



# The Diversity Factor

The Society of Counseling Psychology's  
Section on Ethnic and Racial Diversity Newsletter

**Winter 2012**

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## Letter from the Editor



PN:

Welcome to the Winter 2012 edition of the Diversity Factor, SERD's Newsletter!

I am excited to join the editorial team of the Diversity Factor, as a co-editor. I am an assistant professor at the Department of Psychology at Fayetteville State University in North Carolina. I graduated from the counseling psychology program at University of Missouri, Columbia, after completing an internship at University of Florida Counseling Center. Prior to joining FSU, I worked for a year as a clinician and international students' specialist at the Counseling and Mental Health Center at University of Texas at Austin. Besides enjoying the current opportunity to work at a historically black university, I have research and work interests in the areas of young people's mental health, international psychology, multiculturalism, and promotion of school counseling and mental health in Africa. I believe in and I am committed to the promotion of the interests of racial minorities within and outside the professional world. My goal as a co-editor of the newsletter is to assist in ensuring that the profession is more conversant with the training, research and practice of and for people from diverse backgrounds.

Recently, I was reading to my daughter from a children's magazine. One story that struck me was about a monarch butterfly that had made stops at Wichita Falls on its way to and from Mexico during the seasonal migration from Canada. There it met a Texas tortoise and they talked about their different lives. The monarch was fascinated with the experiences of the tortoise that not only enables it adapt to the changing seasons, and but also continue to enjoy the astonishments of its garden every day. The story goes on to trace the journey of the butterfly which is also full of challenges and pleasing experiences. Reading through this issue of the

Diversity Factor feels like this experience between those two beautiful animals. We have a diverse collection of features that highlight the beauty of SERD and the society of counseling psychology. We start our journey by meeting an experienced and well respected member of the society, Dr. Pucky Heppner. As he shares about his life and growth in the area of multiculturalism, he is full of praises for many people around him, that just like the tortoise's garden continue to amaze him.

We then go on a diverse journey which like that of the monarch butterfly, involves challenges and new experiences. In the chronicles sections, we hear some stereotype stories that are aimed at reminding us of the similar issues that we too often encounter in the road to multiculturalism. The sharing by Dr. Cheron Hunter Davis shows us that, though we may be from different disciplines, in terms of the challenge of diversity, the line between is very thin.

We then move up, close and personal with Dr. Jesse Steinfeldt at University of Indiana-Bloomington who shares about his professional development, research, and work especially in sports psychology and American Indians' issues. His passion for his research is an inspiration for those in training and those who may be doubting their research abilities. Speaking of those in training, the next feature takes us all the way to New Mexico where collaboration between New Mexico State University and Women's Intercultural Center gets those in training involved in promotion of social justice in the community. From there, we travel to the showbiz world where we hear how *Modern Family*, a major network sitcom, may be raising awareness about diversity in the US especially by provoking discussion on race and ethnicity, though designed as a TV comedy.

The Diversity Factor ends by noting some accomplishments in the Society of Counseling Psychology, highlighting calls for nominations for awards and contests, and announcing some upcoming events that members of the SERD may be interested in. I therefore, welcome our readers to spare some of their precious time to read this issue and if possible pass it on to colleagues. We thank those who contributed to this issue either by agreeing to be interviewed or by sending articles. We acknowledge the work of the members of the editorial team for putting the newsletter together, and especially our student members for their dedication. As we start working on the next issue, we would like to hear from more of our readers, so look out for the call for articles in future.

Enjoy your reading,  
Pius Nyutu, Ph.D.

## Featured Psychologist: Puncky Heppner

Division 17 Fellow



Dr. Puncky Heppner is a Curators' Professor of Counseling Psychology in the College of Education at the University of Missouri. He received his Doctorate in Counseling Psychology from the University of Nebraska-Lincoln. Dr. Heppner is interested in coping/problem solving with stressful events and impact on psychological and physical health and multicultural and gender issues. His research also includes university and unique coping issues across cultures, especially cross-national perspectives. Dr. Heppner is the author of numerous articles and multiple books and book chapters as well as copious presentations. He has been honored as a Fellow of Division 17 (Counseling Psychology) as well as a 2002 Fulbright Research and Teaching Scholar to Taiwan. Dr. Heppner has mentored and inspired many researchers and clinicians in the field of counseling psychology.

**Dr. Heppner, you have been so extensively and intensely involved in Counseling Psychology through your research, supervision, mentoring, collegiality, etc. How did you develop a passion for your work? What do you enjoy most about your work as a psychologist?**

(PH): I feel very lucky to have developed such a passion for many aspects of my work within the world of counseling psychology. Growing up in a family with a low socioeconomic status in very rural communities in the hills of North Dakota, I did not have any idea that I could be a professional psychologist. I did not have any role models or any schema really, for such a profession. But of course I did learn many very useful skills and attitudes from my parents, such as values relating to helping others, attention to detail, working hard, honesty, and education; these values have contributed to my passions in many ways.

I was first very lucky to have both a supportive and wise doctoral advisor, Dr. David Dixon, who taught me so much about the many dimensions of our work in psychology. He not only provided me with a bird's eye view of the profes-

sion, especially the values and joys associated with our work, but most importantly helped me to see that I had a place in this profession, that I belonged here.... which was initially very hard for me to believe.

Second, I feel very lucky because I have been able to work with so many good students, faculty, and colleagues over so many years. I have learned so much from so many good people, not only about the various roles in our profession, but more importantly the impact that our profession can have on people, from our research to our teaching, practice, and training. So I have found that all of these roles can be very meaningful ways for me to contribute to other people's development, particularly from a social justice perspective, which has been very rewarding for me, and keeps my fire going!

**Much of your work has helped to provide best practices and information for working with cross-cultural contexts in a more global/international dynamic. How did your interest of working in this area arise?**

(PH): To understand my interest in cross-national cultural issues, it is important to understand my background in multicultural psychology in the US as the two are inextricably linked. Multicultural scholars like Dr. Helen Neville, Dr. Sundiata Cha-Jua, and Dr. Lisa Flores, have been very supportive guides, mentors, and friends, who greatly expanded my cultural worldview. For example, I acquired a lot of information about the socio-political history of race relations in the US, ongoing social inequities, cultural-specific social customs, and cultural specific interpersonal skills. And over the last fifteen years or so, I have integrated multicultural issues into many aspects of my work, not only teaching and research, but also a wide array of training activities as Co-Director of the Center For Multicultural, Research, Training, and Consultation, Editor of *The Counseling Psychologist*, and President of the Society of Counseling Psychology. So over time I have greatly expanded my worldview, and acquired greater levels of multicultural awareness, knowledge, and skills within the US cultural context. In essence, over time my cultural journey within the US multicultural movement provided a strong foundation to explore cross-national cultural issues. Although I am sensitive to the fact that there are many differences in these two important movements, there are also many similarities.

My interest in cross-national cultural activities involved a number of critical events over many years, such as early beginnings of being fascinated by Mary's (my wife) sister (Carol) participation in organized tours to Western Europe

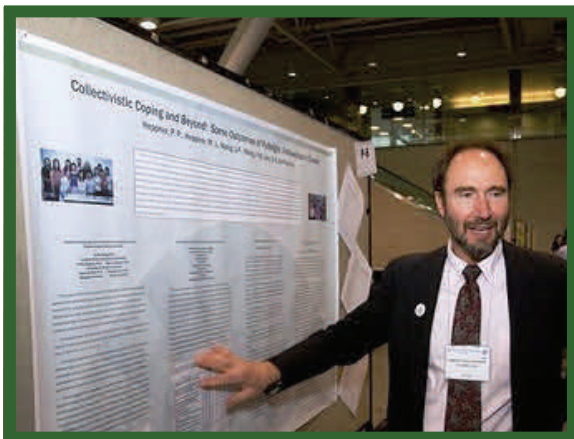
FEATURED PSYCHOLOGIST continued from page 4

(what wonderful and at that time seemingly exotic photos!), joining my best friend from high school (Brad Sleeper) on a month long trip to Western Europe which opened my eyes to a much broader world, but even more importantly, provided me with a sense of efficacy for managing travels in other countries. Subsequently, there were some wonderful opportunities that occurred relatively early in my career, such as a Fulbright to Sweden in 1985 as well as an invitation to speak in Taiwan in 1989, both of which greatly broadened my worldview of psychology, models of psychotherapy, graduate training, and later opened doors for future collaboration.

Today I see U.S.-based multicultural and cross-national cultural issues as being very closely intertwined within my cultural journey and each informs me about the many complexities inherent within the cultural context that influences so much of human behavior.

**Throughout your works, there seems to be a clear social justice orientation. Was this initially intentional? If so, what/who was the particular situation/person that contributed to your developing a social justice perspective?**

(PH): Although many students, faculty, and colleagues contributed greatly to the development of my worldview, and particularly a social justice perspective, perhaps the single most important and influential relationship for me was Dr. Helen Neville, and subsequently her partner Dr. Sundiata Cha-Jua. Helen has a wonderful way of normalizing one's cross-cultural journey! She not only has such an incredible knowledge base around a broad array of cultural issues, but she is also so accepting, calm, and skillful in imparting her cultural knowledge. So I would say that Helen and Sundi were most instrumental to open my eyes to a much more complex cultural environment. Over time, my worldview



expanded to not only see the social injustices within multiple levels of the US society, but also in other countries as well.

In the course of my cultural journey in the last 20 years, several of my simplistic notions of fairness and equality were shattered, and that has also inspired me to work for systemic change. Moreover, I have also been inspired by students and colleagues who have worked relentlessly to promote equality and social justice. I have been touched by their resilience, problem solving, commitment, dedication, and sheer determination.

All of these experiences have propelled me forward in my cultural journey to promote social justice. Moreover, I gain strength from the gratitude of various individuals that have been affected by my efforts to promote equality, and their willingness to join the movement to contribute to a more just world. In short, my motivation to continue in my work is directly related to the support and warmth that I have received from others, as well as the many opportunities that I can see that lie ahead for the next generation to make a different world; I am moved by hope.

**In an article by Science Daily in regards to cross-cultural collaborative research, you stated "Cross-cultural relationships require trust and respect and should be collaborative instead of hierarchical." Can you please expand on this idea further and provide ways of incorporating such practice into both clinical and academic psychology arenas?**

(PH): Well, I think that there are many ways to collaborate, and different work styles may affect different individuals in different ways, in both short-term and long-term collaboration. For me, the best types of collaborations are those in which all individuals feel valued and respected. When this happens, it seems that we not only can share our ideas freely, but also become more invested in our work and responsibilities, which in turn enhances the quality of our work. Moreover, my sense is that in the end we also value our relationship more when our work is based on mutual collaboration rather than a hierarchical relationship. Another important element for me in this type of collaborative relationship is that our goals and products tend to be mutually beneficial; that is, everyone benefits at roughly the same level, and so there is a sense of both equality and equity in cross-cultural relationships that include trust and respect.

However, it can also be challenging to develop mutually beneficial relationships, especially across different cultural

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FEATURED PSYCHOLOGIST continued from page 5

context where the psychological dynamics within relationships often times differ in very significant ways. So sometimes cross-cultural relationships require a great deal of cross-cultural competence, which I conceptualize these days as centered on cross-national cultural awareness, knowledge, and skills, which to me seems similar in many ways to the tripartite model. Anyway, trust is usually a very important element in these relationships.

For me, when cross-cultural relationships work well, it is a wonderful feeling.

**How do you maintain momentum with each endeavor, accomplishment and/or position that you acquire?**

(PH): In terms of the momentum or energy to reach various professional goals, throughout most of my career one of the most important things for me has been that I really need to believe in a particular project or goal; that is, I have learned that I need to believe that the goal might make a difference in someone's life... either now or in the next generations. Over the span of my 30-year career, time has become a very precious commodity, and I know that time is limited, and I want to use my time in a way that I can feel good that I have contributed to making our world a better place. I feel I can do that through my research, my teaching and training, service, practice, as well as who I am, and what I do in my community. So for me it has been less of an issue of momentum, and more of an issue of effectively restricting the number of projects with which I choose; sometimes there can be too much momentum.

**When you have time to relax, what or where is your go-to? What is relaxing about that?**



(PH): In my personal life, I enjoy a wide array of activities that provide me with both physical relaxation, as well as a psychological break from work. For example, I enjoy a great deal the relaxation of spending time in a variety of activities with Mary, which most recently has been wonderful sunsets in northern New Mexico, many meals outside on our portale, the fascinating night-sky and moon in Taos (love that dark sky ordinance!), and developing an orchard and planting native grasses around our New Mexico home which we call Moon Dancer.

I also enjoy a wide array of social activities with friends, and particularly times of laughter, sharing, and camaraderie.

I am also a potter, specifically a wood-fire potter. I very much enjoy the tranquility at the potter's wheel making "pots", the slow and hopeful process of glazing pots, loading the kiln and "trying to think like fire", and on a good day, firing the kiln to over 2000° and enjoying the atmosphere within the kiln, as well as the camaraderie of family and friends outside the kiln.

**Is there anything else you would like to share?**

(PH): I am deeply honored to have been asked to contribute to the SERD Newsletter. I have a great deal of respect and admiration for many, many people in this Division, and it has always felt special to me to be a member of this Division with so many people that I admire.



# Chronicles

## Stories about Stereotypes

*Compiled By Ryan Higgins*

*Associate Editor's (RH) note: I requested for short stories related to or addressing, within a person's professional working capacity, how people have acknowledged and dealt with obstacles of promoting racial/ethnic diversity and social justice.*

As a New York City public school teacher, I was no stranger to the complexities and injustices of race and inequity, yet I was still shocked when I heard this story from a former African-American student of mine. Her anecdote encapsulates much of the paths at the root of racial perception and issues of equality.

She told me about working as a program coordinator for an organization responsible for helping African immigrant girls adjust to American culture and deal with culturally specific challenges of their home country. At one point, the organization's directors invited two top candidates to interview for a youth worker position and had each facilitate a discussion section in order to see which candidate the girls in the program would prefer. Although the girls noted that they connected with the black Muslim candidate the best, they decided to hire the white woman candidate. When asked how they determined this, the girls responded that they needed someone who would get them what they needed, things like scholarships and access to other benefits. In other words, the white woman's status might afford them access to the dominant culture, the preferred culture.

Janelle Mayer  
University of Minnesota  
Counseling and Student Personnel Psychology Masters  
program

As a Black female, I struggle with my passion and advocacy in the area of social justice. I have dedicated much of my professional and personal life in the pursuit of supporting more equitable environments. I struggle often times with the reality that my advocacy may not be as persuasive or impressionable as someone who is a member of a more visible power/privilege group. If I notice an unjust practice or attend to a biased situation and I am immediately cued to address the situation, have a teachable moment, effect change in my world, etc. Then reality hits and I began to fumble somewhere between my head and my heart: Am I being overly critical? Does anyone else see this? Will speaking out at all times make my opinion more easily dismissed in the future? Is it worth it...? It is a sad set of questions, and unfortunately someone is reading this and feeling as though this is their own story. My obstacle with advocating for more socially just practice is figuring out how to maintain a voice to which others are able to respond. Unfortunately, I have no solution for myself or you the reader. I do believe that I will continue to utilize my voice as much as possible because if I allow myself to be silenced now when will I be allowed to speak? And when that time comes will I remember what it is I wanted to say?

Thomandra S Sam, Ph.D.  
Culture and Gender Specialist



### Brief Biography of Associate Editor—Chronicles

Ryan Higgins currently provides psychotherapy in a private setting. He completed his undergraduate education at Eastern Illinois University majoring in Psychology, and his Masters in Clinical Psychology at Benedictine University. His research interests include the mind/body relationship in regards to healthcare as well as understanding the cultural barriers to mental health services.

## Special Contribution from Another Discipline

Cheron Hunter, Education

### Ne'er a Moment to Spare: Classroom Biases

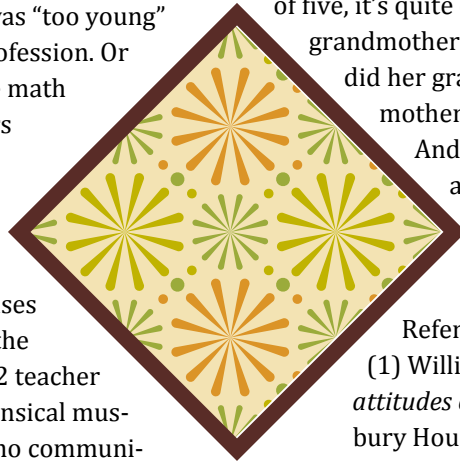
Perhaps it was an early-career experience in which a seasoned colleague informed me that I was "too young" to truly make an impact in the teaching profession. Or it may have been the culturally-insensitive math exam question in which my second-graders were to determine the amount of time it would take for the Caucasian female pictured to brush her hair. Consequently, my students of color selected the longest amounts of time, deemed incorrect responses by the answer key. Just maybe it could be the happy hour conversations with White K-12 teacher friends who giggle as they recall the nonsensical musings of their African-American students who communicate such ideas as lie bumps, ne'er a (nary), or the delicious aroma of hog maws. I struggle to conceal my annoyance with their ignorance of the features of African American Vernacular English and their negative responses to it's handlers. Evidence concerning the negative teacher attitudes and responses to the vernacular of African American children and their correlation to lower student success and confidence are well documented. Students who sound "less-ethnic" or "non-White" were often deemed less promising or effective students (1). And though there seems to exist the diversity model of instruction throughout today's teacher and counselor education programs, I often wonder how effective they may truly be. In light of recent backlash against Ebonics, I'm hesitant to speculate on the number of teachers who build artfully and skillfully on students' home languages.

And so my mission is not complete. There is yet work to be done. And as I urge my colleagues to explore the jargon and linguistic features their young African American students bring to the classroom and encourage them to leverage this knowledge with traditional school knowledge, I am encouraged. There still exists numerous opportunities for we, as teacher and counselor educators, to promote cul-

tural sensitivity and implement training practices what will enhance multicultural pedagogy. There are still opportunities to engage practitioners in professional development that heightens their sensitivity to cultural issues that may arise in the classroom or in counseling. As a youngster, the small bumps on my tongue did indeed suggest that I'd told a lie at some point in the not-so-distant past. And at the age of five, it's quite common to tell a lie, practically daily. My grandmother prepared hog maws for her children, as did her grandmother and her grandmother's grandmother. For slaves, it was a delicacy of necessity. And as much as I am connected to my roots as an African American woman, I won't be eating **ne'er a** one of those hog maws anytime soon!

Reference:

(1) Williams, F. (1976). *Explorations of linguistic attitudes of teachers*. Rowley, Massachusetts: Newbury House.



Cheron Hunter Davis, Ph.D. is a former elementary teacher who now serves as an assistant professor of reading education in the Troy University, Phenix City Campus College of Education. Her research interests include multicultural literature, professional development of preservice and practicing teachers, and multicultural pedagogy in the reading curriculum.



## Up, Close and Personal

### Interview with Dr. Jesse Steinfeldt

Angela Horn and Cara Maffini



Dr. Jesse Steinfeldt is an Assistant Professor of Counseling Psychology at Indiana University - Bloomington. He received his Doctorate in Counseling Psychology from the University of Wisconsin-Milwaukee. Dr. Steinfeldt is interested in sports psychology and multicultural psychology within the social institution of sport. His research also includes understanding the effects of Native-theme sports mascots, nicknames and logos on American Indian communities and all members of society.

#### 1. Give me a brief summary regarding where you went to school and your training.

I did my undergraduate work in Psychology at Yale University, my master's degree in Sport Psychology at Iowa, my doctorate in Counseling Psychology at UW-Milwaukee, and my APA internship at Grand Valley State University. My mother likes to say that I "started in Kindergarten and finally stopped going to school after I completed the 23rd grade."

#### 2. Please share a little about your professional work and research.

My research is interdisciplinary in nature, but it can be best described as applying principles of multicultural psychology within the influential social institution of sport. Specifically, my research has examined dimensions of diversity (i.e., race, gender) in sport, including the racial identity development and college adjustment of African American football players and the relationship between gender role socialization and psychosocial functioning among student-athletes, with outcomes relating to both on the field (i.e., cheating, antisocial on-field behaviors, sportspersonship) and off the field (i.e., bullying, psychological well-being, help-seeking stigma, body image) issues. I have also published research

that explores the deleterious psychological effects of Native-themed sports mascots, nicknames, and logos (e.g., Redskins, Indians, Fighting Sioux). I have been asked to give presentations across the country in an effort to promote critical thinking about this issue, and I was recently invited to provide testimony to the US Senate Committee on Indian Affairs for their Oversight Hearing on Stolen Identities: The impact of Racist Stereotypes on Indigenous People.

#### 3. What inspired your interests in these areas of practice and research?

I believe that for a researcher to be fully engaged in a topic, you have to find a balance between personal and professional interests. Too much personal engagement can run the risk of becoming enmeshed with the content, which can make interpretive decisions more difficult. And too little personal engagement can make the long and often arduous research process difficult to endure and complete. For me, my personal experiences as an athlete inform my professional interests (e.g., research, clinical work) in sport psychology where we look to find ways to improve the psychosocial functioning of student-athletes. Furthermore, my personal experiences with my American Indian family, friends, and community has influenced my consciousness about the deleterious impact that Native-themed mascots, nicknames, and logos can have on all members of society. These personal experiences have provided me with the opportunity to observe and critically reflect upon issues related to social injustice, stereotyping, and the psychosocial functioning of marginalized groups of people in society. My professional identity as a Counseling Psychologist provides me with the responsibility to engage in social justice endeavors which provide me with the opportunity to give voice to the experience of those who are disenfranchised in this process.

#### 4. What are some of your current projects?

In one project, we are examining the racial attitudes expressed on Facebook toward American Indians, based on the presence of a Native-based sports nickname and logo. We previously found interesting results about this topic on online forums, but want to examine another prominent social networking outlet (i.e., Facebook) to see if differing levels of anonymity yield different results. We are also engaging in a contextual examination of men's attitudes about expressing affection toward other men. We are using the unique domain of football to examine the unique paradox of homophobia existing within a context that facilitates and encourages man-on-man expressions of affection. These current projects represent extensions of past work we have done, and we are also starting some projects looking at bullying, body image, and substance abuse among student-

JESSE STEINFELDT continued from page 9

athletes.

**5. I have heard you speak before about your racial identity and how it relates to your work. Would you speak briefly about that?**

My intersecting identities--whether it be based on my race, my gender, my sexual orientation, or other--significantly influence how I see the world. I think that is important to understand the lenses through which you see the world, particularly the dynamic and fluid nature of these cognitive processes. My emerging sense of racial identity influences my work by informing my perspectives about the worldview of those whose experiences differ from mine. I think that being open to the experiences of others (as opposed to attempting to forcefully assimilate new information into old schemas) can help me appropriately frame the results of my empirical investigations. This is particularly important in the qualitative research that I do, but applies to all of my professional endeavors.

**6. What is your favorite thing about your job?**

The autonomy of being a faculty member is the most impressive feature, particularly when you have children who are active in multiple activities. I do not have to ask my boss to get out of work early to coach my kids' sports teams, to attend their activities, or to spend time with my family. I am highly productive, but I can do so on my own terms.

**7. What do you like to do for fun?**

I love spending time with my family, and we frequently travel to Wisconsin and Michigan so that our kids can see their grandparents and extended families. Also, I like to try to stay in shape, so I am an avid noon hour hoopster. I am fortunate enough to play in a standing pickup basketball game with IU coaches and athletic staff on the Hoosiers' Assembly

Hall court on Tuesdays and Thursdays. It is amazing to play under those 5 championship banners on a regular basis.

**8. How do you balance everything you do, such as therapy, research, service, teaching, and life outside of work?**

1 I strive to give my best effort in everything that I do, but I do recognize and own my inherent limitations, so I try to work in that space between. Working smart is as important as working hard, and I am at peace with not being able to 'do it all.' Plus, I like to keep things in perspective—my job is very important, but my family clearly comes first. I am positive that I will not look back on these years and wish that I spent more time in the office and away from my family, particularly as my three kids grow quickly before my eyes.

**9. What advice do you have for graduate students?**

Do not assume that something may not suit you unless you have tried it. It is easy to be intimidated by the unknown, so don't prematurely foreclose options without more complete information to help you make an informed choice. This advice is personally salient, so I practice what I preach: as a graduate student, I admittedly NEVER thought I would want to be a faculty member at a top-tier Division I research institution....only because I didn't think I would like research or be good at it...until I realized that I could successfully explore research questions that were personally and professionally relevant to who I am, where I come from, and what I want to become. So because I did not prematurely foreclose this option, I have the best job in the world.



Brief Biography of Interviewer

Angela Horn is currently a first-year doctoral student in counseling psychology at Indiana University. She received her B.A. in History from Oberlin College in Ohio and her M.Ed. in Counseling Psychology from the University of Louisville. Her research interests include psychotherapy, the intersectionality of identity as it

relates to stereotypes and understanding the risk and protective factors of lesbian, gay and bisexual youth.



Brief Biography of Associate Editor

Cara Maffini, M.A., is a third year doctoral student in the Counseling Psychology program at Indiana University. She received her B.A.S. in Psychology and Dance from UC Davis, and her M. A. in Psychology from CSU Sacramento. Cara's research interests lie in multicultural issues, particularly among Asian American adolescents. She is interested in ethnic

identity development as well as biculturalism. She has also been looking at risk and protective factors among ethnic minority youth, related to violent behaviors and victimization.

## PSYCHOLOGISTS-IN-TRAINING

Dianna González & Laura Côté

### Promoting social justice through community-based collaborations: Women's Intercultural Center and New Mexico State University

Counseling psychologists have been urged to approach their work from a more systems-based, social justice-oriented perspective (Boyd-Franklin, 2003; Vera & Speight, 2003). A growing consensus suggests that prevention efforts should be culturally competent and based in an underlying social justice agenda (Adams, 2007; Hage et al., 2007; Vera & Speight, 2003). A systems-based, social-justice, prevention oriented approach places psychologists at the forefront as community partners and advocates for social change (Adams, 2007). This framework encourages psychologists to take on multiple roles, especially when working with historically marginalized groups (Hopps & Liu, 2005; Lopez-Baez & Paylo, 2009). As counseling psychologists-in-training we are committed to the development of a multi-faceted professional identity to working with historically marginalized communities. We share our experiences to promote social justice through community-based collaborations in this article.

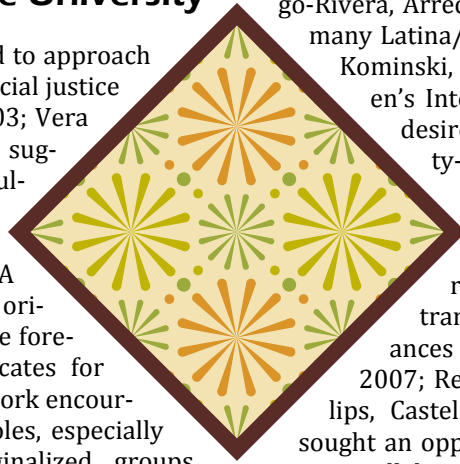
National professional mental health organizations and scholars have called on clinicians to provide linguistically, culturally, and ethically competent services to Latina/o and Spanish-speaking communities (APA, 1990; Sue, Arredondo, & McDavis, 1992; Schwartz & Domenech-Rodriguez, 2010). Latinas/os encompass the most rapidly growing minority group in the United States (U.S. Census Bureau, 2006). Despite tremendous population growth, access to physical and mental healthcare services remains limited for Latinas/os (Verdinelli & Biever, 2009). Systemic, social, and economic inequalities and stressors serve as environmental barriers to receiving care (National Council of La Raza, 2004). Stressors on the mental and physical health of Latinas/os may consist of historical racism and present-day discrimination (Vera et al., 2007), lack of health insurance, and shortages of culturally and linguistically competent healthcare providers (National Council of La Raza, 2004; Torres & Cernada, 2003).

Within the state of New Mexico, the Health Resources and

Services Administration Health Professional Shortage Database (2010) reported that 32 of the 33 New Mexican counties experience at least partial mental health professional shortages. Several of these counties demonstrate serious shortages, with Health Professional Shortage Area scores of 18 or higher (in a 1-25 range). The need for linguistically and culturally competent mental health professionals is urgent in this region (Schwartz, Domenech Rodriguez, Santiago-Rivera, Arredondo, & Field, 2010), as New Mexico has many Latina/o, Spanish-speaking communities (Shin & Kominski, 2007). Our collaboration with the Women's Intercultural Center (WInC) grew out of the desire to create a partnership with a community-based organization in an effort to address this need. Several scholars report that direct collaboration with community organizations may promote culturally-relevant prevention efforts and cultivate transformative client-family-community alliances (Bond & Carmola Hauf, 2007; Vera et al., 2007; Reese & Vera, 2007; Rivera-Mosquera, Phillips, Castelino, Martin, Mowry Dobran, 2007). We sought an opportunity to learn and grow through community collaboration and counseling practice, while promoting social justice issues and addressing the disparities encountered by Latina/o and Spanish-speaking communities in New Mexico's border region.

WInC is a community center that aims to "provide a place for women to learn and work together to develop their social, spiritual, economic, and political potential" (WInC, 2010). Members participate in classes and workshops, create and sell their own artwork, develop business strategies, work towards citizenship, partake in celebrations and performances, develop language skills, and frequently transition into employment and leadership positions. WInC serves an important role, as the community in which it exists faces numerous challenges due to systemic and social inequalities (i.e., lack of linguistically and culturally competent healthcare services, immigration issues, discrimination, limited support networks, etc.). Our partnership with WInC has offered us the opportunity to grow personally and professionally as social justice advocates and bilingual counseling psychologists-in-training. We feel fortunate to have been welcomed by this community and for this opportunity.

We first developed our relationship with WInC during February 2010 by connecting with the executive director. In collaboration with the executive director we concluded that we would engage in informal conversations with community members to determine the need for services. We learned



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that there was an interest in psychological services, specifically individual, group and family services. We began providing individual and family counseling to women, men, adolescents, and children in both Spanish and English. We worked with WInC staff to create a confidential referral system to protect the privacy of clients. Consistent with the mission of WInC, we utilized an integrative approach and incorporated aspects of relational-cultural, multicultural, feminist, interpersonal, systems, and humanistic theory into counseling sessions. Brief and long-term therapy was provided, and we received off-site supervision on a weekly basis by a bilingual licensed psychologist.

We began offering Spanish-language group counseling services during March 2010. The groups focused on themes selected by group members, such as family communication, grief and loss, and stress and self-care. Based on our theoretical approach, we emphasized the value of each group member and their personal histories, knowledge, thoughts, and feelings. As co-facilitators, we attempted to be particularly mindful in taking the realities of social identity, privilege, and oppression into account. In doing so, we engaged in interpersonal dialogue with group members surrounding issues of language and other elements of social identity, such as age and ethnicity.

On January 2011, we collaborated with WInC staff in developing a mental health promotora (community health worker) program to further address mental health disparities within the community. The promotora model places value on the lived experiences as knowledge, and recognizes local strengths and resources as crucial to community empowerment (Torres & Cernada, 2003). As co-facilitators of this training program, we sought to create a space for participants to share and utilize their own knowledge and experiences, while learning about the promotion of mental health in their communities and families. Program themes included mental health/illness stereotypes and myths, ecological/systems approaches to wellness, self-care and stress-reduction, community outreach and resources, and client rights. The promotoras were encouraged to develop presentations that they could present at a Community Mental Health and Wellness Conference held at WInC during April 2011. The promotoras designed and presented a total of seven presentations on themes related to family communication, bereavement, Latinos and mental health, and self-esteem. The promotoras continue to provide outreach services within their communities and families both informally and formally. We have learned a great deal through working with the promotoras, and have deeply valued this experience.

As counseling psychologists-in-training, we sought an opportunity to learn and grow through community engagement and counseling practice. The promotion of social justice was also a primary goal in the development of this partnership. The partnership with WInC offered us opportunities for growth on both personal and professional levels and feel that our work at WInC provided us with support in the lifelong development of cultural and linguistic competencies. Bond & Carmola-Hauf (2007) highlight that in this process [of community collaboration] both communities and professionals are affected. We are currently working to ensure the sustainability and continued growth of these programs. We have collaborated with WInC staff to develop a mental health counseling internship/fieldwork opportunity for counseling and school psychology students in our department. We are also hoping to organize a monthly outreach services led by the mental health promotoras, NMSU bilingual faculty members, and a Spanish-speaking counselor-training group we helped organize. We are also holding monthly meetings with the mental health promotoras to offer them additional support and resources, and to co-create a newsletter article about their experiences as promotoras.

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Dianna Marisol González, EdM & Laura M. Côté, MA

Dianna is a third-year doctoral student in the Counseling Psychology program at New Mexico State University. She completed her undergraduate education at the University of California, Los Angeles majoring in Psychology and minoring in Women's Studies and Education, and her Masters in Psychological Counseling at Teachers College, Columbia University. Her research interests include multicultural and bilingual counseling competencies, culturally responsive prevention and social justice advocacy, and trauma and healing in the Latino community.

Laura is a third-year doctoral student in the Counseling Psychology program at New Mexico State University. She completed her undergraduate education at Boston University majoring in Psychology and Women's Studies, and her Masters in Latin American Studies at San Diego State University. Her research interests include culturally responsive prevention and social justice advocacy, bilingual (Spanish-English) counseling issues, and trauma and healing.

## Cultural Expressions

### Review: *Modern Family*

By Karen Kegel

Just three seasons in, ABC sitcom *Modern Family* (<http://abc.go.com/shows/modern-family>) has generated substantial buzz ever since its 2009 debut. Though a lighthearted and often sarcastic comedy, the show consistently brings up issues of race, ethnicity, and intersecting identities as core storyline elements. Its tagline even says as much: "One big (straight, gay, multicultural, traditional) happy family."

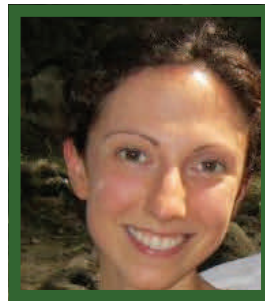
The show follows the bumbling, but typically well-intentioned, interactions of three subsystems in an extended family: White, heterosexual couple Claire and Phil with their three biological children (Haley, Alex, and Luke); White gay couple Mitchell (Claire's brother) and Cameron with their adopted daughter Lily (born in Vietnam); and interracial heterosexual couple Jay (White; father of Claire and Mitchell) and Gloria (a first-generation Colombian) with Manny, Gloria's child from a previous marriage. Drawing inspiration from this relatively diverse family makeup (at least for mainstream television), *Modern Family* constantly confronts viewers with cross-cultural give-and-take.

The series walks a fine line between displaying growth from cultural misunderstandings and using race/ethnicity as a means to comedic ends. In one episode, "Fears," Mitchell and Cameron invite Lily's pediatrician to brunch at their home, partly to make up for a bad first impression (read: unwittingly microaggressive) during a doctor's visit. To their dismay, baby Lily appears to utter her first word—"Mommy"—in the presence of Dr. Miura, an Asian American woman. The couple worries aloud that they might not be enough for Lily: their daughter may dearly miss early attachments with Vietnamese women at her orphanage. Dr. Miura assures them otherwise and also discloses that her relationship with her own mother, a first-generation Japanese American woman, has long been strained. "The only way my mother will ever be happy with me is if I'm some Asian stereotype. And that just isn't me," she states definitively. Moments later, Mitchell and Cameron watch as Dr. Miura backs out of the driveway erratically, crashing into garbage cans and speeding off. This push-pull of constructing, deconstructing, and sometimes reconstructing stereotypes and biases is at the very essence of *Modern Family*. Indeed, the real value of the show may lie in its ability to invite viewers to feel uncomfortable with both overt and

covert biases—within the comfortable, predictable holding space of sitcom comedy.

It is also interesting to consider some larger statements the show might be making about the country's changing cultural fabric. For instance, in "Undeck the Halls," Jay introduces stepson Manny to his family's long-held, dominant-culture Christmas traditions (e.g., watching *Miracle on 34<sup>th</sup> Street*). When Manny tries to share Colombian holiday traditions with Jay, however, his attempts are met with stubborn resistance. But by the end of the episode, Jay comes around to embrace the pranks and fireworks Manny so wants to see reflected in his seasonal celebrations. In this and several other episodes, *Modern Family* goes beyond one-sided acculturation to demonstrate how whole systems—in this case a family, but a possible microcosm of larger systems—can benefit from multicultural openness.

Of course, being as it is a major network sitcom, *Modern Family* is more dedicated to entertainment and ratings than psychoeducation. It has its faults—and it certainly runs the risk of perpetuating stereotypes in viewers who take in its humor uncritically. But the series succeeds in sparking interesting discussions and dialogue, including on culture blogs eager to review its representations of race and ethnicity. For some additional thoughts and reactions, check out Racialicious (<http://www.racialicious.com/2011/06/07/g-chattin%E2%80%99-modern-family-%E2%80%9Ctwo-monkeys-and-a-panda%E2%80%9D-tv-correspondent-tryout/>) and Cultural Learnings (<http://cultural-learnings.com/2010/11/10/the-construction-of-race-in-modern-familys-second-season>).



#### Brief Author Biography

Karen Kegel is a third-year doctoral student in the Counseling Psychology program at Lehigh University. She completed her undergraduate education at Boston College majoring in Psychology and English, and her Master's in Counseling at Wake Forest

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## ANNOUNCEMENTS & ACHIEVEMENTS

Compiled by Felicia Fisher

### 2011 Society of Counseling Psychology Awards

Congratulations to the 2011 recipients of the Society of Counseling Psychology Awards:

**Leona Tyler Award:** Mark L. Savickas, Ph.D

**Fritz and Linn Kuder Early Career Scientist/Practitioner Award:** Jonathan Schwartz, Ph.D.

**Dorothy Booz Black Award for Outstanding Achievement in Counseling Health Psychology:** Everett L. Worthington, Ph.D.

**John Holland Award for Outstanding Achievement in Career and Personality Research:** Donna E. Schultheiss, Ph.D.

**John D. Black Award for Outstanding Achievement in the Practice of Counseling Psychology:** Armand R. Cerbone, Ph.D.

**Social Justice Award:** Etiony Aldarondo, Ph.D.

**Barbara A. Kirk Award:** Melanie Brewster

**Donald E. Super Fellowship:** Patton O. Garriott

### Multicultural Psychology: Understanding Our Diverse Communities

The 3rd edition of "Multicultural Psychology: Understanding our Diverse Communities" by Jeffery Mio, Lori Backer-Hackett, and Jaydee Tumambing is now available through Oxford University Press. Please note that this is a change from McGraw-Hill Publishers.

### Awards and Contests

#### Society of Counseling Psychology: Call for Student Nominations

Nomination Deadline: February 15th

#### The Barbara A. Kirk Award

The Barbara A. Kirk Award is presented to a student who has produced outstanding research. In order to be eligible for the award, the student has to have conducted the independent research while enrolled in a counseling psychology doctoral program, and the student must also be the principle author of the research.

#### The Donald E. Super Fellowship

The Donald E. Super Fellowship is intended to support dissertation research on a topic related to career development. Students who are enrolled in a counseling psychology program are eligible for the fellowship.

For more information regarding the requirements for applying to The Barbara A. Kirk Award or the Donald E. Super Fellowship, please visit [http://www.div17.org/about\\_awards\\_div17.html](http://www.div17.org/about_awards_div17.html).

#### Positive Psychology Section Award Nominations

Recognize an individual who has made a contribution to the field of Positive Psychology by nominating them for the Positive Psychology Section Award. To learn about the prizes and receive more information on how to nominate someone, please visit <http://www.div17pospsych.com/>  
Nomination Deadline: March 15th

#### Future of Counseling Psychology Counseling Psychology Video Campaign Contest

Showcase your creativity and give yourself the opportunity to win \$1000!

For a list of possible themes, judging information and other contest details, please visit [http://www.div17.org/stg\\_counselingvideo.html](http://www.div17.org/stg_counselingvideo.html)  
Deadline: May 15th

### Upcoming Events

#### 2012 Winter Roundtable Conference

Beyond Borders: Transforming Lives through Traditions and Innovations  
February 24-25, in New York, NY  
<http://www.tc.edu/roundtable/>

#### Acknowledging Our Similarities, Celebrating Our Differences

11th Annual Diversity Institute  
April 20, in Houston, TX at the University of Houston in the MD Anderson Rockwell Pavilion.  
For more information, please contact Dr. Tamalia Hanchell at [tshanche@central.uh.edu](mailto:tshanche@central.uh.edu)

#### Advanced Training Institutes (ATIs)

By providing hands-on experience, ATIs provide researchers, faculty, advanced

graduates and post-docs with the opportunity to learn about the most current methodologies and technologies in a variety of areas.

#### Structural Equation Modeling in Longitudinal Research

May 29 - June 2, at the University of California, Davis  
Application deadline: March 20th

#### Exploratory Data Mining in Behavioral Research

June 4 - 8, at the University of California, Davis  
Application deadline: March 20th

#### Research Methods with Diverse Racial and Ethnic Groups

June 11-15, at Michigan State University  
Application deadline: March 27th

#### Nonlinear Methods for Psychological Science

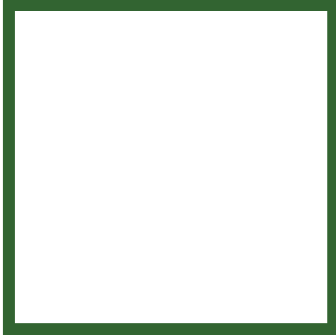
June 18-22, at the University of Cincinnati  
Application deadline: March 27th

Fees, lodging and financial aid vary between institutes. Please visit <http://www.apa.org/science/resources/ati/index.aspx> for more information.

### Regional Conferences

#### 2012 Great Lakes Counseling Psychology Conference

March 23-24, at Purdue University, IN  
<http://www.edst.purdue.edu/greatlakes/index.html>



**Brief Biography of Associate Editor—Announcements & Achievements**

Felicia Fisher is a first-year doctoral student in the Counseling Psychology program at the University of Houston. She completed her undergraduate education at Fisk University majoring in English, and her Masters in Educational Psychology at Georgia State University. Her research interests are African American women's identity development and African American male/female relations.



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