

THE DIVERSITY FACTOR

THE SOCIETY OF COUNSELING PSYCHOLOGY'S
SECTION ON ETHNIC AND RACIAL DIVERSITY NEWSLETTER

Summer 2013
Table of Contents

- 2 SERD Officers
- 3 Letter from the Chair
- 4-5 Letter from the Editor
- 6 SERD Annual Report
- 7-8 Featured Early Career Psychologist: Dr. Kimberly Tran
Teaching & Supervision Success: Diversity as a Core Ingredient
- 9-10 Here and Now
Self-Reliance: A Broken Social Equation
Cultural Misunderstanding & Mental Health Services in the Black Community
- 11-12 Psychologist-in-Training
Dylan Vaughn
- 13-14 Cultural Expressions
Review: The Mindy Project
42: Crossing Color Lines and Breaking Barriers in the Fight for Diversity and Inclusion
- 15-17 Mosaic
42 The True Story of an American Legend: Cinematic Discourse as a Pedagogical Tool for Multicultural Training
- 18-20 Message from the Outgoing Editorial Team
- 21-23 News and Announcements

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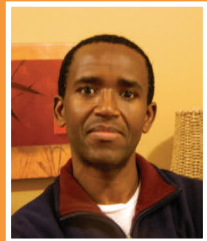
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//// LETTER FROM THE CHAIR ////

Greetings! My name is Thomandra Sam and I am now serving as the Chair of SERD. I am a psychologist at the University of Houston's Counseling and Psychological Services. This is my first edition of The Diversity Factor as the Chair of SERD. I am excited for this opportunity to work with and for SERD in this capacity.

First, I would like to encourage each of you reading to consider a position with SERD. We have positions open that could accommodate up to six (6) new persons to serve on the SERD Executive Board. These positions are: Treasurer, Membership Chair, Newsletter Co-Editor, Awards Committee Co-Chair (2 positions) and Student Representative (2 positions). Please consider leadership in SERD; I want to particularly encourage our graduate student membership to engage as emerging leaders!! Contact Dr. Ezemenari Obasi for more information. SERD will be hosting several events at APA (see the Announcements Section) and I invite you all to attend.

Next, I want to inform everyone that I have stepped into the position of Chair with great enthusiasm regarding work focused on Race and Ethnicity in Counseling Psychology. I have worked with a dynamic group in creating a mentoring program for members of SERD. Thanks to **Oscar Escobar, Jennifer Chain, Dr. Danice Brown, and Dr. Alisia Giac-Thao Tran** for your hard work. We are hopeful that both early career and senior psychologists will volunteer to mentor a graduate student or an early career professional, respectively. We are seeking mentors in both the academic and clinical areas. Additionally, SERD has been invited to serve in preparation for the 2014 International Counseling Psychology Conference. **Dr. Delishia Pittman** and I are providing assistance on behalf of SERD and hope to provide more information soon.

Lastly, the SERD website (<http://www.div17.org/SERD/>) will soon be updated to reflect the current status of SERD. The SERD website will contain SERD announcements, an officer's page with current contact information, the SERD Bylaws, an electronic SERD membership application, and electronic copies of The Diversity Factor – SERD's newsletter.

I want to encourage each of you consider your future participation in SERD. You may want to serve as a mentor or be guided as a mentee; you may desire to attend the 2014 International Counseling Psychology Conference; you may have an interest in a formal position with SERD. We are waiting to hear from you!! If you have any ideas or projects that you believe other members would benefit from, please do not hesitate to contact me at dr.t.samiam@gmail.com or any other officer to discuss your interests or ideas.

Again I am excited to serve as the SERD Chair. I look forward to working for and with you!

Warmly,

Thomandra S Sam, PhD

//// LETTER FROM THE EDITOR ////

Greetings SERD Members! In this issue of *The Diversity Factor*, I think you will find a number of articles that highlight aspects of mental health occurring within society, as well as the role of the media. This issue will also provide an opportunity to read some reflections of our out-going Associate Editors. Their stories will illuminate their experiences with the process of editing and you will hopefully be able to bear witness to the growth they experienced as an Associate Editor of *The Diversity Factor*.

In this issue, we featured an Early Career Psychologist Dr. Kimberly Tran, who is an Assistant Professor in the Department of Psychology at Fayetteville State University. The focus of this interview is on multicultural competence, supervision, and teaching. Dr. Tran is very upfront and revealing of how her personal experiences shaped her as a professional. She also offers suggestions on how to improve multicultural competence.

The Here and Now section also includes a submission from Shantel Powell regarding the lack of understanding concerning the Black community. Her contribution to this section reveals some of her personal experiences associated with religion, but also commonly held beliefs in society about the Black community. Shantel goes into more depth about the personal responsibility that is needed to promote change by working from a lens of suggestions for mental health practice, research, and social justice. In this section also, Douglas Knutson calls attention to the need to re-think the definition of self-reliance. His article brings into awareness the fallacious, long-held belief that anyone can achieve what they want in life by using self-reliance, a position that has historically been adopted by those who are classified as in the majority and who do not understand the unique experiences of minority cultures. Douglas also includes the role of the media in disseminating these generalized beliefs.

Dylan Vaughn, an undergraduate student majoring in psychology, is the focus of our Psychologists in Training Section. In this section, we learn of some challenges undergraduate students may encounter as they navigate the terrain of service to their community, on top of other experiences, such as research and participation in organizations. The story of Dylan can provide a message of hope and perseverance to undergraduate students who feel stressed by academic work and building their skill-set as they prepare for a career or graduate school.

For our Cultural Expressions Section, Kavitha Dharmalingam provides a detailed account of how Indian Culture has been portrayed in popular television shows. Kavitha sheds light on the possibility for popular television shows to display a character from Indian culture without proliferating stereotypes. It is these types of articles that are necessary for our profession to read to provide more hope that culture can be revealed on television without the use of stereotypes that are seen elsewhere in the media. The Cultural Expressions section also has a submission in which Vanessa Laurent provides an in-depth analysis and reflection of the movie *42*. Vanessa's reflection provides a need for counseling psychologists to utilize the movie *42* in the effort to enhance multicultural competence among graduate students, and teams with Ricky Pope in the Mosaic section to propose ways to utilize the film in engaging students in difficult dialogues.

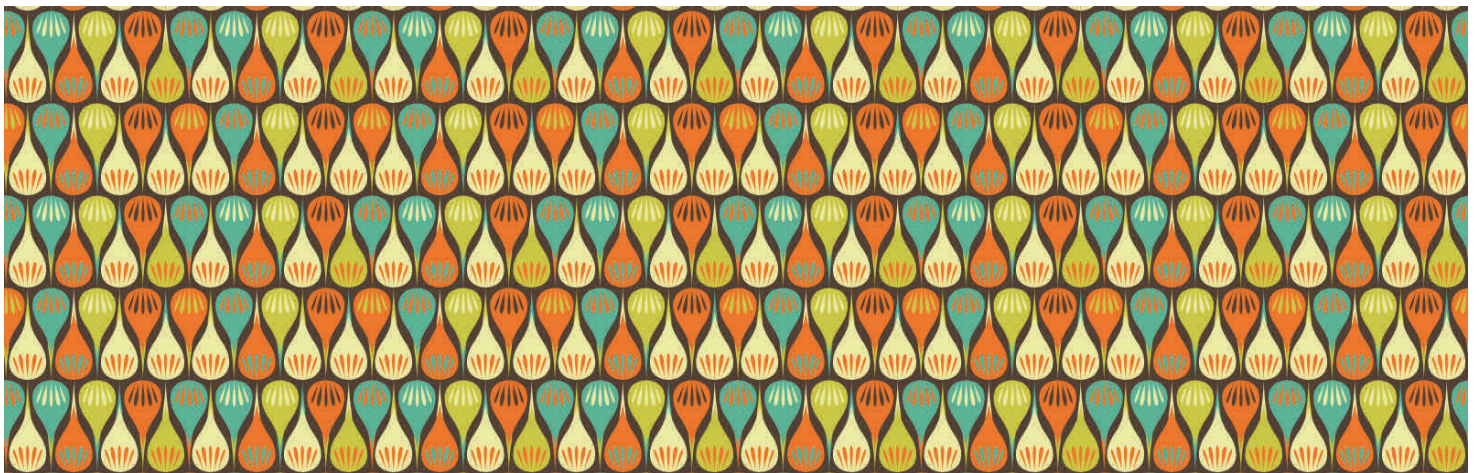
We wrap up our newsletter by including a special section to address the experiences of the Associate Editors. In this section, you will be able to hear the stories of our out-going Associate Editors. I think you will find a common theme inherent within their stories-gratitude and recognition in to how serving as an Associate Editor for *The Diversity Factor* shaped a part of their professional identity and commitment to enhancing ethnic and racial diversity.

LETTER FROM THE EDITOR continued from page 4

Last, but not least, gratitude and many thanks are to be given to all of our Associate Editors who have provided excellent service to the profession of Counseling Psychology and SERD over the past two years! Their hard work is revealing of their character as an individual, and as an expression of the guidance given to them by our out-going Co-Editor Dr. Pius Nyutu. Pius has provided excellence leadership, encouragement, and wisdom during his tenure as the Co-Editor. His leadership in this position has been vital to the ongoing ability for *The Diversity Factor* to remain an integral component to addressing racial and diversity issues. As I begin my stint as a Co-Editor, I hope to continue his legacy through the wisdom and knowledge he has provided to me as an Associate Editor.

Happy reading!

Steven Roring, Ph.D.



//// SERD ANNUAL REPORT ////

ACTIVITIES SO FAR

Dr. Ezemenari M. Obasi is completing his service as SERD *Chairperson* and Dr. Thomandra Sam will be the SERD *Chairperson* beginning August 2013. Dr. David Good-Cross began his first term as the SERD *Secretary* and Dr. Sheila Henderson is completing her last term as the SERD *Treasurer*. Dr. Pius Nyutu is completing his service as the *Editor* of the SERD Newsletter: *The Diversity Factor*. Dr. Steven Roring will be the next *Editor of The Diversity Factor*. Dr. Obasi is continuing in his role as the SERD *Webmaster*. Drs. Justin Gibson and Riddhi Sandil are completing their last term as the SERD *Award Committee Co-Chairs*. Jasmin Llamas is completing her last term as SERD *Student Representative*. Dr. Delishia M. Pittman completed her last term as SERD *Student Representative* and began her first term as the *Chairperson of the SERD Programming Committee*.

At the APA Annual convention in Honolulu, HI (2012), SERD will be hosting a Business Meeting, Town Hall Meeting, and a Passport to Excellence where SERD members can interact with community elders and trailblazers. Furthermore, SERD will be sponsoring a symposium that addresses models of success with Latino/a students in higher education. Finally, the SERD Programming Committee, led by Dr. Pittman, reviewed proposals for the Division 17 and CCPTP sponsored Student Poster Session that will be held at the APA 2013 convention. A total of 18 student proposals were reviewed and 7 were accepted. 100% of these student presenters have confirmed their intention to attend the convention and present their work.

Dr. Obasi has updated the SERD website to reflect the current state of SERD. To view the SERD website please visit <http://www.div17.org/SERD/>. *The Diversity Factor* and the SERD membership application are available on the SERD website. More recently, the SERD password to make changes to the website stopped working and Dr. Obasi is currently looking into getting this resolved so current updates can be uploaded.

The SERD Board has held several conference calls to address SERD action items. SERD has a long history of addressing issues related to diversity and social justice. Given this, the SERD membership consists of many pioneers who have positively impacted Division 17 specifically and APA broadly. SERD will continue to facilitate an intergenerational dialogue between students, early career psychologists, and long-time SERD members. This objective will be met in part with the Town Hall Meeting and Passport to Excellence programming that will be held at APA.

Planned activities:

1. Hold elections for the Membership Coordinator, Treasurer, and Awards Committee, and Student Representatives.
2. Continue to develop standing committee activities to increase mentorship and involvement of all members and student affiliates.
3. Continue to increase overall membership and maintain accurate membership information.
4. Publish two Newsletters (Winter and Summer) each year.
5. Make calls and secure nomination for standing awards within SERD, the Society for Counseling Psychology, and APA.
6. Maintain and update the SERD website.
7. Continue to coordinate SERD activities at APA (e.g., business meeting, town hall meeting, social hour, student poster session, symposium, and awards recognition).

////// FEATURED EARLY CAREER PSYCHOLOGIST: DR. KIMBERLY TRAN**Teaching & Supervision Success: Diversity as a Core Ingredient**

Kimberly K. Tran, Ph.D., HSP-P, is an assistant professor in the Department of Psychology at Fayetteville State University in Fayetteville, North Carolina. Dr. Tran has been the recipient of the 2012-2013 College of Arts and Sciences Outstanding Teacher of the Year award as well as the Excellence in Teaching Award in the Department of Psychology for the both the 2011-2012 and 2012-2013 academic years. Her research is focused on racial/ethnic minority mental health, depression and suicide and she has authored several publications in this area. Dr. Tran is also a licensed psychologist and provides psychotherapy to veterans, military members and their families as a member of the Collaborative Institute for Interprofessional Education and Practice (CI-PEP). The CI-PEP is a U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA) grant supported partnership between the departments of Nursing, Social Work and Psychology.

Q1. Dr. Tran, can you briefly tell us about your own personal and professional development that has enabled you to work effectively as a supervisor and a culturally competent clinician?

As the foundation of our cultural competence often begins with our own social identities, my personal and professional worldview is influenced by my experiences as a multiethnic woman whose family has negotiated both socioeconomic challenges as well as instances of marginalization. This understanding and reflection of the meanings of my lived experiences is the product of the privilege of education and support I received from numerous academic and clinical mentors. It was through these critical relationships that I honed my passion for diversity and social justice into a commitment towards applied multicultural competence in teaching and clinical practice. This is the relational frame that I use when teaching/supervising students and working with clients. I believe that our ability to work effectively with individuals that have differing worldviews and experiences pivots on our dedication to work through the process of connecting to our empathy – which is often not a simple or linear activity. Therefore, my development is simultaneously constant and dynamic and involves not only empathy with others, but my understanding of the relationship with myself.

Q2. As a faculty at a HBCU, are there some unique factors that are important to incorporate in supervision unlike other type of supervision settings?

Absolutely! A HBCU is by design a unique institution in itself. One of the first factors is addressing that there are actually a large number of individuals that are not even aware of the existence of HBCUs and therefore have no knowledge of its mission and approach to education. In addition to having

FEATURED EARLY CAREER PSYCHOLOGIST continued from page 7

students in classes/clinical supervision reflect on their own experiences at an HBCU, it is important that the students be encouraged to consider how they would communicate this perspective to others outside of the campus. Second, supervisees also have the unique experience of navigating their own personal identities in a "minority-majority" environment. For example, if a supervisee has an identity that is representative of the majority, what is it like for them to be a minority when they are on campus? Conversely, what is it like for a person who is described as a minority in the larger society to now be part of the majority group on campus? Ultimately, students in supervision need to reflect on how this process can influence their personal worldview and how it can manifest in the clinical space.

Q3. From your experience in training and now as a professional, are there some diversity issues that are difficult to discuss or likely to be avoided in clinical supervision?

From my perspective, diversity issues of any kind can be difficult to discuss and are often avoided in clinical supervision. It is the process of approaching and confronting that discomfort in an authentic manner that undergirds multiculturally competent supervision.

Q4. Do you have recommendations for how supervisors and faculty can improve trainees' understanding of multicultural factors in counseling?

In following the previous question, one of the most important factors in improving trainees'

understanding of diversity in the counseling space is not only scaffolding their discomfort, but having a willingness to honestly delve into our own. This involves not only a review of the knowledge base that supervisors have attained through academic endeavors, but a decision to engage in personal introspection and reflection. It is a balance between utilizing the "knowledge that we know is right" and accepting that "we often do and say what is wrong." Most importantly, we must engage in this process with the students that we are teaching and training while keeping their clients at the center.

Q5. Is there any other information you can provide to our readers that may be especially beneficial to supervisees and supervisors?

When it comes to understanding and addressing diversity in the counseling space, I share with supervisees that even though it can be a challenging and ambiguous process, I always have hope. The reason for this perspective is best explicated in the words of Vaclav Havel, "Hope is definitely not the same thing as optimism. It is not the conviction that something will turn out well, but the certainty that something makes sense, regardless of how it turns out."

**Thank you, Dr. Tran for your time and contribution.
We wish you well in your professional endeavors.**

//// HERE AND NOW ///

Self-Reliance: A Broken Social Equation by Douglas Knutson, Oklahoma State University

At the charter school where I work, there is a whiteboard outside of the Dean of Instruction's door with the open-ended statement, "Without constant encouragement..." Underneath this heading, another school official took the liberty of adding, "I will become more self-reliant." The latter official proudly attached his name to his addendum.

This friendly tete-a-tete appears rather harmless on the surface, until one considers the fact that our school services a population of students of whom 90% are on free and reduced lunch and more than 60% trace their heritage to Mexico. It is unknown exactly how many of these students have parents who immigrated to the U.S. illegally, but the number is significant. Students have had their parents deported in the past. In this context, such friendly banter between elite, affluent administrators has stronger implications.

Written from a position of power about an underprivileged population, the Dean's whiteboard represents a flawed equation that is (nevertheless) reflected across social and political media: self-efficacy is a standard human attribute that will be accessed in the absence of external support. Distilled even further, the statement might be phrased, "if a privileged white male can do it, anyone can."

Setting aside the fact that privilege is replete with implicit "constant encouragement" of its own, such social equations ignore illuminating discourses around constructs like Maslow's Hierarchy of Needs. "How," one might ask, "is a student who is hungry, inadequately clothed, and worried about deportation of his or her parents, to focus on self-aggrandizement?"

This thread of ideology is consistent with the backward-thinking lodged in political mandates that drug testing/screening should be a pre-requisite to public assistance, as if removing additional benefits from families in need will somehow resolve mental

health and substance abuse problems. Again, the removal of a benefit does not spontaneously give rise to self-reliance. In other words, less is not more after all in regard to need.

Nevertheless, what is to be said when marginalized individuals with limited resources are granted success in the public eye? How are such people characterized in the media? Again, we find flawed thought underpinning inverted social theories; a sort of warped, communally held, self-serving bias written large across visual and print media alike. Those who are successful, the media posits, are so by chance. They are the choice few lucky enough to rise above.



Such bias is two pronged and its conclusions give away its antagonistic focus. First, failure is taken to be the performance standard for minorities. If one does succeed, however, he or she must certainly have been aided by luck. The idea that a Latino child (for instance) could actually "become [white male] self-reliant" with strappingly few resources is simply out of the question, based on narratives in the media. It is no wonder that stories of minority achievements fit so well within the "shock and awe" framework demanded by popular media. This sort of achievement is unexpected.

After all this, one would do well to question any bit of media or political rhetoric that employs the sorts of faux logic outlined above. At very least, it can be said that the mandate for "self-reliance" is a false starting-point that must give way to larger questions such as, "What does one have to work with in the first place?"

In closing, it is worth mentioning that the Dean's whiteboard now displays one final addition. At the very bottom were added words attributed to Maslow, "Give people affection and security, and they will give affection in their feelings and their behavior." After all, it might be said, "Without constant encouragement... one may suffer yet another need."

Cultural Misunderstandings & Mental Health Services in the Black Community

by Shantel L. Powell, University at Albany-State University of New York

Black Americans are far less likely than their White counterparts to seek mental health services. Researchers have sought out possible explanations to understand this behavior, but the one explanation that resonates with my personal convictions, is the cultural misunderstandings surrounding mental health services within the Black community. Commonly held beliefs by Black Americans are “If I survived slavery, surely I can deal with any problem that comes my way,” or “I will just take my problems up to the Lord.” Although these beliefs can provide temporary relief to deep-seated issues, if these problems continue to go unaddressed, people will continue to suffer. As a person who grew up in a “God-fearing” household, I recognize the liberating power of religion for the voiceless, and oppressed. However, I have also seen the complacency that often times accompany those who are extremely religious. “God is in control” is their battle cry, and failure to act is their action, or lack thereof. These internal beliefs are often manifested in a variety of behaviors commonly seen within the Black community. Take for instance, the severely obese devoted churchgoer who deems it acceptable to eat an extra helping of fried chicken and mac and cheese, simply because if it was “God’s will” for them to die, it will happen regardless if they partake in a second helping. These practices are not only irresponsible, but also dangerous. As mental health providers, we must act as agents of change, but how do we make changes? Are changes possible? Why is it important to make changes?



First, all individuals irrespective of their race, creed, color, economic status, or sexual orientation should be entitled to equal access and knowledge of basic resources that allow them to actualize the tenets set forth by The Declaration of Independence: “Life, Liberty, and the pursuit of Happiness.” Nevertheless, the weeping and wailing of the poor often goes unheard by the larger society. I ask, are Blacks any less deserving of mental health services? Justice must be served by any means necessary, and we cannot rely on

the underserved to make these changes. The “pulling yourself up by your bootstraps” philosophy becomes null and void when it is applied to those who have historically and systematically gone without shoes.

To whom much is given, much is required. As mental health providers, we are given the power to advocate for change and to give voice to the voiceless. However, we must care about the well-being of all humankind and not just those people who look, think, and feel the way we do. It is up to us to recognize that there is a problem and once we have identified the problem, we need to ask the right questions that will help move us towards positive change. We should constantly seek to ask ourselves, “Who is responsible?” and “Who is willing to help?” As mental health professionals, we should not feel that it is beneath our education, qualifications, or prestige to form relationships with community stakeholders, particularly those found in the Black church. It is through these relationships that can begin to assess the needs and misunderstandings of individuals and communities. As mental health providers and researchers, we can allow this information to guide our research and practice. This will not only benefit the historically marginalized and disadvantaged, but also empower them to take control of their destiny. In closing, the key to social justice lies in our ability to care and collaborate with our neighbor, even when it profits us not. It is time to make a change and the change lies within all of us. So I ask, what will you do to ensure that all humanity has equal access to mental health services?

As always, I remain speaking the inconvenient truth.

PSYCHOLOGIST IN TRAINING

Dylan Vaughn

Associate Editor: Dianna Marisol González

My name is Dylan Vaughn and as of the fall of 2013 I will be a senior at Pacific University. As I finish my senior year, I will earn a bachelors of science in psychology with an emphasis in neuroscience. I am currently the vice president of psychology/Psi Chi at Pacific University and I am preparing for graduate school to earn a PhD in clinical psychology.

When I first started my undergraduate career at Pacific University, my plan was to remain aloof, study chemistry, and prepare for medical school. However, after taking introduction to psychology that plan quickly changed and I began a new direction. Pacific University is a small liberal arts school in the Pacific Northwest with psychology department dedicated to further establishing the study and practice of psychology. One of the core components of the psychology department is not just the professors, but also the students, and more specifically, the psychology club/Psi Chi.

After switching my major to psychology and loading my class schedule with psychology classes, I realized that I should become more involved with other psychology students and the department. For a mildly introverted person like me, it was difficult to take charge and start attending the psychology club/Psi Chi meetings, which were filled with upper level students and an eccentric, yet exceedingly gregarious faculty advisor. Nevertheless, I swallowed my pride, shook off the jitters, and went to my first club meeting. The meeting was outstanding, the other members were more than welcoming, and I

promptly became an active member in the small yet astute club. A few months into the club came the night of the Psi Chi induction, where I was inducted into the national honors society for psychology and received an award for being an outstanding member.

All was alive and well during that first year as a part of the psychology club/Psi Chi, but a substantial number of the club members were graduating and the need for new officers was upon the returning members. In an effort to live up to my award, I discussed my interest in running for president of the club the following year with the faculty advisor. A short conversation later, I decided to go for it, and although unopposed, there was a large interest among members for me to lead the group.

So here I was, taking 18-credits, a teacher's assistant, prepping to present posters for two conferences, and the president of psychology club/Psi Chi. In the beginning, I did not think too much of it or that it was going to be too much for me; however, in retrospect it was a challenge – to say the least! Alongside our new faculty advisor, Dr. Dawn Salgado, and the other officers of the club, we wanted to further the advancement of psychology club/Psi Chi at Pacific University by become a Psi Chi model chapter.

In the past, students have rarely supported the psychology club/Psi Chi chapter at Pacific University, and because of this, they rarely carried out any projects. However, in the past year, I have devoted countless hours to our chapter to revamp our club and honors society. We have gone from a group of four or five Psi Chi scholars that organize events on campus to a community of twenty-two scholars, which is the largest Psi Chi group in Pacific University's history. As president, I assisted in organizing over twenty-one projects on campus. These projects promoted service to the community and those in need; advances in student research, education, and outreach; the prosperity of Psi Chi on campus; and establishment of the integrity and practices of Psi Chi. For example, psychology club/Psi Chi at Pacific University brought speakers from local educational institutions to discuss the importance of graduate school and current research in psychology. In the past academic year, I have also lead and assisted with projects that promote gender equity; the advancement of psychology



DYLAN VAUGHN continued from page 11

and Psi Chi; and fundraising for Oregon Food Banks, NAMI of Oregon, and Transition Projects.

Furthermore, we established an annual graduate school seminar series that discussed quintessential knowledge for psychology scholars interested in pursuing graduate school. Topics included writing a curriculum vita; becoming a good applicant; deciding how, when, and where to attend graduate school; and writing a personal statement. A university professor and one or two psychology club/Psi Chi members hosted every talk within the series.

One of the largest contributions that I have made as a leader in psychology includes funding, supporting, and conducting research. Psychology club/Psi Chi at Pacific University assisted in funding students for two conferences this year, which included the Institute for the Study and Promotion of Race and Culture (ISPRC) and the Western Psychological Association (WPA). Furthermore, the support of conducting and presenting research at WPA lead two students to earn awards. Personally, I won a Psi Chi regional award and a third place award for international studies and my colleague earned an honorable mention award for poster presentations. Most importantly, this was the first conference for over ten psychology students from our university; they all attended with the majority presenting research for the first time.

Although I have made many accomplishments as president of psychology club/Psi Chi at Pacific University, it was not an easy task; it was something that took time, effort, and dedication. Furthermore, my achievements and the achievements of psychology club/Psi Chi are a product of every member involved. I cannot completely stress the importance and high regard that I hold for all members of our Psi Chi chapter. This past year has been one of the most productive years in quite some time, which was only possible because of the group. Leadership is not something that boils down to one individual; rather, I believe that it takes a bit of leadership from every member of the group to make the important accomplishments as we have made within our club.

My undergraduate career would not be as rewarding if not for taking that extra stride, stretching from my comfort zone, and taking a position as a leader at my university. The opportunities that have been accessible

to me would be nowhere near what I have experienced without being president of psychology club/Psi Chi. As a psychologist-in-training, being a leader is a quintessential trait to be gained. Professionally, I have learned many skills that I can use to further my education, better my experience in graduate school, and teach to others. I highly encourage all psychologists-in-training (undergraduate or graduate) and current, practicing psychologists to take on at least one leadership role within the next year; not only may it benefit your life, but you may have a positive impact on the lives of others.

Submissions to *The Diversity Factor* are welcome for any of the following sections:

Announcements/Achievements: (1) any relevant announcements, (e.g., new appointments, awards, available positions, promotions, etc.) and/or (2) information about upcoming events that will likely be of interest to SERD members.

Chronicles: Share a short story from your professional life as an educator, counselor, and/or researcher. Submissions should provide recommendations for students managing the journey of graduate school while acknowledging and managing their own cultural, racial, and ethnic biases – insight into how this could influence their work.

Cultural Expressions: Cultural Expressions is seeking your brief reviews of movies, books, television shows, YouTube clips, plays, music, and other art or media forms that creatively or educationally speak to racial/ethnic diversity.

Here & Now: This column focuses on current events around any of these topics and how they relate, interact, and intersect with issues of ethnicity, race, and racism: the media's coverage of the benefits of psychotherapy; the media's coverage of the impact of universal healthcare on mental health clinicians' use of evidence-based practice; or social justice efforts that can be used to educate the media about multiculturally diverse individuals.

Mosaic: This column focuses on teaching and supervision in counseling psychology. We encourage submissions that discuss how issues of diversity are addressed by clinical supervisors and faculty.

Psychologists-in-Training: This column includes articles that highlight professional psychological activities conducted by psychologist-in-training. Other writing related to psychologists-in-training are always welcomed.

Up Close & Personal: This column is an opportunity for a student to interview a professional or researcher who may be of interest to the other SERD members. We're interested in submissions that involve interviews with people who might be creating change in our field either at the micro or macro level.

■■■■ CULTURAL EXPRESSIONS ■■■■**Associate Editor: Karen Kegel, MA****42: Crossing Color Lines and Breaking Barriers in the Fight for Diversity and Inclusion**

By: Vanessa R. Laurent, M.A., Western Michigan University

42 tells the story of Jackie Robinson (played by Chadwick Boseman), the first African American player to enter professional baseball and break the color line by signing to the Brooklyn Dodgers in 1946. The film portrays the separate America of the 1940s and 50s lived by people of color. The subjugation of African American persons to second-class citizenship and segregation was accurately depicted in every arena, including baseball, where White players were permitted to compete in Major League Baseball and Black players were relegated to the Negro League. That is, until Brooklyn Dodgers owner Branch Rickey (played by Harrison Ford) makes the decision that it is time to desegregate baseball. Whether the motivation was altruistic in nature or driven by his desire to make money is uncertain; however, what is known is that the decision would forever change the sport of baseball.

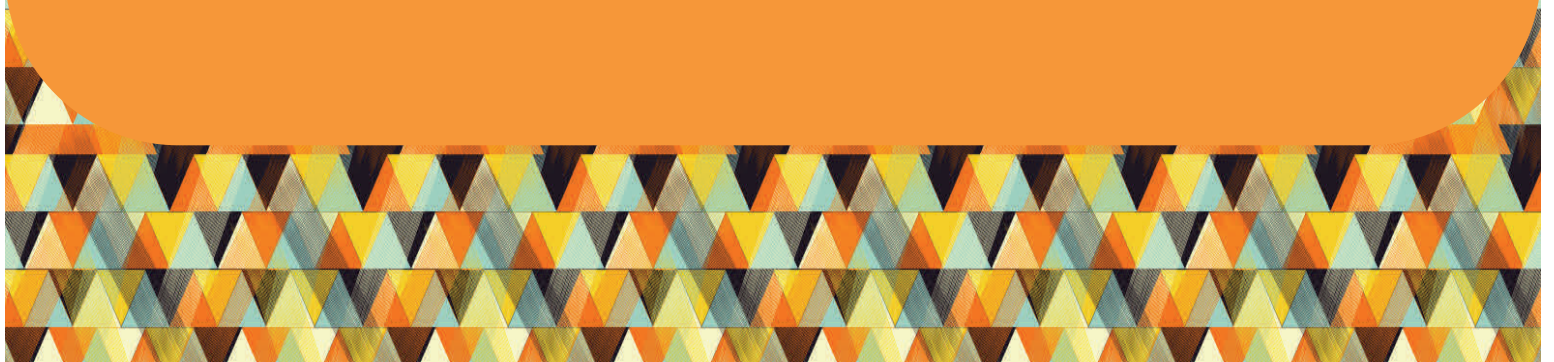
It takes the Dodgers nearly a year to find a candidate that is equipped to deal with the hate and intolerance of being the first Black player in the league, but their search culminates with the addition of Jackie Robinson to the team. While chronicling Robinson's journey from the tryouts with the Montreal Royals to his eventual signing with the Dodgers, viewers are privy to the numerous obstacles Robinson encounters based solely on the color of his skin. Throughout the Dodgers' Spring training season in Florida, Robinson and his wife must stay with other African American families because they are unwelcome at area hotels. Not only does Robinson face obstacles in the Florida community (e.g., being chased by a mob and forced to flee during the middle of the night), but he must also endure microaggressions from his teammates. After Robinson's signing to the Dodgers, the majority of players sign a petition stating that they refuse to play alongside a Black man. As Robinson begins to win games, the majority of the team begins to slowly accept the idea of playing alongside a Black man.

The racial milieu of the late 40s and early 50s is evident throughout the film. In one scene, a White father and son are enjoying the ballgame until Robinson enters the stadium. The father proceeds to shout racial slurs and repeatedly call Robinson the N-word. Although initially confused, the son follows in his father's footsteps and shouts the N-word.

In summary, 42 transcends sports as the story of a man who took a stance against racism and displayed dauntless courage by breaking the color barrier. The film falls short in producing the necessary sting to remind us that racism is still in existence today. However, overall, it is able to successfully capture the plight of African American individuals post-Jim Crow. This film is a must-see for psychologists and graduate students and also can be used as a pedagogical tool to teach multiculturalism (see the Mosaic column in this issue for more information).

References

Tull, T., (Producer) & Helgeland, B. (Director). (2013). 42 [Motion picture]. United States: Warner Bros & Legendary Pictures.



Review: The Mindy Project

By: Kavitha Dharmalingam, M.A., University of Nebraska-Lincoln

It is not often that a woman of color is the protagonist of a popular television show, much less a woman of Indian descent. Mindy Kaling's new television comedy, "The Mindy Project," is a refreshing and light-hearted glimpse into the life of Dr. Mindy Lahiri, an obstetrician/gynecologist and daughter of Indian immigrants. The show features Mindy attempting to navigate the perils of finding love and commitment, establishing herself as a worthy partner in a private practice jointly run with two White men, and figuring out her general perspective on living life to its fullest.

In American television and movies, Indian Americans have long been portrayed as mini-mart owners with thick accents who are utilized for comedic effect. Once in a while, Indian Americans play sidekicks or best friends of the protagonist. Basically, Indian Americans in television have often been defined by the many stereotypes that guide society's perceptions of Indian culture. The Mindy Project portrays a woman who is a far cry from a mini-mart owner and would not, under any circumstances, be described as a sidekick. In fact, Mindy does not fit many of the stereotypes that exist about Indians, besides perhaps being a successful medical doctor. Mindy is conveyed as an opinionated, quirky, and independent woman who defines her own sense of self, values, and relationships as season one progresses.

Mindy's character dances a fine line between adorable and self-absorbed, down-to-earth and flighty. For example, in the pilot episode, she attempts to ignore a call from a 10 year-old boy whose immigrant mother is in labor just so she can continue on a seemingly successful date—because it's just that impossible to find a smart, handsome, professional man in your thirties. In the end, she leaves the date abruptly to attend to the birth of the child in a heroic scene fittingly set to British Sri Lankan artist M.I.A's song, "Bad Girls." The audience can expect to vacillate between feelings of annoyance and endearment toward this lovable and big-hearted leading lady. For in reality, Mindy is a slightly immature, yet surprisingly resilient, 31 year old who has not yet abandoned an idyllic vision for her life straight out of a romantic comedy.

Having a young Indian American woman as a central character is definitely a major departure from American television norms. However, there are relatively few moments in the show when Mindy's cultural background becomes relevant. Aside from some brief, superficial references to her ethnicity or culture such as, "It's a scientific fact that Black guys love Indian girls" and Mindy's futile attempt to make saag paneer when her little brother is in town, Mindy's "Indian-ness" really isn't a huge factor in this show. When Mindy talks about names for her future children, she rattles off an assortment of unique, westernized names: "Jayden, Madison, Bree, and Piper." In fact, there are even moments when Mindy seems repelled by all things Indian. In the episode "Thanksgiving," Mindy stands next to a globe and says, "The Earth, where should I move next?" When her finger lands on India, she disgustingly proclaims, "Oh God! Do over!" While likely inserted for its comedic value, instances like this leave the viewer wondering whether creator Mindy Kaling truly did not find the lead character's culture relevant in this show comprised of an otherwise all-White cast. The question also comes up whether emphasizing culture would have led to lower ratings of the show. Must a main character be completely "Westernized" in order for the show to become a primetime success? Or is the absence of a more nuanced perspective of culture an intentional choice by Kaling?

Mindy's dating life is a prime example of where the audience might expect culture to emerge a bit more significantly, as cross-cultural relationships often present a hotbed of topics for discussion (e.g., faith, food, family, values, and how to raise children). Throughout the first season of the show, Mindy only has relationships—both casual and serious—with White men. Near the end of the season, Mindy starts dating an outgoing and charismatic minister, Casey. This romance is the only one in which culture becomes a factor, as Casey initially refuses to date Mindy due to some of their differing intrinsic values. In the episode "Triathlon," Casey asks Mindy to convert to Christianity because he always envisioned marrying a Christian woman. Mindy contemplates his request and ends up refusing, but her reaction initially appears inauthentic and artificial. Instead of any type of internal contemplation regarding her Hindu faith, Mindy hosts an overstated Bible study and asks all her colleagues if she should convert. When a few of her colleagues tell her they have been wanting her to convert for some time, Mindy appears flattered rather than standing up for her own faith and identity.

There are pros and cons related to the low number of references to Indian culture on the show, whether the omission was intentional or imposed. On the one hand, it's encouraging to finally see a popular television show starring an Indian American character unrestricted by the confines of antiquated stereotypes. On the other hand, it seems almost irresponsible to take a color-blind approach to Mindy's cultural heritage. All in all, Kaling makes a bold move by literally ripping her protagonist away from most characteristics that have been thrust upon Indian Americans since they started appearing in mainstream television. It is a step in the right direction for Indian American audiences to finally see a dynamic, multi-dimensional character on television who looks like them. Kaling may have wanted to take baby steps in introducing an Indian American star into mainstream television and therefore did not create a character so immersed in her culture that she became unrecognizable to anyone who could not relate. Consequently, that move may leave viewers who can relate to Mindy's cultural background wondering why her perspectives on many issues seem to align more with the dominant cultural group. Perhaps in the end, the whole point of Kaling's creation was to showcase a character who provided audiences with a humorous outlet, who was not trying to be a token for a culture comprised of billions of people, and who ultimately was not obliged to convey any specific definition of "Indian."



MOSAIC

Associate Editor: Ijeoma Ezeofor

42 The True Story of an American Legend: Cinematic Discourse as a Pedagogical Tool for Multicultural Training

By: Ricky J. Pope, MA, and Vanessa R. Laurent, MA, Western Michigan University

Counseling psychology has seen various attempts at conducting difficult dialogue about multicultural issues. Different scholars and institutions have advanced the use of contemporary film to actively engage students in such dialogues. The authors emphasize the use of community discourse, such as film, as a pedagogical tool to facilitate growth and understanding of multicultural factors in counseling psychology students. The film 42 is used as a case example of how film can be incorporated into the teaching curriculum. The authors offer examples of the type of discussion questions and learning activities that faculty can choose to include in their group discussions.

Over the past two decades, multicultural advocates in counseling psychology have expanded their knowledge of and lobbied for the implementation of more culturally responsive research methods, clinical practices, and professional training strategies (Sue & Sue, 2003). However, even as the crowned leader of multiculturalism, counseling psychology continues to struggle with addressing the current manifestation of race and racism (Neville & Carter, 2005). These subjects

The APA (2012) task force report titled, *Dual Pathways to a Better America: Preventing Discrimination and Promoting Diversity*, suggests that the creative use of media can be an effective means to promote diversity and social inclusion.

are often difficult to discuss or are entirely avoided in the classroom. To combat inherent difficulties and deficiencies of training as well as to provide an overall understanding of diversity and its impact on the mental health profession, the American Psychological Association (APA) convened a task force. The APA (2012) task force report titled, *Dual Pathways to a Better America: Preventing Discrimination and Promoting Diversity*, suggests that the creative use of media can be an effective means to promote diversity and social inclusion.

To facilitate such difficult dialogue, the authors advocate the use of contemporary film as a pedagogical tool. In particular, the release of Warner Brother's Jackie Robinson biopic, 42, offers faculty and students a prime opportunity to engage in critical discourse about the nature of race in

America. The film has the ability to euphemize racism into a workable dialogue of wide-screen images. 42 tells the story of Jackie Robinson, the first African-American player to enter professional baseball and break the color line in baseball by signing to the Brooklyn Dodgers in 1946.

The film portrays the separate America of the 1940's and 50's lived by people of color. The subjugation of African Americans to second class citizenship and segregation were accurately depicted in every arena, including baseball, where White players were permitted to compete in Major League Baseball (MLB) and Black players were relegated to the Negro League (see Laurent, 2013 for film review, this issue). Overall, the film demonstrates multiple levels of



racism and depicts how microaggressions may affect group dynamics.

Racial microaggressions can be defined as "brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group" (Sue, et al., 2007, p. 273). The interaction in the locker room between Jackie Robinson and Dodger teammates demonstrate the cumulative effects of the daily slights. Then, in one of the most noteworthy scenes of the movie, Philadelphia Phillies manager Ben Chapman spews racial epithets at Robinson as he gets ready to bat. This scene is a perfect illustration of a microassault. According to Sue (2003) racial microassaults are explicit racial derogations characterized primarily by violent verbal or nonverbal attacks meant to hurt the intended victim through name calling, avoidant behavior, or purposeful discriminatory actions. The pain and anguish of the situation is visible on Robinson's face, yet he is forced to maintain his composure and perform at a superior level. In spite of steadfast support and encouragement from his wife and Black fans, Robinson is plagued with the understanding that to be accepted by the dominant culture he must be "superhuman," avoid any infractions (i.e. to fight back, to show anger or fear), and strive to be an unblemished exemplar of the Black race. One scene from the film that demonstrates the above point is the conversation between Robinson and Branch Rickey:

Jackie Robinson: "You want a player who doesn't have the guts to fight back?"

Branch Rickey: "No. I want a player who's got the guts not to fight back."

Jackie Robinson: "You give me a uniform, you give me a number on my back, I'll give you the guts."

Critical Consciousness: Framing the Discussion

The movie demonstrates a wide range of responses to the practice of racism as some characters participate consciously and unconsciously while others choose to stand against racism and embrace

what Robinson and the Dodger organization are attempting to accomplish. Multiple scenes engender discussion and critical thinking when used as a topic for a classroom assignment or group discussion. For instance, the little boy sitting in the stands with his father who heckled Jackie Robison provides an illustrative example of the intergenerational transmission of values and beliefs. This may be a critical discussion point for counseling trainees to reflect on values they hold which may have been passed down from their families of origin. A key question that students should ponder after watching the film and participating in classroom discussion is, how will their values serve them in the counseling profession? We do not believe that this is an easy question to answer but questions such as this, as well as those provided in the appendix, may be additional tools to aid in facilitating professional growth of counseling students.

...Robinson is plagued with the understanding that to be accepted by the dominant culture he must be "superhuman," avoid any infractions (i.e. to fight back, to show anger or fear)...

Incorporating discussion of political clips, film, and current events into coursework is a pedagogical strategy that may facilitate the critical thinking and perspective taking ability of counseling trainees (Pope, 2013). Expanding the range of student's critical thinking and critical consciousness is significant in their ability to understand policies and conditions that maintain injustice, while developing self-awareness through a process of self-examination may lead to a personal and professional commitment to change (Vera & Speight, 2003). The film 42 can be one such tool for professors and lecturers who teach multicultural psychology or integrate and infuse topics of race into their curricula as it captures a piece of American history while demonstrating various forms of racism and microaggressions. According to Sammons &



Speight (2008) instructors should consider a wide range of teaching modalities as students participating in counseling courses reported interactive, didactic, and reflective activities were linked to personal change. This activity meets criteria for effective instruction practices as outlined by Malott (2010) as it can (a) be used in combination with existing multicultural theory, (b) expose students to distinctive cultural practices in U.S. history, (c) raise discussion questions that would provide students the opportunity to reflect on their own biases and racial identity, and (d) offer students the chance to conduct a case conceptualization of Jackie Robison. For example, how would a student help him to cope with daily microaggressions?

We recommend the film 42 and have included discussion questions to be used in conjunction with a developed curriculum facilitated by an instructor who is aware of his or her own biases and comfortable with leading difficult dialogues on race and social inequities.

Discussion Questions

1. What were your overall reactions to the film?
2. Recall a time when you first joined a new organization, job, or department. What was this transition like for you?
3. How are transitions impacted by difference and who breaks these barriers in your organization or department?
4. What are some ways you could identify and differentiate between systemic racism, overt racism, covert racism and the different levels of microaggressions?
5. How did Jackie Robison cope with the racism and microaggressions?
6. What was healthy about Robinson's coping strategy?

7. What was unhealthy about Robinson's coping strategy?
8. If Jackie Robison was your client and wanted to talk about his difficulty and work how would respond?
9. How do you deal with racism in a counseling session?



Ricky Pope, M.A. is a third year doctoral student in the counseling psychology program at Western Michigan University. He received his B.S. in criminal justice from San Diego State University and M.A. in education from San Diego State's Community Based Block Program. His interest areas involve critical considerations of racism and equity in K-12 education, in professional training, and in the wider area of community discourse. He also is interested in research and other scholarly pursuits that promote the health and welfare of African American adolescents and young men.



Vanessa Laurent, M.A. is a third year doctoral student in the counseling psychology program at Western Michigan University. She received her B.A. in Psychology from St. John's University, and M.A. in Psychology from Southern Connecticut State University. Vanessa's research interests include exploration of systemic racism in the paradigms of education and psychology as well as examining the effects of race and class on the psychological wellbeing of individuals, families, and communities. She is also interested in understanding psychological resilience in socially marginalized people and survivors of childhood trauma.



About the Associate Editor

Ijeoma Ezeofor, MA is a doctoral student in the Counseling Psychology program at the University of Maryland, College Park. She completed her Master's in Psychology from New York University. Her research interests include understanding the factors related to well-being and satisfaction, particularly among immigrants and New Americans of African descent. She has joined the Editorial Team as the Associate Editor for the Mosaic section starting with this edition.

Message from the Outgoing Editorial Team

Pius Nyutu, PhD., Co-Editor

As our term of service as the editorial team comes to an end with this edition, I asked the team members to share some reflections about their experience with the newsletter, participating in SERD, and also in diversity work in general. Before you read their reflections below, I would like to thank them for their roles in ensuring each edition was well prepared and disseminated in time according to the objectives of the section. The editorial team consists of volunteers from the SERD membership, many of whom are graduate students. They dedicate a lot of their time to the newsletter including preparing the call for submissions for their respective sections/columns, receiving the articles, reviewing and consulting with authors for revisions, and finally submitting the final drafts to the editor. One of the associate editors helps with putting all the submissions together in a layout, and another one helps in developing the design for the final format that you receive. All these take a span of 3-4 months for each of the two editions each year.

As the editor, I have really enjoyed the assistance and commitment of the each editorial team member. I know it takes more than just waiting for submissions, as most often they have to take an active role in seeking and encouraging potential authors to write. Sometimes, this is successful and sometimes not, but the associates still hold their heads high and remain optimistic. It is my hope that they have not only learned from the experience, but also gained additional knowledge and skills in promoting issues of diversity and especially in the area of race and ethnicity.

For my part, I appreciate having been provided with this chance to serve as the editor. The experience has been valuable personally and professionally. I have especially learned to be open-minded and restrained, especially when called to make decisions on whether to include material or information that may be thought controversial and has the potential to provoke negative reactions. My position has been that every contributor is important and has something relevant to contribute, and for us to engage in difficult dialogues in the area of diversity, we must be tolerant and scale down curbing as this newsletter is aimed at free exchange of information.

I would like to acknowledge the support that the SERD officers have provided all along, especially Dr. Ezemenari Obase from the chair's seat, and Dr. Thomandra Sam whom I worked with initially as a co-editor. I welcome Dr. Steven Roring who is the editor-elect and is taking over as the editor. He brings with him a lot of experience with the newsletter having served as the associate editor for the Here and Now column.

I encourage our dear readers to consider serving in the editorial team as we need a new team of associate editors. If you are interested, please let Dr. Roring know. We especially encourage graduate students and those in the clinical practice area to apply for these positions. The newsletter will also need a co-editor, so if you are interested, please contact Dr. Thomandra Sam who is the new SERD Chair. If you are not able to serve as an officer or in the team, think of contributing by submitting an article, news item, briefs about your work and programs, or any other information relevant to promotion of racial and ethnic diversity to a future edition.

Lastly, enjoy reading the reflections of the rest of our team below, and we look forward to hearing from you. Although our term has come to an end, let us continue connecting at the newsletter's Facebook page The Diversity Factor.

Steven Roring, PhD: Here and Now

When asked to submit an article about my experience as an Associate for The Diversity Factor my immediate reaction was...wow! It is hard to believe I have been serving The Diversity Factor for almost two years. I can still recall seeing the opportunity to become an Associate Editor, as well as the phone call with a Co-Editor after submitting my vita and interest in becoming an Associate Editor. Needless to say, I was stoked from the outset to fill the shoes of this position because of my interests in learning more about the intersection between race, ethnicity, and aspects of the media. I thought long and hard about my interests for the section, and soon realized that although there has been media implications for race and ethnicity for some time in society. It was not until the end of my tenure that I became to believe in the importance of continuing to explore these areas considering the recent developments in the story of Paula Deen. These events continue to reinforce the need for further exploration into the role the media plays with ethnicity and race. My experience as an Associate Editor was everything I had expected, and more. I have been able to collaborate with a

Message from the Outgoing Editorial Team

number of researchers, scholars, and students in my endeavor to help others learn more about factors related to race, ethnicity, and the media.

There have been some collaboration with authors who were not merely submitting their thoughts and opinions about certain topics; rather, it was an opportunity for them to engage in introspection about their values, morals, and training they experienced during graduate school. It was easy to see how much depth and reflection that some graduate students contributed into their submissions, as well as some of the emotional undertones inherent within their writing. Although these emotions may not have explicitly been stated, one can help but wonder the amount of blood, sweat, and tears poured into some of the submissions I received.

Many authors with whom I worked as an Associate Editor were able to comment on the catharsis they experienced. Some authors noted experiencing relief, accomplishment, as well wonder as to whether or not they provided a sufficient submission for publication in a newsletter. After much thought and correspondence, they eventually provided feedback that the editing process helped them to refine their work and to become better acquainted with the effort that is necessary to provide a contribution to The Diversity Factor. For example, one student continuously commented they were "not worthy of submitting a response because I am a horrible writer". This individual eventually provided one of the best submissions to my section, in my opinion.

Now that I have talked in-depth about some of the authors in which I collaborated, I'm left asking myself....what about me? Throughout this process, I continuously wondered about how the submissions I received impacted how I conceptualized myself as a racial being. It was not hard for me to examine my own assumptions, beliefs, and values about race-I did not have to travel too far because of my understanding of White Privilege. Many individuals struggle with this aspect of multiculturalism, possibly because of a refusal to accept White Privilege or not ever being exposed to situations in which they feel the need to truly examine themselves as a White individual. I can only hope that others will also come to embrace their racial identity.

Overall, I have greatly enjoyed my tenure as an Associate Editor. I was very fortunate to have Co-Editors to guide me and provide suggestions over the course of the past two years. They have been nothing but supportive and encouraging to me as a developing editor in the field of ethnicity and race. I am excited to continue serving SERD by starting my tenure as a Co-Editor. I have had great leadership, and am now eager to offer to others what has been given to me!

Karen Kegel: Cultural Expression

I've had a wonderful experience serving as an associate editor of the Cultural Expressions column these past two years. Balancing academic learning around diversity with more personal involvements has always been important to me. Thanks to my work with The Diversity Factor, I was able to stay current with culturally meaningful arts and media—a great way of stepping outside my graduate student bubble on a regular basis.

Exchanges with contributing authors further enriched my experience. It was fascinating to both discuss representations of race/ethnicity in the media and help to cultivate such representations in the form of inspired, enlightening arts reviews. SERD also has stretched and deepened my professional identity. The process of recruiting submissions led me to feel more connected with Division 17 at large and with related associations. For instance, as a first-time convention attendee, I felt empowered to network at APA 2012 in my role as content manager seeking writers passionate about diversity and the arts.

As much as I was happily autonomous as an associate editor, I was supported by an entire newsletter team just an email or phone call away if I needed guidance. So, I would like to thank Dr. Pius Nyutu, Dr. Steven Roring, Dr. Thomandra Sam, Jasmin Llamas, and fellow associate editors who shaped such a positive editorial atmosphere. For anyone interested in serving as an associate editor this coming term, I would encourage you wholeheartedly!

Cara Maffini: Up, Close, & Personal

I have been the associate editor for Up, Close, & Personal column, which provides a great opportunity for graduate

Message from the Outgoing Editorial Team

students to interview a counseling psychologist, particularly someone who is passionate about issues related to diversity. I was drawn to this column after having a positive experience interviewing a professor I admire, Dr. Christine Yeh. I benefited from her insights about the field, research, advice, and appreciated how personable she was. That interview experience stuck with me years later and I wanted to encourage others to have similar experiences. As an associate editor for this column, I have enjoyed connecting with graduate students at different institutions. I have also enjoyed encouraging colleagues to seize this opportunity and reach out to professionals they admire, respect, and may wish to emulate. I always enjoy reading the work submitted as I learn something new from each column. I particularly enjoy getting to know more about the dynamic lives of counseling psychologists, reading about their life outside of work, what led them to their area of interest, and the words of wisdom for graduate students in our field. I am grateful that SERD offers this opportunity. I encourage other graduate students to use this chance to network with researchers and practitioners in counseling psychology.

Dianna Marisol González: Professionals-in-Training Section

My first experience with The Diversity Factor was submitting an article for the spring 2011 newsletter edition titled, Bilingual (Spanish-English) Grassroots Peer Consultation Group: Compartiendo nuestras experiencias como psicólogas en entrenamiento bilingüe. Sharing our experiences as bilingual psychologists-in-training. Finding a space that encouraged us to share an important aspect of our personal and professional identity was very meaningful. For the past two years I have served as the associate editor of the Professionals-in-Training section. In this position, I have solicited articles on topics that I believed were salient to graduate students: social justice, leadership, and bilingual counseling. I have also been fortunate to meet graduate students and faculty committed to diversity as an associate editor. I appreciate having been part of a collaborative and passionate community that made up The Diversity Factor. I hope that you consider nominating someone and/or yourself when the call for nominations is made.

Jasmín Llamas: Editorial Administrator

One of my first professional service experiences in graduate school was through SERD. I started as an Associate Editor doing the Announcements and Achievements for the Newsletter in 2009. I served in this position for two years before shifting roles to the Editorial Administrator. I have so enjoyed working with other students and learning about all the great achievements and work going on among our members. Since getting involved in SERD, I have served in varying capacities within SERD, Division 17, and APAGS. I encourage all students to find ways to become involved in professional service, as I have received so much serving as an editor.

Hartini Abdul-Rahman: Layout and Design

My involvement in SERD and The Diversity Factor began two years ago by chance when a friend forwarded an invitation email containing the call for volunteers for Associate Editors in summer of 2011. That year was special, as I reached a significant progress in my academic journey and was looking for avenues to channel my creativity and getting involved in professional service outside the bounds of my graduate program and university. The position as an associate editor of Layout and Design was perfect and timely.

During my two-year appointment, I have studied and experimented with several designs, typefaces, and colors with the goal of improving readability and gain visual interest towards the newsletter. Through consultation with the editors, we've introduced a new color scheme in the TDF Winter 2012 edition to reflect diversity of elements and attract the diverse avid readers of The Diversity Factor. My next to-do list is to continue with the improvements and develop future versions that will be easier to read off a computer screen and minimize computer fatigue. Your feedback and suggestions are very much appreciated. All in all, I hope that through this small role, I have helped the editorial team make an impact and contribute to SERD and the field.

Through this position, I have the opportunity to create new connections and become exposed to more personalities of psychology, while keeping myself updated with current affairs in diversity work. The best part: Getting to read all the awesome creative work of others before its published!

I hope to continue serving for TDF and looking forward to work with the fabulous team for the upcoming term.

NEWS AND ANNOUNCEMENTS

SERD Awards

Congratulations to the following SERD awardees:

Dr. Janie Pinterits	2013 SERD Outstanding Service Award
Dr. Munyi Shea	2013 SERD Outstanding Contribution to Scholarship on Race and Ethnicity Award
Jasmin Llamas	2013 SERD Student Award

SERD APA Events

SERD Business Meeting is scheduled for Wednesday, July 31, between 9am-10am at the Waikiki Beach Marriott Resort & Spa in Salon 2.

SERD Passport to Excellence is scheduled for Wednesday, July 31, between 10am-11am at the Waikiki Beach Marriott Resort & Spa in Salon 2.

SERD Town Hall Meeting is scheduled for Saturday, August 3, between 9am-10am at the Waikiki Beach Marriott Resort & Spa in Salon C.

SERD Open Positions

Treasurer:

The treasurer will serve a two-year term from Fall 2013 to Fall 2015. The primary responsibility of the treasurer is to collect dues and manage SERD related expenditures (awards, plaques, receptions, etc.). The treasurer will also work closely with the membership chair to keep an accurate assessment of the SERD membership. Finally, the treasurer will generate semi-annual budget reports.

Membership Chair:

The membership chair will serve a two-year term from Fall 2013 to Fall 2015. The membership chair is responsible for processing member applications and maintaining the membership database. The membership chair may also help recruit and promote SERD at SERD events, develop SERD promotional materials, and provide an update on membership in the SERD newsletter. Lastly the membership chair will also provide an annual report on membership at the SERD board meeting.

Newsletter Co-Editor:

The newsletter co-editor will serve a two-year term from Fall 2013 to Fall 2015. Produce biannual newsletters (Winter and Summer) for the SERD community that allow for members to contribute to the newsletter and to communicate to other sections within Division 17. The production includes the call for submission, coordinating the editorial team, reviewing and approving the submissions, preparing the final draft and inserting on template, and disseminating the newsletter.

Awards Committee Members (Appointed)

2 positions available

Award committee members serve a 2-year term from Fall 2013 to Fall 2015. Members are primarily responsible for coordinating award solicitation and review process. General responsibilities include establishing a submission deadline, soliciting reviewers and coordinating review process, disseminating information about SERD awards, notifying applicants of the results, working with the plaque company to create award plaque, attending APA to present summary of the committee's activities and present the awards. In this position, members are also responsible for contacting the webmaster to update the SERD website with award winner information and due dates for the following year.

Student Representative (Appointed)

2 positions available

Student representatives will serve a two-year term from Fall 2013 to Fall 2015. Student representatives are primarily responsible for providing student input into SERD programming and initiatives. They also will serve as the SERD liaison to Division 17's SAG and APA's APAGS.

HOSTED BY

Section on Ethnic and Racial Diversity

Society of Counseling Psychology (Division 17)

Business Meeting
Wednesday, July 31
9am—10am
Marriott Resort Salon 2

SERD Networking Hour
Wednesday, July 31
10am—11am
Marriott Resort Salon 2

SERD Symposium
Wednesday, July 31
12 noon—1pm
Convention Center, Level 3

Town Hall Meeting
Saturday, August 3
Marriott Resort Salon C
9am—10am

SERD Symposium:

Latina/o Students in Higher Education—Support for Their Success

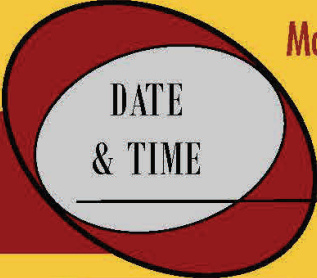
Town Hall Meeting:

Recent Racial-Ethnic Events & the Impact on Communities of Color



Section on Ethnic and Racial Diversity
Society of Counseling Psychology (Division 17)

Perspectives on Recent Ethno-racial Events & the Impact on Communities of Color



Marriott Resort, Salon C
Saturday, 8/3/2013
9 am — 10am

This event will include a panel of senior and early career psychologists as well as graduate students. This session will provide reflections on some recent events such as the Trayvon Martin murder, the Supreme Court Voting Rights Act ruling. Participants will reflect on how these events may depict modern-day racism and oppression in America and the impact of these events on our work and our community.



<http://www.div17.org/SERD/>