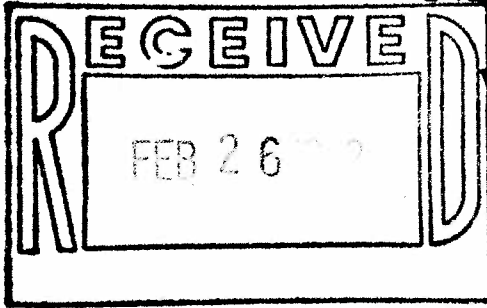


SOCIETY OF INDIAN PSYCHOLOGISTS

NEWSLETTER



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STATEMENT OF AIMS AND OBJECTIVES

The aims and purposes of the Society of Indian Psychologists includes but is not limited to the operation of a national body organized for non-profit, charitable, and professional purposes; to provide an organization for Indian and Native peoples who are vitally concerned with improving the mental well-being of their people; to create, through an exchange of skills, experience and experiences, opportunities for career development, positive inter-racial and intra-personal relationships, and general personal enhancement of Indian and Native peoples; to stimulate and promote research and further development of counselling and psychological interventions for the purpose of enlightening Indian/Native and non-Indian professionals concerned with the development and welfare of Indian and Native peoples; to encourage all Indian and Native peoples to become involved in improving the quality of their lives.

MEMBERSHIP

Anyone wishing to join the Society of Indian Psychologists should contact the president for application forms and further information about the association.

SOCIETY OF INDIAN PSYCHOLOGISTS EXECUTIVE COMMITTEE (1987-88)

President:	Dr. T. LaFramboise	Stanford University School of Education Stanford, CA 94305
Past-President:	Dr. A. W. Blue	Brandon University Department of Native Studies Brandon, Man. R7A 6A9
Treasurer:	D. Bigfoot	University of Oklahoma College of Education Norman, Oklahoma 73019

COMMENTARY

Sexual Abuse of Indian Children Almost Unnoticed

Glenn W. Humphrey¹
Harlem Hospital Center

In the Spring of 1984 it was difficult to pick up any newspaper without finding some reference to the Manhattan Beach/McMartin Preschool child molestation incident. Some 100 youngsters were allegedly molested and sexually exploited in one way or another. Television and magazines had brought the "Hidden Epidemic" (Watson, Lubenow, Greenberg, King & Junkin, 1984, May 14, pp. 30-36) into America's homes. News of one community's misfortune and anguish was spread to anxious parents throughout the country. Perhaps the McMartin case became so well known because of the large number of children allegedly involved; or perhaps it was because the abuse had gone undetected for almost ten years; or because the school had a prestigious reputation in the California community of Manhattan Beach; or because of the bizarre rituals, pornography and prostitution that may have gone on; or perhaps it was because of the forensic issues raised by the case concerning child witnesses and reliability of testimony.

At the recent gathering of SIP members at APA in New York it seemed that all were familiar with the McMartin case. No one, however, had heard of a similar case involving children at the BIA day school serving the First Mesa Villages on the Hopi reservation in Arizona. "Molester put lasting scars on Hopi Tribe" read the frontpage headline in the Arizona Republic (Hall & Shaffer, 1987, June 1) this past June. So revered and respected was this White teacher that in a "sunrise ceremony, they had washed his hair and bestowed on him an Indian name" (Hall & Shaffer, 1987, June 1). 142 boys from 6 years of age to teenagers were victims of acts ranging from voyeurism to fondling and sodomy, with at least 94 of these children actually being molested. This is one of the largest documented tools of molestation in the U.S. according to federal court documents, states the Arizona Republic. Why, then, has news of this incident been so well confined within the boundaries of the State of Arizona? The case seems to rival the California situation in all but two facts. It occurred in a remote, rural community; and it involved only Native American children.

The aftermath for children of being sexually abused has been researched and documented.

¹Child sexual abuse is disorienting because blurring of boundaries

inevitably follows when someone in a power position exploits the child by making him or her a sexual partner. These children cannot avoid questioning limits set for them and for others. They must be confused about the appropriate uses of power and authority. Their very identities are at issue as they ask: 'Whom am I, that I am both a child and a sexual partner of someone who is supposed to be parenting or nurturing or protecting me?'" (Sgroi, 1982, p. 35)

Both the short and long term effects of being molested include fear, guilt, poor self-esteem and depression (Alter-Reid, Gibbs, Lachenmeyer, Sigal & Massoth, 1986). In addition, sexual problems of various kinds in adults (Alter-Reid et al., 1986) and sexualized behavior in children (Friedrich & Reams, 1987) are also reported. "With regard to therapy, we can state, with caution, not only that therapy had a positive impact for those children receiving it but also that sexual-abuse issues frequently emerged in the course of therapy and resolved when the child was permitted to deal with them directly" (Friedrich & Reams, 1987, p. 170).

"Molester of Hopis gets life," reads the headline a week after the first article appeared (Hall & Shaffer, 1987, June 9). But as the articles just cited reveal, this does not put the issue to rest. Speaking with individuals on Hopi this past summer revealed several concerns. Parents express concern that their children have been permanently damaged. The question of AIDS has also been raised. A teacher spoke of the increase in behavior problems and decrease in academic performance among boys, and wondered if molestation might account for this. A principal at a BIA school (not in the village where the abuse had occurred) spoke with a sense of frustration about the lack of appropriate mental health services for the youngsters and their families. And what about the strain that has been put on Anglo-Hopi relations. What caution and guardedness may now color Hopi's acceptance of White people coming to work in their schools and hospitals, etc.? A visitor who had taught for several years on the reservation found herself barred from visiting friends in one of the villages recently. The rupture in Anglo-Hopi relations was evident as this former teacher and friend of the Hopis joked and reminisced with former students who then had to refuse her access to the village "without a guide."

Any abuse of children is an outrage. The fact that it can occur to so many without a vocal outrage that can be heard throughout the country is saddening. Anyone who has worked with the victims of abuse knows that it insidiously infects relationships years down the road. And the spectre of AIDS in a small and relatively self-contained community! The Hopi People

have indeed been scared; as a people and not just individuals.

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FOOTNOTES

1. Glenn Humphrey is a Staff Psychologist at the Harlem Hospital Center in New York City; and is completing dissertation research towards a Ph.D. in Clinical Psychology from the California School of Professional Psychology, San Diego Campus. Prior to returning to school he worked for five years as a School Psychologist on both Hopi and Navajo Reservations in Arizona.

PROGRAMMES OF INTEREST

American Indian Psychology Training Project at Utah State University Logan, Utah

The USU Psychology Department is offering the American Indian Psychology Training Project for Summer Quarter, 1988 (1989). This project will provide school psychology training to qualified American Indian graduate students. It provides training in counseling and psychological evaluation from a broad theoretical base.

The School Psychology program specialization is designed to prepare students for entry level positions in school systems, public, BIA or Tribal. The Project Director is Dr. Damian McShane.

For further information contact: **Dr. Carolyn Barcus**
Utah State University
Psychology Department
UMC 2810
Logan, Utah 84322
(801) 750-1465

The Western Interstate Commission for Higher Education

The Western Interstate Commission for Higher Education, created in 1953 by Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming, assists these states in working together to provide high-quality, cost-effective higher education programs that meet the manpower needs of their citizens through interstate and interinstitutional cooperative mechanisms. WICHE goals are:

- to improve access to higher education in the member states;
- to assist member states in preparing and maintaining an adequate supply of technically and professionally educated personnel;
- to assist member states in increasing the effectiveness and efficiency of their higher education programs and services and reducing unnecessary duplication.

The Information Clearinghouse Program

The Information Clearinghouse serves as the focal point of WICHE's efforts to assist higher education policymakers by providing information and analytical studies pertinent to their concerns. The Clearinghouse compiles and publishes reports related to enrollment planning, financing higher education, workforce trends in technical and health fields.

For further information contact:

W.I.C.H.E.
P.O. Drawer P
Boulder, CO
80301-9752
Telephone: (303) 497-0293

PEOPLE AND PLACES

Iva Trottier
Utah State University

Iva Trottier entered the American Indian Psychology Training Project at Utah State University in the Spring of 1987. She is working on a Ph.D. in the Professional-Scientific program there, which is a combination of clinical, counseling, and school psychology.

Iva is an Assiniboine and Ojibwa from the Fort Peck Reservation in Montana where she worked with children from abusive and alcoholic homes and did public awareness education on this topic before coming to USU. She decided to get her Ph.D. so that she could be an even stronger advocate for Indian children as a result of the training she is receiving at Utah State.

Iva is thirty-five years old, is married, and has two daughters. Leaving a good job that she liked and moving to a new place with teenage children was difficult and Iva anticipates that she may experience loneliness while away from home, and difficulties academically with some of the coursework. The Project at USU provides support to Indian students in the form of financial aid, academic tutoring, counseling, and facilitating the forming of a social network with other Indian students in the Project. The Project is unique in this respect; it strives to assist students like Iva who can provide a great resource to the American Indian community.

Michelle Tangimana
Utah State University

Michelle Tangimana is Sioux, and is from Rapid City, South Dakota. Before entering the American Indian Psychology Training Project at Utah State University, she worked with Job Service. She began the Ph.D. program in Professional-Scientific psychology during the summer of 1987.

Michelle applied to this program because she had wanted to get an advanced degree for a long time and the job opportunities with her present degree had

become limited. Her goal is to go into private practice and consulting on a reservation in South Dakota after receiving her Ph.D. at Utah State.

Upon entering the program, Michelle expressed concern about being able to handle some of the coursework, especially the classes in statistics. She used the resources that the Project provides, including the tutoring help, to her advantage, and is currently doing very well in the program.

Michelle is married, thirty-three years old, and has two young daughters. Because raising a family while going to school offers challenges, Michelle appreciates the social and emotional support that being part of a group of Indian students in the program can provide. Michelle is excited that her goals and potential can be realized through her experiences in this program. She feels that the financial, academic, and emotional support provided by the Project is an important component of her success in graduate school.

INFORUM

The P&C Board of the American Psychological Association and its Committee on Increasing the Representation of Underrepresented Groups in the Publication Process request that individuals who believe they have experienced inequity in authorship credit submit statements of their experiences. Such experiences might have involved lack of authorship credit, or secondary listing where the individual had been the primary contributor. Anonymous submissions will be accepted, but signed statements are preferred, in case further information is needed. The P&C Board will use the information in recommending to the Ethics Committee possible revisions of the Ethical Principles of Psychologists and in considering revisions for the next edition of the Publication Manual. Statements should be submitted to: P&C/CUGPP, Attn: Joan Buchanan, c/o APA, 1400 N. Uhle St., Suite 700, Arlington, VA 22201.

* * *

Oregon Graduate School of Professional Psychology encourages minority students to apply to its doctoral program. The School offers a Psy.D. in clinical psychology with an emphasis on preparing graduates for service careers as professional psychologists. Emphasis on community involvement and practical applications of theoretical and scientific psychology make OGSPP unique in the Pacific Northwest. Applications for admission are considered on a continuing basis although fall entrance is desirable.

Requirements for admission are 1) a master's degree in psychology or its equivalent, and 2) a minimum of one year's fulltime work experience in a human services setting subsequent to receiving the bachelor's degree, or equivalent. Applications should be directed to OGSPP Business Office, 2004 Pacific Avenue, Forest Grove, Oregon 97116.

* * *

Jeanette Cole is now an Education Specialist for the Hopi tribe. She is requesting information on drug and alcohol abuse as they pertain to Native peoples. Jeanette is also attempting to build a better library system for the school system and asks that discarded materials and duplicates be sent to her at Box 123 Kykotsmovi, Arizona 86039.

* * *

Editor of the Society of Indian Psychologists Newsletter, Charles J. Pine was recently appointed to the Los Angeles County Task Force on American Indian Mental Health.

JOB ANNOUNCEMENTS

**Title: Coordinator, Diversified Students Program,
Department of Psychology,
Oklahoma State University**

Description and Qualifications:

Responsibilities: (1) Program Development. Work with appropriate departmental and university committees and personnel in planning and implementing all programmatic aspects of the position, including maintenance of appropriate student data base information, establish and maintain contacts with research populations and resource personnel in other disciplines and educational institutions, and seek and obtain funding for the program. (2) **Recruitment.** Locate and contact potential applicant populations, ethnic minority individuals and those with special needs; develop and distribute recruiting materials; facilitate student applications and coordinate the admission process.

(3) Student Support. Work with all Psychology graduate students in facilitating the transition into graduate school and a new community; provide retention services such as making available information relative to financial aid and referral to support services within the department and across the university. The position is a full time 12 month position.

Qualifications: Masters degree or equivalent, plus experience relevant to students with special needs and with ethnic minority populations. Must have good organizational, administrative and record keeping skills as well as good interpersonal skills. The successful applicant must comply with IRCA.

Application: Send letter of application, resume and three letters of reference to Dr. Vicki Green, Head and Chairperson, Coordinator Search Committee, Department of Psychology, Oklahoma State University, Stillwater, OK 74078. Minorities and women are encouraged to apply.

Dates: To receive full consideration, applications should be received by November 15, 1987. The preferred starting date is December 15, 1987 or before, if possible.

* * *

Clinical Psychologist California State University, Long Beach

Qualifications: Ph.D. in Psychology with specialization in Clinical Psychology, background in cross-cultural and preventive issues in mental health; superior academic record; evidence of excellence in teaching and ongoing program of research.

Duties: Teach undergraduate and graduate course in clinical psychology, supervise students in clinical practicum and masters thesis research.

Salary: Assistant Professor Level Preferred (rank open)

Application Deadline: Open until position filled Selection process will begin December 1, 1987.

Letters of Application, resumes, letters of recommendation, and transcripts or requests for more information should be sent to:

Lyle R. Creamer, Chair
Psychology Department
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840.

* * *

Native American Student Program Director (Student Affairs Officer II) EOP/SAA Learning Center

Duties: Performs shared duties between EOP/SAA (70%) and the Learning Center (30%). Manages cultural, social and academic affairs program planning for Native American students. Under direction of EOP/SAA, identifies student social/cultural needs and make appropriate recommendations. Directs and supervises staff/students in planning and implementing activities. Designs, presents and monitors all aspects of the NASP budget. Conducts special projects, including research. Plans and develops cultural activities. Networks with supervisors of other ethnic minority social/cultural group programs. Bureau of Indian Affairs advising. Under the direction of the Learning Center, directs academic retention efforts with new, transfer, and continuing Native American students toward degree objective. Attends SAA Supporting Coordinating Committee and Subcommittee meetings. Assists Career Planning & Placement in developing/marketing career workshops.

Requirements: B.A. degree required. Experience with, and sensitivity to, American Indian students preferred. Strong interpersonal and communication skills with a wide variety of people. Good motivational and writing skills. Familiarity with University of California policies and procedures desirable. Experience developing and supervising budget and staff. Familiarity with Bureau of Indian Affairs preferred.

Position Number: 87-07-010

\$2267 start - \$2733 maximum
(This is a 10-month, career position)

Final Filing Date and Time: August 19, 1987, 4:00 p.m.

Apply to: University of California
Staff Personnel Office
1156 Administration Building
Riverside, CA 92521

* * *

Clinical Director The Yukon-Kuskokwim Health Corporation

The Yukon-Kuskokwim Health Corporation requires a Ph.D. Psychologist to serve as Clinical Director for Community Mental Health Center located in SW Alaska. Provides supervision to three Masters level clinicians, one psychiatric nurse, two para-professionals and one clerical support. Itinerant psychiatric coverage for the program is currently provided three days/month by two Anchorage-based psychiatrists. Administrative support is provided by the health director.

Qualifications: Currently licensed to practice in clinical or community psychology, with at least two years of post-Ph.D. supervised experience. Cross cultural or rural experience preferred; good generalist clinical skills and the ability to provide clinical supervision is required.

Salary: \$60-80,000 depending on education and experience. Health insurance, pension plan, other benefits included.

Send resume to: Carl Berger
Health Director
P.O. Box 528
Bethel, Alaska
99559
Telephone: (907) 543-3321

Position is open until filled.

* * *

INFORUM

News and items you would like to share with other members of SIP are most welcome. The Newsletter relies very heavily on our association members to contribute items for publication. It is only with the active support of our members that the Newsletter can be an important source of news. Please contribute items concerning your publications, on-going research, promotions, transfers, publications/research interests, comments, calls for ideas or help offers, etc., for the inforum section of the Newsletter. These will be published as received. Other contributions, such as articles, letters to the editor, announcements of conferences etc. are also most welcome and should be sent to:

**Dr. Theresa LaFramboise
Stanford University
23 School of Education
Stanford, CA 94305**