowering Asian Voices." Out of the three therapy groups that I have co-facilitated, this was by far the most successful per its group therapeutic processes, member participation, and attendance. I envision Empowering Asian Voices to be my greatest professional legacy, a significant foundational aspect of my success as a mental health clinician, as well as a hopeful contribution to the long-term, systemic success of UCF CAPS.

### Mr. Muhammad Bilal:

As part of the pre-master's practicum trainee requirements, I was provided an opportunity to co-facilitate a group based on my interests. Ms. Caiti Bradbury, full-time mental health clinician, shared



her intention of initiating a new therapy group serving.

As an Asian student myself, I was elated at the idea of being part of this innovative opportunity to serve a population which often gets neglected due to the intricacies involved of being a minority within the USA. Being a part of this unique and important group that provides support to students like myself, provided a sense of pleasure. As a therapist, identifying that a therapeutic vacuum existed for Asian students which impacts their emotional well-being and being able to be a resource addressing this identified void was satisfying.

Running an Asian focused group presented a few expected Asian cultural nuances and some unexpected observations. For instance, members of the group resonated with Asian norms resulting in expectations such as structured and solution-oriented approach to therapy. Additionally, they looked to the facilitators as authority figures and demonstrated difficulty incorporating assertiveness within group discussion. Interestingly, it was just not the members that had difficulty, I found myself defaulting to similar behavior by looking to my co-facilitator. Lastly, contrary to expectations based on the notion of saving face among Asian cultures, members took higher risks early on. Members opened themselves up to their peers and achieved inc-

reased cohesiveness. Most of the group discussions were dominated by family dynamics and challenges that come from balancing cultural expectations and acculturation as a minority in the USA. The group members provided a safe platform to express their unstated emotions for the very first time, which they explicitly acknowledged, and an opportunity to experience universality, which served the intended purpose of empowering Asian voices.

The challenges that I faced as a new therapist and identify as Asian were instrumental to my development, which were remedied through awareness raised within supervision and my own increased cognizance. This led to having the opportunity to facilitate the group independently two different times while my co-facilitator watched live from another space. The growth I experienced as a therapist and an Asian was empowering.

As three therapists, we are excited to be making changes at UCF CAPS. We are thrilled to have new clinical therapeutic group opportunities for our students and exciting training experiences for emerging and new professionals. Maybe our stories can empower others to overcome barriers and to advocate for social change that strengthen the voices of Asian college students. ✨

## AAPA DIVISION ANNOUNCEMENTS

### Division on Asian Americans of Multiple Heritages

The DoAAMH is pleased to have grown to 45 members, with two-thirds of our membership being students. We hope this reflects our optimistic engagement with young members who will be future leaders within AAPA and will empower and expand the visibility of multiracial and multiethnic members of APIA families and transnational adoptees. We recently ran our first social media campaign on Loving Day, June 12, 2019, to honor the anniversary of the Supreme Court's decision in *Loving v. Virginia*, which struck down anti-miscegenation laws in the United States in 1967. If you missed it, look us up on Twitter, Instagram, or Facebook. We are currently working on initiatives to support student scholarship and student membership, to hold a social hour at the upcoming convention in San Diego, and to host a webinar on transnational adoption. We are excited to continue to connect and grow as a new division and to define our intersection through our membership participation.

### Division on South Asian Americans

We are excited to announce that we were able to match 16 students with mentors for the 2019 DoSAA Fellowship Program! Stay tuned for more information on our webinar for mentees to present their projects and what they learned.

Looking for ways to get involved? Be on the look out for upcoming open positions and elections for DoSAA Executive Board!

Look out for announcements for the next 2nd official DoSAA conference, likely in 2020! We will need volunteers to help organize and execute again!

# LIFE AS AN INTERNATIONAL STUDENT FROM NEPAL

BY ZUTIMA TULADHAR

**L**ife as an international student is an experience that brings a whole lot of challenges that makes you understand the importance of real-world struggles. My experience while traveling 12,725 km from Nepal to the United States to seek better opportunities and a better life is something I would not trade. Hopping on the plane for a 35-hour journey, I could not imagine what my life would be like; the United States is said to be the land of opportunities for a reason. Everything was different here: from the education system, the weather, the people and the city but for some reason, there was a sense of positive spirit in the air, especially in the city and state I ended up in. There was a structure to everything at the University of Bridgeport, which made it much easier as a student in a foreign country. I love the education system, as it seemed flexible enough for a student to pick their favorite classes and, at the same time, complete the degree in a timely fashion. One cultural shock I faced was the country's drinking water, which was something so simple yet can tell so much about the country. During my first day in the



United States, I saw people drinking water from the kitchen and bathroom sinks, which is not the case in Nepal as it is not safe enough to do so. It also did not take me much time to realize that people here are all about convenience; the wide range of fast food restaurants with drive-throughs, grocery

stores with a wide range of microwavable food, air conditioners everywhere, Uber and Lyft for travel, and my favorite, the easy returns of purchases with little to no questions asked. It did make my life much easier as a college student struggling to find time to cook or travel, but it was not

all smooth. I faced challenges in my classes. Unlike in Nepal, the class environment in the U.S. was more conversation-based between the professor and students. Being able to speak in a large classroom environment was considered a plus. I struggled to talk in the beginning or asked questions, but eventually as the semesters progressed, I became more comfortable speaking in class. The struggle to speak was so nerve-racking at first that there were instances I gave up opportunities public speaking was a requirement in class or as part of the experience. However, with perseverance and dedication to learn it slowly became less tough. An ability to adapt to a new environment is also an important skill that one learns here. Another struggle was to find a job. As an international student, there would be many expenses that I needed to cover from housing, tuition, and everyday expenses; college is not cheap at all. Looking to find a job on campus for me took more than six months of constant inquiry with the staff at the library, campus security, residential life, and various departments. One thing this experience has taught me is that if you want something, you need the courage to ask for it, which I eventually did.

As of today, I have worked at the library department and campus security, which served valuable life lessons for me outside of the classroom settings. I was able to network

with the University staff and faculty more closely. I was able to get to know my professors outside of the classroom setting. They are human, after all! The University of Bridgeport is composed of such a diverse group of people that for me there was very little struggle to make friends for the first couple of weeks. I found like-minded people in the classes and activities I participated in. I now have friends that I know will be in my life for a long time. Along with a with another psychology student I befriended, we started the first Psychology Club on campus. I am able to invest time and energy on activities that I enjoy doing. I believe that there is no lack of opportunity if you are willing to put effort. \*

## BIG IDEAS IN THE "BIG EASY"

### *Culturally Responsive Outreach and Prevention Strategies: Diversity and Inclusion for Asian American and Asian International Students*

BY MATTHEW R. MOCK, PHD & LILLIAN I. CHEN, PSYD

In early June 2019, we (MRM & LIC) attended the sixth Association for University and College Counseling Center Outreach (AUCCCO) Conference. Held in New Orleans, Louisiana, the conference was appropriately titled "Big Ideas in the 'Big Easy'." Over 175 university and college psychological service and outreach staff representing over 40 states were in attendance. While AUCCCO covered a range of topic areas, we readily noticed the number of Asian American staff in attendance including AAPA President Helen H. Hsu, PsyD (CAPS, Stanford University) among at least a dozen others. Our session "*Culturally Responsive Outreach and Prevention Strategies: Diversity and Inclusion for Asian American and Asian International (AA&AI) Students*" was one of four accepted to run concurrently during the opening welcoming reception. In addition to having a poster visually displaying some of the effective, innovative outreach conducted at the University of Washington, Bothell (LIC), we showed thematic Asian and Asian American short videos utilized to stimulate discussions among students. A list of applications (Apps) distributed among students as well as resources for suicide prevention and pan-Asian and AAPI wellness available to community-colleges across California and nationally were also shared. It was striking how many colleagues across the country recognized the need for intentional Asian American and Asian international outreach as well as engagement strategies.



As shared during our session, among the themes specifically emerging for working with Asian-identified students included: the different needs of Asian American and Asian international students; the sometimes different recognition of AAPI grant-funded initiatives or accomplishments; unacknowledged historical and intergenerational trauma (Vietnamese, Cambodian, Laotian, more); visiting student documentation stress; perpetual 'foreigner' issues; being the 'only' and 'lonely'; imposter syndrome or 'sense of belonging' experiences among AA&AI students; disparate experiences of AAPI students compared to other ethnic student groups, among others. De-stigmatizing strategies for effectively outreaching to AA&AI students was shared in representative sessions including the strategic draw of familiar, welcoming Asian food and drink including *boba*. While lighthearted to note, we know how cultural representations and recognition speak in ways that connect us non-verbally. Other effective presentations we each attended focusing on AAPIs were given by Koko Nishi, PsyD (San Diego State University) and by Junichi Shimaoka, PsyD (UC Santa Barbara), who is also co-chair of the AUCCCO Diversity, Equity & Inclusion (DEI) committee. We look forward to the growth of pan-Asian representation within AUCCCO as will the network

serving primarily young adult AA&AIs on college and university campuses. We hope that additional articles for providing effective outreach, prevention, early intervention and psychological services for Asian American and Asian international students at universities and colleges will be published in the future.

For additional information contact: Matthew R. Mock, PhD (mmock@jfkku.edu) or Lillian I. Chen, PsyD (Lchen20@uw.edu). \*

## AAPA GRADUATE PROFILES

### 1 *Sneha Pimpalkhute*

**Gender:** Female

**Pronouns:** She/Her/Hers

**Race/Ethnicity:** South Asian

**Academic Institution:** Georgia State University

**Degree Obtained:** Master of Education in School Psychology

**Research Interests:** Bullying and aggression in middle school students, teacher-student relationship, school climate and multiculturalism

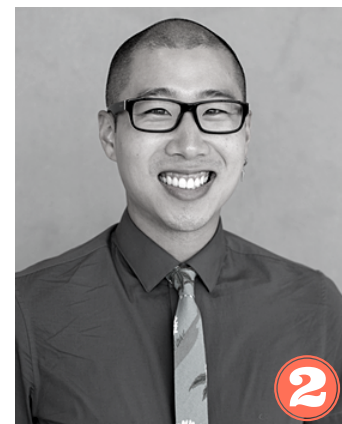
**Clinical Interests:** Bullying and aggression in middle school students, teacher-student relationship

**Short-Term Career Goals:** Enroll in a PhD program in School Psychology

**Long-Term Career Goals:** Get a licensure and open a private practice



1



2



3



4

## 2 **Andrew (Andy) Young Choi**

**Gender:** Male  
**Pronouns:** He/Him/His  
**Race/Ethnicity:** Korean American  
**Academic Institution:** UC Santa Barbara  
**Degree Obtained:** PhD  
**Research Interests:** latent variable modeling, AAPI and LGBTQ mental and behavioral health  
**Clinical Interests:** Cultural competence, psychodynamic psychotherapy  
**Short-Term Career Goals:** Research/clinical postdoctoral fellowship, licensure  
**Long-Term Career Goals:** Psychology professor

## 3 **Kavita Pallod Sekhsaria**

**Gender:** Female  
**Pronouns:** She/Her/Hers  
**Race/Ethnicity:** Indian American  
**Academic Institution:** GSAPP, Rutgers University  
**Degree Obtained:** PsyD in Clinical Psychology  
**Research Interests:** Hindu perceptions of mental health  
**Clinical Interests:** Couples  
**Short-Term Career Goals:** Become established as a private practitioner in Rockville, MD  
**Long-Term Career Goals:** Create training programs for faith leaders  
**What's your experience with AAPA and how AAPA has helped you reach your academic/professional goals?** I am on the executive board for DoSAA, and I've really valued the oppor-

tunity AAPA has created to connect with other providers who share my identity, as it's enabled us to find ways to better serve our community.

## 4 **Nafisa Banoo**

**Gender:** Female  
**Pronouns:** She/Her/Hers  
**Race/Ethnicity:** Bangladeshi  
**Academic Institution:** Chicago School of Professional Psychology  
**Degree Obtained:** PsyD  
**Research Interests:** Community mental health, particularly those around the South Asian population: cultural diversity, mental health stigma, trauma, immigration trauma, substance abuse, intimate partner violence, especially around ethnic minority.  
**Clinical Interests:** Substance abuse, trauma, severe mental illness  
**Short-Term Career Goals:** Currently working as a post-doctoral fellow at Tarzana Treatment Center. My short term goal is to complete my post-doctoral hours and get Licensure as a clinician.  
**Long-Term Career Goals:** I like to continue to work on reducing externalized/internalized stigma about mental illness among ethnic minority and advocating and providing education about the resources in the community. In addition, I'd like to collaborate with international agencies to develop and expand resources for ethnic minorities.

My dream goal is to establish community mental health in Bangladesh in order to serve the community and give back to the community where I am from.

### **What's your experience with AAPA and how AAPA has helped you reach your academic/professional goals?**

Being an AAPA student member has so many benefits! The resources provided by AAPA and DoSAA for its student members are invaluable. AAPA has given me the platform to connect and share my opinion with people who are concerned and vocal about social justice. Discussion via the listserv has given me the opportunity to enrich my awareness, not only about Asian community, but also about other ethnic minority issues like human rights, migrant children, human trafficking, and internment camps during WWII. My favorite part is reading emails from personalities like Dr. Stanley Sue, Dr. Nadal, and Dr. Inman. In addition, attending the conference in 2017 provided me very impactful and powerful experiences where I could share my thoughts and receive others' valuable experiences. All these assisted me to grow as a professional with sensitivity and to be cognizant about different challenges of ethnic minorities. These are helping me to develop a worldview that includes everyone and to become a culturally competent professional. I'm determined and looking forward to work in the community and promote social justice for the ethnic minorities. ✨