

# THE NEWSLETTER OF THE SOCIETY OF INDIAN PSYCHOLOGISTS

"Psychologists in Service to the Native Peoples of the Americas"

Vol. 5, No. 2

Fall 1995

## SIP NEWS ITEMS

### ANNUAL BUSINESS MEETING OF SIP

The annual business meeting of the Society of Indian Psychologists (SIP) did not convene on August 10, 1995 in New York City, NY as planned. It has been proposed that the annual SIP business meeting be held in conjunction with the 9th Annual Convention of American Indian Psychologists and Psychology Graduate Students. This convention is held in Logan, Utah and is co-sponsored by the Psychology Department of the Utah State University (USU) and the Indian Health Service.

Carolyn Barcus, EdD, Director of the American Indian Support Program at USU, is very interested in providing time on the convention's agenda for the annual meeting. The dates of the convention and other details are included in this *Newsletter*.

### NEW SIP OFFICERS

Effective January 01, 1996 the new officers of the Society of Indian Psychologists are:

President:	Robin LaDue
Treasurer:	Dolores BigFoot
Membership:	Candace Fleming
Newsletter Editor:	Candace Fleming

### 1995 MEMBERSHIP

In the few months since the last issue of the *Newsletter*, thirty-eight (38) individuals paid 1995 dues, bringing the total to 103. Of the new paid members, ten are students (designated with an asterisk on the following list). The following were added to the membership rolls:

Brenda Andrieu, Middlebury, VT  
Alberta Arviso, Tuba City, AZ

Fred Beauvais, Ft. Collins, CO  
Gerard Boutlard, Montreal, Quebec  
Lorena Burris, Stillwater, OK  
Daniel Casias, San Juan Pueblo, NM  
Michelle Christensen, Chicago, IL  
Vickie Claymore-Lahammer, Mt. Juliet, TN  
Rebecca Crawford-Foster, Browning, MT  
Joseph Cummings, Chula Vista, CA  
Renda Dionne, San Diego, CA  
Kimber Evensen, Nome, AK  
\*Kevin First, Vermillion, SD  
\*MaryJo Flaherty, Evergreen, CO  
Daniel Foster, Browning, MT  
\*Doris Goodteacher, Denver, CO  
Roger Graves, Anchorage, AK  
\*Jeanette Haynes, Albuquerque, NM  
Connie Hunt, Forest Grove, OR  
James Jordan, Boulder, CO  
\*Jack Klahr, Jr., Broken Arrow, OK  
Toni Kunkle, Fremont, OH  
Shaun LaBlonce, Haslett, MI  
Karen Lashley, Bethany, OK  
Georgia Masayeva, Kykotsmovi, AZ  
Margaret Murphey, Show Low, AZ  
John Joseph Peregoy, Salt Lake City, UT  
\*Lovinia Plimpton, Grove City, OH  
\*Ron Reid, Grand Forks, ND  
George Renfrey, East Lansing, MI  
Aran Ruiz, Covelo, CA  
Anita Schacht, Kykotsmovi, AZ  
Janice Pettigrew Scott, Crownpoint, NM  
\*Inga Talbert, Van Nuys, CA  
Dennis Tibbetts, Ann Arbor, MI  
\*Mike Williams, Logan, UT  
\*Tawa Witko, Garden Grove, CA  
Randy Zamerinsky-Lussier, Bemidji, MN

### THE CAROLYN ATTNEAVE MEMORIAL FUND

SIP established a Memorial Fund for Carolyn Attneave, a beloved and respected Indian psychologist, after her death in 1992. Many persons have added extra to their dues and since the last issue of the *Newsletter*, a total of \$ 85 was added to the fund.

## **FROM SIP PRESIDENT: DOLORES SUBIA BIGFOOT**

As President of the Society of Indian Psychologists, I have been invited to participate in several committee or planning meetings. A recent event was the National Native American Summit on Alcoholism and Substance Abuse held in Albuquerque, NM from October 16-18, 1995. The National Association for Native American Children of Alcoholics (NANACOA), the National Congress of American Indians (NCAI), the National Indian Health Board (NIHB), the American Indian Health Care Association (AIHCA), and the Center for Substance Abuse prevention (CSAP) sponsored the summit of national leaders and grassroots citizens to address the issue of substance abuse in Native communities. The goal of the summit was to develop a Healing Journey Accord which will be a coordinated plan to turn the tide on the effects of alcohol and substance abuse in Native communities. Individuals attended represented tribal governments, Native elders, urban Indian communities, prevention and treatment programs, and grassroots organizations from throughout the U.S. The summit was very successful in identifying ways for individuals, families, communities, tribes, and organizations to be active in addressing substance abuse. For more information about the summit, please contact NANACOA at 1-800-322-5601. To discuss SIP's involvement, please contact me at (405) 271-8858.

In December 1995 I will serve on a committee to plan an American Indian conference entitled "Gathering the Circle 1996." The conference will be jointly sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Indian Health Service (IHS). The committee will provide guidance to SAMHSA and IHS in the design, development, and implementation of the conference which will be a follow up to a 1993 conference sponsored by the Center for Substance Abuse Prevention (CSAP), a component of SAMHSA. Comments and questions can be directed to me at the number listed above.

The Winter Meeting of the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAEMI) will be conducted in February 1996. The Council consists of the presidents of the Asian American Psychological Association, National Hispanic Psychological Association, the Association of Black Psychologists, the Society of Indian Psychologists, and the American Psychological Association (represented by the president of Division 45, the Society for the Psychological Study of Ethnic Minority Issues). The Council has been very active, particularly in addressing issues of violence, testing and assessment, research, recruitment, and funding for mental health. SIP sponsored the 1994 Roundtable Discussion at the APA annual convention and the 1994 Winter Meeting. Another sponsored event will be the breakfast meeting of the Council held during the August 1996 APA annual convention.

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## **NEWS ITEMS**

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### **BUILDING ON FAMILY STRENGTHS CONFERENCE FEATURES RESEARCH AND INNOVATIVE PROGRAMS**

The Research and Training Center on Family Support and Children's Mental Health hosted the second annual conference, *Building on Family Strengths: Research and Programs on Support of Children and Their Families*, in Portland, Oregon on June 1-3, 1995. More than 400 family members, researchers, educators, service providers, advocates and policymakers attended. The conference was designed to provide a forum in which to examine and disseminate state-of-the-art research findings and issues of family support and family-centered services and to highlight family participation in the research process. The conference was also a forum in which participants could interact and exchange information on a wide range of family research issues.

Four major themes were addressed through paper, symposia and poster presentations: developments in family research methods, family member/consumer involvement in research, family support, and family diversity. The

majority of workshop sessions addressed both research and program issues with topics such as system barriers to services, family roles in designing and implementing policy, and family-centered approaches to research and evaluation. Several workshops discussed aspects of diversity by outlining strategies for family involvement, and highlighting strengths of families and communities as well as natural support systems.

The initial keynote was given by Karl Dennis, executive director of Kaleidoscope, Inc. in Chicago. Always a popular speaker with both parents and professionals, Mr. Dennis discussed the implications of wraparound services for children, their families, and the service providers and communities around them.

Dr. Peter Jensen, chief of the Child and Adolescent Disorders Research Branch of the National Institute of Mental Health, spoke at the second plenary session. He described advances in research that have the potential to benefit children and their families. Dr. Jensen also acknowledged gaps on knowledge and understanding of childhood disorders by clinicians and researchers and invited family members to consider themselves as experts about their own children.

A luncheon plenary on the topic of family-centered, culturally competent systems of care included dynamic presentations by Velva Spriggs and Janice Hutchinson. Ms. Spriggs is the director of Planning and System Development Programs in the Child, Adolescent and Family Branch of the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. She discussed the need for all parties in the treatment of children to confront and eliminate racism in communication, service delivery and policymaking. Dr. Hutchinson, acting administrator of the Child and Youth Services Administration, District of Columbia, used brief video segments about the district's outreach programs to illustrate the necessity for innovative thinking in order to deliver mental health and other services to children wherever they are.

The conference concluded with a panel describing

"Positive Examples of Research/Family Collaboration." The panelists were Mary Evans of the New York State Office of Mental Health; Valerie King of the Citizens' Committee for Children of New York; Philip Leaf from Johns Hopkins University Department of Mental Hygiene; Susan Tager, Families Involved Together, Baltimore; Yvette Nazario of the Bronx Parent Resource Center; and Mary Teleford, Annie E. Casey Foundation Site Advisor for the Federation of Families for Children's Mental Health.

The Building on Family Strengths Conference was co-sponsored by the Research and Training Center on Family Support and Children's Mental Health; the National Institute on Disability and Rehabilitation Research, U.S. Department of Education; The Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services; the Annie E. Casey Foundation's Urban Children's Mental Health; and the Oregon Family Support Network.

Conference proceedings, including transcripts of plenary session and summaries workshop presentations, will be available.

For additional information about the 1995 conference and the 1996 conference to be held April 11-13, 1996 in Portland, Oregon contact conference coordinator: Kaye Exo, M.S.W., Research and Training Center on Family Support and Children's Mental Health, P.O. Box 751, Portland, Oregon 97207-0751; Telephone: (503)725-5558; TDD: (503)725-4165; Fax: (503)725-4180; E-Mail: kje@rri.pdx.edu

*Excerpted from Focal Point, Fall 1995*

## **HIGH SCHOOL PSYCHOLOGY TEACHERS EXPLORE DIVERSITY**

By Marissa Sarabando

*By the year 2050, it is estimated that almost 50 percent of the American population will be made up of individuals in ethnic minority groups. The face of America is changing, and with this change come new challenges to the way we understand human behavior.*

*It is estimated that there are about 10,000 high school psychology teachers in the United States and these teachers reach approximately 700,000 psychology students annually.*

It may seem that these two statements are completely unrelated, but in reality they reflect an effort at synthesis that began around the turn of the century. While multicultural education has been a long-established presence in the US school system, the focus of such education has changed with the times and societal attitudes. Today, support for multicultural education is stronger than ever, and many of these issues are addressed through the social sciences curricula.

The high school psychology course, one of the most popular electives in US secondary schools, has evolved from a focus on touchy-feely "pop" psychology to teaching the science of human behavior. Students now learn about biopsychology, experimental psychology, developmental psychology, social psychology, and a variety of other key areas in the field. This effort to understand the science of psychology, combined with increased sensitivity to issues of multicultural diversity, has helped to make diversity a central and important variable in the study of human behavior.

The changes in the teaching of high school psychology stem from a variety of sources. High school psychology summer institutes have equipped teachers with updated information, materials, and contacts for enhancing the psychology course. Textbook authors have devoted entire chapters to the topics of gender and multicultural issues. And in 1991, the American Psychological Association (APA) formed a steering committee on high school psychology that eventually grew into the organization presently known as TOPSS (Teachers of Psychology in Secondary Schools).

TOPSS, a national organization of approximately 1,100 high school psychology teachers, has developed various initiatives designed to enhance the teaching of the high school psychology course. The issue of diversity is central to many of these initiatives designed to enhance the teaching of the high school psychology course. The issue of diversity is central to many of these

initiatives. TOPSS has a Committee on Ethnic and Minority Affairs (CEMA) that examines and coordinates the organization's diversity efforts. TOPSS' CEMA is recognized by and works closely with APA's Committee on Ethnic Minority Affairs to assure full communication on issues of mutual interest.

The role of high school psychology in multicultural education is still being defined. One of the main tools for exposing students to diversity issues is through teaching materials. TOPSS is currently working on a unit plan project that was begun in 1992, with a summer institute at Texas A&M University that outlined 16 unit plans representing a wide range of psychology topic areas. Completed unit plans include: introduction to psychology, development, and sensation and perception. At CEMA's request, all unit plans address diversity issues related to gender, ethnicity, and/or cultural factors.

The unit plans stress that studies focusing only on certain populations are suspect in their generalized conclusions. It is strongly felt that this approach helps students realize the importance of diversity as it relates to understanding the differences and similarities in human behavior.

TOPSS is also planning to publish a unit plan devoted to multicultural issues. This project will mirror what so many textbook authors have already done—it will focus specifically on the variety of diversity issues facing our society.

Students are also being exposed to diversity issues through essay questions. The Educational Testing Service published a question on prejudice for the 1995 Advanced Placement Exam in Psychology. It asks students to explain how different psychological concepts contribute to the formation of prejudice. The TOPSS annual essay contest may also include a question on prejudice in the coming year.

As our society's population changes, it becomes increasingly important that students acknowledge the fact that differences exist. For many US students, the high school population to which they are exposed is not yet particularly representative of the overall national population. The

microcosm in which they spend eight hours a day does not necessarily reflect the diversity that exists in our country. Education is the only exposure that has the power to help students develop an objective point of view about others.

TOPSS and its Committee on Ethnic and Minority Affairs are just beginning to address diversity issues in the high school psychology course. It is a significant endeavor given the changes our society is experiencing. One of our goals as teachers of the science of psychology must be to teach students how to look at diversity as an important factor in understanding human behavior. Students must learn that the differences in our gender, our culture, our ethnicity, and our race influence our behavior patterns. Examining these differences helps students both to understand their relationships and interactions with others, and to see that different just means different, not better.

*Marissa Srabando is a psychology teacher at McAllen Memorial High School in McAllen, Texas. She serves as TOPSS Essay Contest*

*Excerpted from Psychology International, Vol. 6, No. 4, Fall 1995*

### **CALL FOR PSYCHOLOGISTS OF COLOR INTERESTED IN PUBLIC INFORMATION AND PUBLIC POLICY**

The APA Office of Ethnic Minority Affairs (OEMA) seeks to establish a *cadre of psychologists of color interested in public information and public policy issues*. The *Cadre* will be a mechanism for gaining greater visibility for the research and intervention/demonstration projects directed by psychologists of color. We are especially interested in involving psychologists with expertise in criminal justice, violence, and issues related to welfare reform.

According to Bertha G. Holliday, Ph.D., OEMA's Director, "It is critically important that the research, evaluation and clinical findings of psychologists of color are on the center stage of advocacy for those public issues that affect large numbers of people of color---such as delivery of

*psychological services to underserved and institutionalized populations, substance abuse prevention and treatment, health care access, family supports, crime prevention, homelessness, AIDS, and violence.*" Persons interested in joining the *Cadre* should prepare a brief project abstract (no more than 500 words). The abstract should include: (a) project title, (b) name, address, phone of investigator and/or director, (c) project purpose and goals, (d) description of study and/or project population, (e) major activities and/or methodology, (f) findings, and (g) public policy implications. Send materials to OEMA, 750 First Street, NE, Washington, DC 20002-4242. Tel: (202) 336-6029 and Fax: (202) 336-6040.

*Excerpted from Communiqué, Office of Ethnic Minority Affairs, July 1995*

### **APA OF GRADUATE STUDENTS**

The American Psychological Association of Graduate Students Committee on Ethnic Minority Affairs (APAGS/CEMA) is seeking ethnic minority graduate students to serve on the committee. The APAGS/CEMA functions as a catalyst by interacting with and making recommendations to the APAGS governing structure, the APAGS membership, and other related groups concerned with ethnic minority graduate students' affairs. Committee members plan, develop, and coordinate various activities regarding the advocacy and promotion of an understanding of the unique needs of ethnic minorities pursuing careers in psychology; the psychological well-being of ethnic minority populations; and monitoring and detecting institutional barriers which prohibit equal access and representation.

If you or someone you know is interested in serving on APAGS/CEMA, please forward an updated resume/vita and a letter of interest to the APAGS Office at (202) 336-6093 or write to the APA address.

*Excerpted from Communiqué, Office of Ethnic Minority Affairs, July 1995*

## **THE PUBLIC INTEREST DIRECTORATE OFFERS FREE BROCHURES**

The APA's Public Interest Directorate offers free copies of the following information brochure: *Psychological Testing of Language Minority and Culturally Different Children*. To obtain copies in quantities of 100 or more, please contact Mary Campbell or Lallie D. Leighton at (202) 336-6045 or write to the APA address.

*Excerpted from Communiqué, Office of Ethnic Minority Affairs, July 1995*

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### **FROM THE FIELD ...**

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#### **OKLAHOMA NATIVE AMERICAN CHILDREN OF ALCOHOLICS**

The Oklahoma Native American Children of Alcoholics (ONACOA) organization sponsored their Third annual conference on June 8-10, 1995, at the Hilton Inn Northwest in Oklahoma City, Oklahoma. The theme for this year's conference was "Surviving the Enemy with Dignity, Respect and Honor." The Keynote speakers were Ms. Ammette Squetimkin Anquoe (Colville), the Prevention Director for the national NANACOA organization located in Seattle, Washington, and Mr. Bill Fife, Principal Chief of the Muscogee (Creek) located in Okmulgee, Oklahoma. The goals of this year's conference were to share experiences, strengths, and hopes in order to identify issues causing pain and grief to many of our Native American people and to reunite all tribes in a common goal of physical health and emotional well-being. The co-sponsor was the American Indian Institute at the University of Oklahoma, Norman, Oklahoma. Shirley French, the Anadarko Area Alcohol and Substance Abuse Coordinator, serves as Chairperson of ONACOA.

*Excerpted from Prevention Quarterly, Vol. 5,  
No.3.*

#### **SUMMER YOUTH ACTIVITIES**

Many of our local tribes, tribal organizations, Bureau of Indian Affairs offices, churches, and individual Native people are involved in donating

funds and sponsoring or participating in Indian Food sales, Powwows, raffles, and bingo games to raise funds to support our Indian youth participating in the 1995 North American Indigenous Games held in Minneapolis, Minnesota. The opening ceremonies were held July 31, 1995 and closing ceremonies were held August 5, 1995.

For many Native youth in the United States there are no organized sports activities such as track, baseball or basketball leagues. With few positive diversions, there is nothing to do and our youth have little hope given the unemployment rate for Native people which is close to 70% when compared to the national average of 5.7%. When the rate of alcoholism, youth suicide, drug abuse and other social problems are included in the equation, the need for positive programs in our Indian communities is apparent. The 1995 North American Indigenous Games was a wonderful lifetime opportunity for our youth.

#### **YOUTH ATTEND UNITY CONFERENCE**

Dr. Velma Mason, Superintendent of the Northern Pueblos Agency (NPA) sponsored the Eight Northern Indian Pueblo Council (ENIPC) youth to attend the UNITY conference in San Diego, California. The group was composed of youth from the pueblos of Tesuque, Nambe, Pojoaque, San Ildefonso, San Juan, Santa Clara, Taos, and Picuris as well as students attending Santa Fe Indian School and St. Catherine's Indian School. At the conference, the participants learned leadership skills which they will use to address substance abuse and other issues of concern to the youth in their respective communities. The BIA Northern Pueblos Agency Branch of Social Services funded the costs for the youth to participate. This is the first time all eight Pueblos were represented at a UNITY conference and the students who participated were very enthusiastic about the leadership training they received. They look forward to attending the conference next year and defending the girl's Three-On-Three basketball championships. One of the major efforts the students are excited about is organizing UNITY chapters in their communities sponsored by Dr. Daniel Casias' initiative. For information about starting a youth

council in your community, contact: UNITY, P.O. Box 25042, Oklahoma City, OK 73125 or call (405) 424-3010.

*Excerpted from: Prevention Quarterly, Vol. 5, No. 3.*

### **EASTERN NAVAJO MOUNTAIN HIGH PROGRAM**

Navajo student groups from Tsi'll'ahi and Chi Chil Tah/Jones Ranch Community School pay close attention to life jackets, boat, and water safety instructions. They are aware that in a few moments they will be riding a raft which will take them swiftly down the churning white water. Snow levels in Southern Colorado this past spring have produced record high water levels resulting in high river adventure excitement.

Once on the river, the preparations pay off. Curls of water soak the students as they hang on for the ride of their lives. In more quiet water, a mother duck and her young family are seen seeking solitude in the reeds along the shore. The students become keenly aware of the forces of nature as well as its beauty.

Themes such as "Do It, Don't View It," are presented daily to the group along with appropriate readings or a story. Themes and readings are presented to address personal and group issues. The underlying theme and purpose of all the activities is to help students know and understand the consequences of alcohol and substance abuse.

Rock climbing, rappeling, peak climbs, backpacking, ropes course activities, river raft trips, and cooking out are all activities which are used to teach consequences and at the same time provide a natural high.

For more information about the Eastern Navajo Mountain High Program, please call (505) 488-6440 Fax: (505) 488-6444, or write to: John Blomquist, Eastern Navajo Mountain High Program, Office of Indian Education Programs, P.O. Box 286, Fort Wingate, NM 87316.

*Excerpted: Prevention Quarterly, Vol. 5, No. 3.*

### **THE CIRCLE OF LIFE ESSAY PROGRAM**

AISES is calling for the participation of all American Indian high school students and first-year college students in the Circle of Life Essay Program. Students are asked to best describe, in 200-500 words, the values that will guide their adult lives. These Creator-inspired values are those most often verbalized by the Native person when he or she reflects on the religious traditions, wisdom, and life of his or her relatives, leaders, elders, and ancestors. The essays will be read by Elder members of AISES. In the evaluation, there is no single correct answer or statement.

The student who's essay most clearly expresses a moral, ethical, and spiritual value(s) by which a person lives will be awarded a \$1,500 scholarship plus a \$500 personal cash award. The essay, along with a short biography on the essayist, will be published in the *Winds of Change* magazine and other AISES media. Additional essays chosen for publication will receive an individual \$250 award.

No application form is required, however, students will need to turn in, along with two copies of their essay, a copy of their tribal enrollment card or Certificate of Indian Blood, address, telephone number, grade-level, and name of school attending. **Deadline is April 15, 1996.** Essays and supporting information should be sent to: Circle of Life Essay Program, P.O. Box 1992, Scottsdale, AZ, 85252-1992. FAX: (602) 994-8392. E-mail address: [alq@primenet.com](mailto:alq@primenet.com)

*Excerpted from AISES Education Newsletter, Vol.11, No. 2.*

### **PROGRAM HONORS CULTURAL AND SPIRITUAL TRADITIONS**

The Seventh Generation Program which provides the Saginaw Chippewa Indian tribal community with a spiritual, cultural, and historical structure, is based on the traditional teaching that actions of today will affect the future.

The Seventh Generation Program works holistically in spirit and culture with Tribal members from newborn to Elders. Tribal

members who have the desire to learn the values, morals, and spiritual awareness of the "old teachings" are offered this opportunity through the culturally and traditional focused events sponsored by the Seventh Generation Program.

Some of these activities include the Pipe Ceremony at the Peoples Gathering, gift giving at the Celebration of Babies, Feast of the Four Seasons, the making of maple syrup and traditional speakers and storytellers who are practitioners of Ojibwe teachings.

The Seventh Generation Program strives to bring the teachings by the Elders to the children and is guided through the expertise of Elders who have knowledge of the past traditions -- cultural and spiritual -- which is focused on instilling in the next generation respect for those teachings.

For information about the Seventh Generation Program, contact Beaver Pelcher, Program Coordinator at (517) 772-5700.

*Excerpted from Prevention Quarterly, Vol. 5, No.3.*

### **GALLUP INDIAN MEDICAL CENTER REPORTS DECREASE IN ALCOHOL-RELATED VISITS**

The Gallup Indian Medical Center (GIMC) reports decreased alcohol-related emergency room visits for the second consecutive year.

Information released from GIMC shows a continued decline in the emergency room visits of persons who are alcohol impaired and injured by 15%, from 1,703 visits in 1993 to 1,444 visits in 1994. With 2,428 visits in 1992 to 1,444 visits in 1994, the number of alcohol-related visits has dropped by 40.5%. Each alcohol-related emergency room visit is estimated to cost a minimum \$250 per admission. This translates to an estimated savings of nearly \$250,000 since 1992.

There are several major reasons for the significant decline described above. First, is the 38% decline in public intoxication, because of collaboration between the law enforcement agencies and Na'nizhoozhi Center, Incorporated. The average number of visits for protective

custody in the 1980s was over 34,047 per year; for 1995 NCI estimates that 21,000 visits will be made for protective custody. Secondly, the demand for alcohol appears to be reducing. McKinley County reports that revenue from the 5% liquor excise tax has dropped from 1993 to 1994. This is a measure of consumption and purchase of alcohol by the public.

Also contributing to the decline is the implementation of 5 day medical holds coordinated between GIMC and NCI. Persons appearing at the emergency room and impaired by alcohol are sometimes referred to NCI for 5 days of involuntary emergency detoxification. Finally, collaboration between substance abuse programs in Gallup and McKinley County also contributes to the decrease in alcohol related emergency room visits. Persons experiencing problems are able to access treatment through programs like Good Orderly Directions, the Path of Renewal, Gallup Behavioral Health Sciences, and the Veteran's Outreach Program. Continued coordination among the many programs is important to continue the significant progress made in the past three years.

For more information, contact Dr. Rick Kruis, M.D. at (505) 863-6690, or Raymond Daw, Executive Director, Na'nizhoozhi Center at (505) 222-2177.

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## **LETTERS**

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### **RECRUITMENT, RETENTION, AND TRAINING OF PSYCHOLOGISTS OF COLOR: *The APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology***

Richard M. Suinn, Ph.D., Chairperson

I am exceptionally pleased to be able to report news from the *APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT)*. We had our second meeting in May, again emphasizing focus on work products.



We accomplished plans for substantive actions, produced drafts of materials, and finalized content for the CEMRRAT-sponsored programming during the APA Convention in New York City. To illustrate our concrete progress:

The Working Group on Education and Training, chaired by *Ena Vazquez-Nuttall, Ed.D.*, has organized a convention program on resource material for including ethnic minority content in courses, is collaborating with the Committee on Accreditation to produce a workshop, is planning consultation with ASPPB on licensing, and is targeting ways to have an impact on textbooks, including the design of a book on multicultural issues.

The Working Group on Faculty Recruitment and Retention, chaired by *Martha Bernal, Ph.D.*, has a first draft on "How To Recruit and Hire Minority Faculty," developed an outline for minorities regarding being an academic faculty person, and is working on products directed to institutions, departments, and schools of psychology, and individual minority persons.

The Working Group on Student Recruitment and Retention, chaired by *Hector Myers, Ph.D.*, has drafted "How to Apply to Graduate School" for students, outlined ideas for a "Student Recruitment Resource Booklet" for departments and schools of psychology, produced an outline for how to conduct a "Psychology Day Conference," and drafted a grant proposal for a pilot mentoring network project.

These are only a portion of the rapidly developing products of our recent gathering. The energy levels, dedication, and excitement of members continues because CEMRRAT meeting participants are convinced of the enormous impact which the Commission can have. We have received a clear new commitment from the APA Board of Directors.

One important conclusion from the May CEMRRAT meeting was the need to "institutionalize" the goals and efforts of CEMRRAT. Although we felt that our own efforts would lead to outcomes of substance, CEMRRAT members also felt a lasting

commitment form APA was now essential. Hence, we recommended to the APA Board of Directors that CEMRRAT's specific life as a commission be extended to complete certain tasks, but also to recommend ways in which CEMRRAT's goals be continued through some future permanent mechanism. I am pleased to report that the Board of Directors, at its June meeting, voted to extend CEMRRAT through 1996 and to provide funds for direct costs of CEMRRAT's proposed 1995 initiatives and products that are underway.

In my role as chairperson of CEMRRAT, I cannot emphasize just how exciting the experience has been. First, the CEMRRAT participants have indeed accepted the challenge of putting aside talk and engaging in achieving goals. CEMRRAT members rolled up their sleeves and combined their creativity, understanding of issues, and commitment to arrive at action-oriented results. And perhaps because we so quickly proved CEMRRAT to be so productive, the APA Board of Directors has responded with its own vote of confidence and commitment! Its follow-up support is an expression of its recognition of the importance of ethnic minority issues, as well as a "pat on the back" for CEMRRAT's progress. We should all share in a sense of pleasure at the change that is occurring within APA regarding minority concerns!

This is just the beginning. Our workgroups will be interested in persons who are able to serve as resources to aid in the final completion of the various projects. We need to receive resource materials which might be appropriate to our tasks. And, certainly, we need contacts for other sources of funding to assure that our other ideas can reach reality, such as those for database development, comprehensive networking, distribution of products, etc. The Commissioners are: Diane Adam, Ph.D., California School of Professional Psychology at Alameda; Martha E. Bernal, Ph.D., Arizona State University; Cheryl A. Boyce, M.A., University of North Carolina at Chapel Hill; A. Toy Caldwell-Colbert, Ph.D., University of Illinois; Victor De La Cancela, Ph.D., East Harlem Council for Human Services, Inc.; Hector Garza, M.P.H., American Council on Education; Robin J. Hailstrosks, Ph.D., Prince

George's Community College; Reginald L. Jones, Ph.D., Hampton University; Manuel Miranda, Ph.D., National Institutes of Health; Hector F. Myers, Ph.D., University of California at Los Angeles; Arthur McDonald, Ph.D., Dull Knife Memorial College; Edward G. Singleton, Ph.D., National Institute on Drug Abuse; Richard M. Suinn, Ph.D., Colorado State University; Elizabeth Todd-Bazemore, Ph.D., University of South Dakota; Ena Vazquez-Nuttall, Ed.D., Northeastern University  
*Excerpted from Office of Ethnic Minority Affairs, July 1995*

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## **TRAINING OPPORTUNITIES**

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### **POSTDOCTORAL RESEARCH TRAINING FELLOWSHIPS**

Postdoctoral research training fellowships for MDs or PhDs interested in academic research careers in developmental biology and behavior as it relates to mental illness. The program, "Development of Maladaptive Behavior," is funded by NIMH.

The formal research training program is multidisciplinary and includes a core curriculum with coursework to be completed by all trainees and individual research in one or more faculty laboratories. The objective of the program is to provide trainees with a well-versed and comprehensive training program in the basic concepts of developmental psychobiology and with training in a variety of research techniques, including those of direct relevance to basic and clinical research in mental health areas.

This is a 1-2 year program beginning in the summer of each year. Applicants are expected to apply for individual funding for their second year of training. Stipends will normally range from \$18,600 to \$32,300 per year plus fringe benefits, depending upon the candidate's level of experience.

Write for information brochure to: DPRG Program Director, UCHSC, Box C268-68, 4200 E. 9th Ave., Denver, CO 80262.  
Women and minorities encouraged to apply.

Application deadline is December 31, 1995.  
AA/EOE

### **POSTDOCTORAL RESEARCH TRAINING: FAMILY RISK, RESILIENCE AND MENTAL HEALTH**

Positions are available for postdoctoral training in the research skills needed to investigate family processes and mental health or disorder. The training is multidisciplinary in content and involves mentoring from a diverse faculty from across the U.S. The training emphasizes multiple levels of investigation from the biological correlates of individual adjustment to the social context of family function. Trainees will work with at least two program faculty on a multisite, collaborative research project. All faculty and trainees will meet several times each year to review research findings and directions. Trainees will be involved in seminars and coursework consistent with their professional objectives.

Applicants must have completed all requirements for their terminal degree, including the dissertation defense, by the starting date and must be U.S. citizens or permanent residents. For application forms and information write to: Sue Proescholdt, Program Secretary, Center for Family Research, 2625 N. Loop Dr., suite 500, Ames, IA 50010. Call (515) 294-8599. E-mail sproesch@iastate.edu. Applications close January 15, 1996.

### **TRAINING INSTITUTES ON SYSTEMS OF CARE FOR CHILDREN PLANNED FOR JUNE 1996**

An important upcoming event will provide an intensive training opportunity for a wide range of participants. The bi-annual Training Institutes are scheduled for June 9-13, 1996, and will be held in Traverse City, Michigan at the Grand Traverse Resort.

The 1994 Training Institutes, also held in Traverse City, were attended by nearly 1300 individuals, indicating an extraordinary level of interest in training related to the development of systems of care. Accordingly, the 1996 Training Institutes entitled *Developing Local Systems of*

*Care for Children and Adolescents with Severe Emotional Disturbances*, will offer an opportunity to obtain in-depth, practical information on how to develop, organize and operate comprehensive, coordinated, community-based, family-focused systems of care for children and their families. A major focus on developing systems of care in a managed care environment is planned for the 1996 Institutes.

The Institutes are designed for a variety of individuals including state and local administrators, planners, providers, parents, and advocates. A primary target group consists of agency administrators, managers, providers, and family members from local areas, representing mental health and other child-serving agencies. These individuals, ideally attending as a team, are the ones who can take the knowledge and skills developed at the Institutes and begin to apply it in their home communities planning system improvement initiatives.

The Institutes are sponsored by the National Technical Assistance Center for Children's Mental Health at Georgetown University and are funded by the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. For more information contact the National Technical Assistance Center for Children's Mental Health at 3307 M Street, N.W., Washington, D.C. 20007; (202) 687-5000. *Excerpted fr Focal Point, Fall 1995 Vol.9, No.2.*

## **POSTDOCTORAL TRAINING IN CLINICAL PSYCHOLOGY**

Postdoctoral Training in Clinical Psychology. Kaiser Permanente, South Sacramento, Department of Psychiatry, has two full-time, one year positions, starting September 1996. The stipend is approximately \$1,100 monthly, with medical benefits. The primary training domains are adult outpatient and child/adolescent outpatient with additional training options in neuropsychological testing, consultation to hospital staff, and teaching mental health classes. Send an application letter, expressing interest and goals, resume, and three letters of recommendation to: Carlyle Folkins, Ph.D., Department of Psychiatry, Kaiser Permanente,

6600 Bruceville Road, Sacramento, CA 95823. Deadline for application is March 1, 1996. We are an EEO/AA employer.

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## **PROFESSIONAL MEETINGS**

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### **9TH ANNUAL CONVENTION OF AMERICAN INDIAN PSYCHOLOGISTS AND PSYCHOLOGY GRADUATE STUDENTS: June 24-25, 1996**

This annual convention held in Logan, Utah is sponsored the Psychology Department, Utah State University and the Indian Health Service. Together with a retreat at nearby Bear Lake on June 21-23, the convention provides an opportunity for psychologists and psychology graduate students to present their research, ideas, and work. A feature of the convention will be a panel, "Elders of Indian Psychology," during which the perspectives of three elders (Art Blue, Art McDonald, and Jerry Mohatt) will be shared. For more information on the retreat and convention, please write or call:

Carolyn Barcus, Ed.D.  
American Indian Support Program  
Psychology Department  
Utah State University  
Logan, UT 84322-2810  
TEL: (801) 797-1466  
E-MAIL: AISP@FS1.ED.USU.EDU

### **NATIONAL ASSOCIATION FOR NATIVE AMERICAN CHILDREN OF ALCOHOLICS, 8th Annual Conference: October 1996**

The National Association for Native American Children of Alcoholics (NANACOA) will hold its next annual conference in Fort Lauderdale, Florida in October 1996. The theme of the conference is "The Healing Journey: The Circle of Ages." For information about the program and registration, contact:

Kathi Hutchins  
NANACOA  
1402 Third Avenue, Suite 1110  
Seattle, WA 98101  
(206) 467-7686  
(206) 467-7689 FAX

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## JOB ANNOUNCEMENTS

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### SOCIAL PSYCHOLOGY POSITION

The Center for Organizational and Behavioral Sciences of The Claremont Graduate School announces a search for a tenure-track faculty position in social psychology beginning Fall 1996. The appointment is at a rank of advanced assistant professor or higher.

Candidates should have: a doctoral degree; applied work in some aspect of social psychology; teaching experience; a demonstrable record of research interest in an area of social psychology such as health or community issues, intergroup relations, or research methodology (e.g., program evaluation, survey research).

Primary responsibilities include teaching, research, and supervision of theses, dissertations, and field projects for graduate students in applied social psychology. Opportunities also exist to work with students and colleagues in organizational, developmental, and cognitive psychology; public policy; information sciences; education; and management.

The Center is committed to applying psychology to the prevention and amelioration of social problems and to developing policies which serve the public interest. As part of this commitment, the Center wishes to promote diversity in all aspects of its programs. Minority and women candidates are especially encouraged to apply for this position.

Evaluation of candidates will continue until the position is filled. Interested candidates should send a vita, personal statement of their relevant skills and experiences, examples of two research publications, and teaching evaluations to:

Robert Gable, Chair  
Social Psychology Search Committee  
Center for Organizational and  
Behavioral Sciences  
The Claremont Graduate School  
123 E. Eighth Street  
Claremont, California 91711

### IHS AREA PSYCHOLOGIST

Nashville Area Office, Indian Health Service, has formed a search committee to locate an experienced Native American psychologist as replacement for Dr. Betty Claymore, Area Psychologist, who will soon be retiring. This civil service or commissioned officer position is located in Nashville, TN, and is the principal mental health consultant serving 21 United Southern and Eastern Tribes and three urban programs. Interested applicants may contact Dr. Claymore at (615)736-2495 or send vita to:

Indian Health Service  
711 Stewarts Ferry Pike  
Nashville, TN 37214.

### CLINICAL DIRECTOR OF WELLNESS CENTER

The Phoenix Area of the Indian Health Service (IHS) is looking for a Clinical Director for the Desert Visions Youth Wellness Center, located on the Gila River Reservation in Sacaton, Arizona. This is a 24 bed facility which treats adolescents, ages 12-18, with chemical dependency, often complicated by psychosocial trauma issues, from the 45 tribes in the Phoenix and Tucson Areas of IHS. Applicants should have either a Ph.D. or masters degree in clinical psychology or a masters degree in sociology, nursing, substance abuse or some other behavioral health related field. In addition, the applicant should preferably have experience in working in an adolescent in-patient chemical dependency treatment center, as well as experience in working with Native Americans. This is a holistic program, based upon both the 12 steps of AA and Native American spirituality, with elements of education, recreation and art therapy. For further information, please contact Dr. Eileen Lourie, at (602) 379-300 or (602) 640-5662, or the Phoenix Area IHS Personnel Office, at (602) 640-2068.

### BEHAVIORAL HEALTH CLINICAL DIRECTOR

Community-run Indian organization is seeking a Behavioral Health Clinical Director to initiate a comprehensive behavioral health program. Will work in a dynamic supportive milieu. Stunning

mountain and lake scenery with abundant outdoor recreational opportunities. Prefer Ph.D. in psychology or related field. Must have clinical psychologist license and experience in clinical and supervisory roles. Knowledge and experience with substance abuse issues, Native American populations, children and special education issues and professional counseling services are required. Competitive salary and benefits package.

Additional information can be obtained from Carolyn E. Finster, Administrator, Pine Hill Health Center at tel: (505) 775-3271. RNSB, Inc. is an Equal Opportunity & Indian Preference Employer. Send resume to:

Cliff Kraus, Personnel Office  
Ramah Navajo School Board, Inc.  
P.O. Box 10  
Pine Hill, NM 87357  
Tel: (505) 775-3256

## **FACULTY POSITIONS IN PSYCHOLOGY**

The Psychology Department of Jersey City State College has openings for Fall 1996 in the following areas:

1. Cognitive - Teach graduate and undergraduate courses in cognitive, research methods, statistics and experimental psychology.
2. School Psychology - Teach graduate and undergraduate courses in tests and measurements, research, and clinical applications. The candidate must be New Jersey certified and/or eligible.
3. Counseling - Teach graduate and undergraduate courses in counseling. Candidate must have experience in a multicultural environment.

Jersey City State College is located in the Greater New York/New Jersey metropolitan area. It is an urban college with an urban mission. The college enrolls 8,000 undergraduate and graduate students on the main campus and has 243 full-time faculty. The college also has an extensive off-campus continuing education program.

The position will be filled in the assistant professor level, or instructor if ABD. Selected appointments at associate level possible. A terminal degree is required within three years of employment. Also, most positions will include

evening courses as part of the regular assignment. Applicants should send letter of application, resume, and three names, addresses, and telephone numbers of references to:

The School of Arts and Sciences  
Ansley LaMar, Dean  
Jersey City State College  
2039 Kennedy Boulevard  
Jersey City, NJ 07305-1597

To be considered, all application materials must be received by January 2, 1996.

## **ASST PROFESSOR OF ENVIRONMENTAL EDUCATION/COMMUNICATION**

The School of Natural Resources and Environment, The University of Michigan, is seeking to fill a full-time, nine-month, tenure track position in Environmental Education/Communication at the level of Assistant Professor, to be filled by September 1996.

**Qualifications:** The candidate must have a doctorate in the social or natural sciences with demonstrated research interest and ability in environmental education and communication. A successful candidate's research would focus on knowledge-based interventions with respect to environmental or resource issues. The acquisition, sharing, effectiveness, or impact of resource/environmental information would all be appropriate aspects of this area of study. The settings for such research can include individual, community, corporate, and/or organizational contexts. Teaching as well as research excellence are expected.

The School of Natural Resources and Environment is a research-oriented professional school focusing on the development of policies and management programs that promote the conservation, protection, and sustained use of natural resources, and on the training of practitioners and researchers that will see these ends. The School's programs are committed to integrative, interdisciplinary problem-solving.

Applicants should submit a cover letter with a 1 to 2 page statement of research objectives and teaching interests, curriculum vitae (including

publications), academic transcripts, and the names, addresses and telephone numbers of three persons able to evaluate research and teaching skills. All materials should be sent to:

Chair of EE/C Search Committee  
School of Natural Resources & Environment  
3512 Dana Building  
The University of Michigan  
Ann Arbor, MI 48109-1115  
Tel: (313)764-2550

This position will remain open until filled. Review of applications will begin September 5, 1995. This position is subject to availability of funds. The University of Michigan is a non-discriminatory, affirmative action employer.

### RESEARCH ASSOCIATE/DATA ANALYST

ASPN, a group of 500 primary care clinicians in the United States and Canada, headquartered in Denver, seeks a research associate/data analyst. Position is federally funded by a minority supplement grant which requires candidates to be a U.S. citizen or a non-citizen national and must belong to a particular ethnic or racial group: i.e., Blacks, Native Americans, Hispanics, Asians or Pacific Islanders. Candidates should have a master's degree (or progress toward master's), training in research design, and experience in data analysis with long-term interest in research. Salary commensurate with experience. (EEO) Send resume and cover letter to:

J. Werner, ASPN  
1650 Pierce Street  
Denver, CO 80214  
Fax: (303) 202-1539

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### BOOKS / ARTICLES / VIDEOS NOTED

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#### PREVENTION MUST BEGIN EARLY

In an upcoming article in the "International Journal of the Addictions" (Vol. 30, No. 9, pp. 1187-1197, 1995), Patricia Mail reports an observation of Indian elementary school children playing drunk. If drunken behavior is seen as "fun" by very young children, this helps create an expectancy that alcohol use is fun. The implications are that (1) preventive interventions

must begin very early; and (2) that prevention messages targeted at elementary school children need to provide positive alternatives to humor in drunkenness. One recommendation is the development of "sobriety games" for children which are also fun and which emphasize positive aspects of the culture.

### NOFAS PROVIDES FREE BOOK

The National Organization on Fetal Alcohol Syndrome (NOFAS) in cooperation with Heartsprings, Inc., has provided to all Bureau funded schools a book entitled "A Baby Brother is Born to \_\_\_\_\_." It was written by Luci Tapahonso and illustrated by Sam English. It is attractive, informative and provided prevention education material in a workbook format on the subject of Fetal Alcohol Syndrome. The Office of Indian Education Programs (OIEP) and the Office of Alcohol and Substance Abuse Prevention (OASAP) will mail copies upon request to interested persons or schools. Information of Fetal Alcohol Syndrome should be included in any substance abuse prevention program. It is the one totally preventable birth defect. Education is the Key. For a copy or copies of the book fax a request to (202) 219-9583 or call (202) 219-1128.

### ALCOHOL AND NATIVE AMERICANS: A REVIEW

This excellent book, published by Sinte Gleska University in Rosebud, South Dakota, brings together a wide range of readings on research into Indian alcohol use and abuse by 34 major researchers in the field. The volume, edited by Roger Hornby, is divided into six major sections: a general overview of the issues; assessment of the problems; general approaches to intervention; intervention counseling; specific interventions which have been reported; and approaches to prevention. The book is designed for a wide audience, including alcohol treatment professionals, human service providers, mental health professionals, tribal people, and students preparing to enter the helping and allied health professions. Hornby has identified a range of program descriptions, helpful suggestions, and models of successful intervention which provides

planners and providers with new perspectives.

For information about purchasing the book, please contact Sinte Galeska University Bookstore, P.O. Box 490, Rosebud, South Dakota 57570-0490 or call (605) 747-2263.

*Excerpted from Prevention Quarterly, Vol. 5, No. 3.*

### **“THINKING ABOUT DRINKING” RADIO PROGRAM**

A radio program series titled “Thinking About Drinking” is currently being broadcast on numerous stations throughout Indian country. The Office of Alcohol and Substance Abuse Prevention launched the radio public awareness series in April 1995, targeting Indian reservations and designed to expand awareness concerning the prevention of alcohol and other drug use. The 12 half-hour segments are the result of more than 150 interviews with a wide cross-section of American Indians. There are examples of families in conflict attempting various methods to remove themselves from the throes of dysfunction because of alcohol abuse. For additional information about local programming, please contact Ron Holt at (703) 204-9209 or Fax (703) 560-3527.

*Excerpted from AISES Education Newsletter Vol. 11, No. 2.*

### **AISES CALENDAR**

The 1996 AISES Calendar offers 12 exquisite Sam English full-color prints, 10x14 print and appointment calendar, as well as selected quotes from historic and present-day tribal leaders. The cost is \$11 each or 3 for \$25. To order, please send check or money order to: AISES Books, 1630 30th St., Suite 301, Boulder, CO, 80301-1014.

### **1995-1996 AISES COLLEGE GUIDE**

AISES proudly announces the publication of its Second Annual College Guide for American Indians. The Guide contains valuable information for everyone who is concerned with American Indian students and their decisions regarding a college education. There is an extensive data

section that is the only one of its kind. AISES has selected 200 schools by unique criteria, including the size of the American Indian community at the school, the specific Indian support programs available, and the number of American Indian graduates. The guide was written solely to motivate more good Indian students to aspire to and apply to college and, to help students pick the right college to maximize their chances of graduation.

For students, there are descriptions of top colleges and why they work for Indians, short articles by Indian students who have been through the college application process, tips on essay writing, and financial aid information. For high school counselors, there are success stories, an extensive bibliography, and a list of summer programs for college preparatory.

The cost is \$6 per Guide. Discounts are available to orders of 10 or more. To order, please send check or money order to: AISES Books, 1630 30th St., Suite 301, Boulder, CO, 80301-1014.

### **NEW CHILDREN’S MENTAL HEALTH PUBLICATIONS AVAILABLE**

1) *From Case Management to Service Coordination for Children With Emotional, Behavioral, or Mental Disorders: Building on Family Strengths* details the national shift to delivering coordinated, family-centered care. The focus throughout this newly published book is upon building rapport with each family, closely involving families in decision-making about their children’s care, and providing community-based services in the home, at school and in recreational environments. This first volume in a new book series *Systems of Care for Children’s Mental Health* addresses a range of service coordination issues including, among others: (1) initiating case management services; (2) coordinating interagency efforts; (3) financing under Medicaid and through private insurers and managed care organizations; (4) gathering data based on outcomes and computerizing records to increase efficiency; (5) developing a curriculum and goals for training; and (6) emphasizing the importance of the family’s role in providing care. This volume is edited by Barbara J. Friesen, Ph.D.,

Director, Research and Training Center on Family Support and Children's Mental Health, and Professor, Graduate School of Social Work, Portland State University, Portland, Oregon and John Poertner, D.S.W., Professor, School of Social Welfare, University of Illinois, Urbana, formerly at University of Kansas, Lawrence. For ordering information contact: Paul H. Brookes Publishing Company, P.O. Box 10624; voice: (800) 638-3775; fax: (410) 337-8539.

2) *Components of a System of Care: What Does The Research Say?* reviews the literature in the effectiveness of the components in a system of care for children with serious mental health problems. This 1994 review of recent research literature addresses the following eight components in a system of care for children: residential care, outpatient psychotherapy, day treatment services, family preservation services, therapeutic foster care, crisis and emergency services, case management/individualized care, and family support services. For ordering information contact: Research and Training Center for Children's Mental Health, Florida Mental Health Institute, University of South Florida, 13301 Bruce B. Downs Blvd., Tampa, Florida 33612; (813) 974-4661.

3) *Doing things differently: Issues and options for creating comprehensive school-linked services for children and youth with emotional or behavioral disorders*, a recent publication through the Center for Policy Options in Special Education, promotes awareness of the issues involved in creating comprehensive, flexible educational programs for students with emotional or behavioral disorders. A discussion of specific problems associated with services for children and youth with emotional or behavioral disorders includes the following topical areas: unserved students, cultural bias, failing programs, and a lack of comprehensive educational programs. Critical education issues are identified and policy options are explored. For ordering information contact: Center for Policy Options in Special Education, Institute for the Study of Exceptional Children and Youth, University of Maryland at College Park, College Park, Maryland 20742-1161; (301) 405-6509.

4) *Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood: 0-3* provides a comprehensive framework for diagnosing emotional and developmental problems in the first three years of life. This volume identifies and describes disorders not addressed in other classification systems and the earliest manifestations of problems described in other systems for older children and adults. Infants' and toddlers' reactions to trauma, disturbances in affect, difficulties in regulation of mood and behavior, and problems in relationship and communication patterns are some of the types of disorders addressed. For ordering information contact: Zero to Three/National Center for Clinical Infant Programs, 2000 14th Street North, Suite 380, Arlington, Virginia 22201; voice: (800) 899-4301 or (703) 528-4300.

5) *Where can we turn? A Parent's Guide to Evaluating Treatment Programs for Troubled Youth* assists parents in their efforts to research treatment programs for their sons and daughters. The topics addressed include identifying a program's treatment philosophy, how the program deals with youth running away from the program, understanding program costs and insurance coverage, length of stay, admission procedures, and receiving school credits. The guide also includes a scoring sheet for parents so that they can evaluate a program before enrolling their child. For ordering information contact: Jefferson Resource Institute, Inc., P.O. Box 211418, Salt Lake City, Utah 84151-8418; (801) 944-1174.

#### **NEW PUBLICATIONS AVAILABLE THROUGH RESEARCH & TRAINING CENTER'S RESOURCE SERVICE**

1) *An Introduction to Cultural Competence Principles and Elements: An annotated Bibliography* describes books, monographs and articles that exemplify various aspects of the cultural competence model. The areas addressed include the following: cultural self-assessment, dynamics of difference, valuing diversity, adaptation to diversity, and incorporation of cultural knowledge.



2) *Collaboration in Interprofessional Practice and Training: An Annotated Bibliography* examines a variety of issues related to interprofessional, interagency and family-professional collaboration. These issues include: the need for interprofessional collaboration in family-centered practice; principles of collaboration; organizational, administrative and policy issues related to collaboration; methods of interprofessional collaboration; and barriers to implementing collaboration. This publication also examines the literature on training for collaboration and presents interprofessional program and training examples.

3) *Interprofessional Education for Family-Centered Services: A Survey of Interprofessional/Interdisciplinary Training Programs* presents findings from a study designed to identify family-centered training programs that prepare professionals to work collaboratively with members of other professions, in interagency settings, and incorporate attention to family-professional collaboration. Two major groups of education and training programs were included in the study: (1) university pre-service and professional education programs; and (2) agency-based in-service and continuing education programs. Information is provided concerning the design, planning, implementation, content, administration and evaluation of training programs. A discussion of the findings and recommendations for developing and implementing training for family-center practice is included.

4) *Family Involvement in Policy Making: A Final Report on the Families in Action Project* presents the findings of the Families in Action Project, an examination of the experiences of parents and other family members of children with mental, emotional and behavioral disorders as members of policy-making boards, committees and other policy-related bodies. The project's findings are presented as follows: (1) the outcomes of focus group life history interviews are described; (2) five case studies of the experiences of parents and parent organizations in policy-making processes are reviewed; (3) the results of questionnaire data collected from site participants are described; and (4) the implications

of the findings for family members and policy-makers interested in enhancing family member participation on policy-making bodies as well as recommendations for further research are provided.

5) *Family Support and Disabilities: An Annotated Bibliography* describes literature that addresses the issue of "whatever it takes" to aid families in caring for an individual who has a disability in order that the family may stay together, build strength, and limit or avoid placement of the individual with a disability into institutional or other non-family settings. Specific topics addressed include the personal and interpersonal lives of family members, including relationships with formal and informal support persons; the service system for families and public policy related to family support; and descriptions of specific family support programs or services.

Ordering information provided by : Publications Coordinator, Research & Training Center, Regional Research Institute for Human Services, Portland State University, P.O. Box 751, Portland, OR 97207-0751, (503)725-4175, E-Mail: ids@rri.pdx.edu For your information: federal identification number is 93-6001786. Please allow 4 to 6 weeks for delivery.  
*Excerpted from Focal Point, Fall 1995 Vol. 9, No. 2.*

## 1996 DUES

Five years ago, the Society of Indian Psychologists had less than 15 members who regularly paid dues from year to year. As of 11/30/95 the paid memberships for 1995 number 103. Approximately one quarter of the total are students in undergraduate or graduate programs. Three quarters of the total are Indian or Native. The U.S. states with the most members are California, Montana, Arizona, and Oklahoma. Five members are Canadian.

One quarter of the 103 members recently found out about SIP because someone passed on a recent SIP *Newsletter*. The other three quarters received 2-3 complementary issues of the *Newsletter* before sending in an application form and dues. (In addition to sending this issue of the *Newsletter* to the 103 paid members, complementary issues will be sent to 387 individuals and organizations who might be interested in the activities of the Society.)

In the past two years, the income from dues has finally risen above the costs related to publishing and mailing the *Newsletter*. In order to get to the point where the Society can implement projects other than the production of the *Newsletter*, SIP needs your regular support. Two persons have already sent in their \$15 dues for 1996. The 1996 application is part of this issue of the *Newsletter*.

**PLEASE DO YOUR PART BY SENDING IN A  
1996 APPLICATION AND A CHECK FOR \$15!**

**INVITE A FRIEND OR COLLEAGUE TO JOIN!**

**WISHING YOU AND YOURS MANY BLESSINGS  
DURING THE COMING HOLIDAY SEASON  
AND THE NEW YEAR 1996**

**PURPOSE**

The Society of Indian Psychologists is the only free-standing professional association for American Indians and Alaska Natives who are psychologists or psychologists-in-training. Since its founding over two decades ago, the Society has always welcomed Indians and Natives from other disciplines. Likewise, non-Indian psychologists and others are invited to affiliate.

The Society's purpose is to advance psychology as a science in service to Native peoples of the Americas. Research on Indian and Native concerns is one important avenue; another is the application of psychological knowledge and techniques to Indian issues.

Current goals of the Society are to promote the:

- 1) well-being of Indians and Natives in the Americas;
- 2) transfer and dissemination of skills and knowledge among Indian and Native communities, institutions of higher learning, health centers, and other entities;
- 3) development of state-of-the-art practice and research;
- 4) development of policy-making at the tribal, state, and federal levels that is responsive to the needs of Indian and Native communities; and
- 5) quality of undergraduate and graduate training in psychology such that Indian and Native students feel supported and Indian/Native perspectives are honored.

**PUBLICATIONS**

The Society publishes a newsletter designed to provide information regarding the activities of the Society and its members, job/position availability notices as well as updates on current events of interest.

**ACTIVITIES**

Members benefit by having a forum in which to present their ideas and research, receive current information on the work of others, and have the opportunity to interact with others about their work throughout the year.

Please duplicate this page and pass on to others who might be interested in SIP.

**SOCIETY OF INDIAN PSYCHOLOGISTS**  
*"Psychologists in Service to Native Peoples of the Americas"*

**1996 MEMBERSHIP APPLICATION**

1) Name: \_\_\_\_\_ 2) Date: \_\_\_\_\_

2) Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: (    ) \_\_\_\_\_

3) Highest Degree: \_\_\_\_\_ Date Awarded: \_\_\_\_\_

Awarding Institution: \_\_\_\_\_

3) If Student, Degree Program: \_\_\_\_\_ BA/BS; \_\_\_\_\_ M.A/MS; \_\_\_\_\_ Ph.D/PyD

Institution: \_\_\_\_\_

4) Self Identification (Check All That Apply):

\_\_\_\_\_ American Indian/Alaska Native (Specify: \_\_\_\_\_)

\_\_\_\_\_ African American/Black \_\_\_\_\_ Asian/Pacific Islander

\_\_\_\_\_ Latino/Hispanic \_\_\_\_\_ Euro/American

\_\_\_\_\_ Other (Specify: \_\_\_\_\_)

5) Membership Status: \_\_\_\_\_ General Membership (\$15 or Waiver Request Attached)

\_\_\_\_\_ Student Membership (\$10 or Waiver Request Attached)

6) Contribution to Carolyn Atneave Memorial Scholarship Fund: \$ \_\_\_\_\_

7) I do not give my permission to release my name and address outside of SIP: \_\_\_\_\_

PLEASE RETURN THIS FORM WITH YOUR REMITTANCE

MAKE CHECKS PAYABLE TO THE "SOCIETY OF INDIAN PSYCHOLOGISTS"

Mail to: Candace Fleming, Ph.D., UCHSC Psychiatry, 4455 E. 12th Ave., Denver, CO 80220

The Newsletter of the  
Society of Indian Psychologists  
UCHSC Psychiatry A 011-13  
4455 East 12th Avenue  
Denver, CO 80220



**BULK RATE**

**3**

FALL 1995 ISSUE

Gyda Swaney  
CSKT Mental Health Program  
P.O. Box 633  
St. Ignatius, MT 59865