



SIP NEWSLETTER

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The Need for American Indian and Alaska Native Psychologists

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Utah State University, Logan, Utah

Job opportunities on reservations and in urban areas are increasingly available to qualified American Indian applicants trained in psychology.¹ Counselors in alcohol-related programs, diagnosticians in school systems, and therapists for mental health and human service programs are in demand by the Indian Health Service, the Bureau of Indian Affairs, tribal organizations, and public institutions serving American Indian populations. There is a great need for adequately trained administrators for these psychologically-oriented programs.

Within the American Psychological Association (APA) -accredited psychology training program at Utah State University, I administer a support project aimed at helping Indian students to gain entry into, and to succeed in, graduate level training in psychology. We have received about 300 inquiries from potential Indian applicants over the past few years; the following article by Dr. Barcus discusses some of issues involved in applying to graduate psychology programs such as ours. To date, we have had over 20 Indian students, representing over a dozen tribal groups, become involved here in graduate training in psychology. Some have graduated and we currently have 16 active Indian students working toward

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Words To The Wise When Applying To Graduate School

By Carolyn Barcus, Ed.D.

Many American Indians are interested in advanced degrees and are applying to graduate schools across this country. As Associate Director for the American Indian Support Project in the Psychology Department at Utah State University, it is part of my job to recruit and screen potential graduate students for the Master's Degree in School Psychology and for the Ph.D. in Professional-Scientific (clinical, counselling and school) Psychology programs. I would like to share some of the knowledge I have gained during this process.

1. Know the differences between graduate programs. Study the "course of study", ask questions, and visit with knowledgeable people about programs so you know what you want and what each school offers. For instance, psychology Ph.D. programs may have the same title, yet one can be theoretically and research oriented, and the other more applied training practitioners.
2. Apply to several programs. There is a great deal of competition for admittance into graduate programs, especially APA-approved psychology graduate programs. Selecting several programs to apply will broaden your chances of being admitted to one. If you are selected by more than one, than you have the luxury of being able to choose.
3. Apply early! It takes time to complete a graduate application and as Murphy says, "Anything that can go wrong, will go wrong." Some examples are: waiting months for GRE results or difficulty arranging MAT testing, and traveling long distances to take tests; reference people not returning letters of reference, or sending them to the wrong place; previous schools attended not sending transcripts; or your failing to complete all of the necessary forms.
4. Complete your application on time. Most graduate programs have many applicants so when the application deadline passes (usually a February deadline), the selection committee reviews only the complete applications. The incomplete applications are left in the incomplete file and are never seen by the committee.
5. Check on your application regularly. Incomplete applications sit in a file in the graduate office and no one but you

see Advice on page 2

cares about them, unless there is a Support Project recruiting you and keeping track of the application.

6. **Prepare yourself to take the GRE or MAT.** Many graduate programs require a Graduate Record Exam and some will accept a Miller Analogy Test score. Know if a test is required and if so, which one. Prepare yourself by buying or borrowing a study guide and becoming familiar with the test format.
7. **When considering reference people, choose people who can write you a strong letter or recommendation.** If you are uncertain whether the person will write a strong letter, ask them. A recommendation that addresses your academic ability (your ability to write, to conceptualize, and to comprehend difficult concepts), and your commitment as a student and professional impress selection committees more than references that only talk about what a fine individual you are.
8. **Your letter of intent is important.** The screening committee uses your letter of intent to determine if your goals match with the type of training the program is providing. State your goals and intentions clearly, rather than in a vague generalization, such as "I want to help Indian people." How will you be able to help Indian people?
9. **Sell yourself.** You are competing with many other applicants for a few slots in graduate school, so you will have to convince the selection committee that you are the best prospect. If you have low grades in a particular area, write a supplementary letter explaining what happened and why you should still be considered. Selection committees understand that people change, grow and mature, and become motivated, so explaining may keep you in consideration. You also need to know that no amount of explaining will overcome poor grades overall, nor poor references. Graduate school is rigorous and no one wants to set an Indian student up for failure.
10. **Visit the program.** If you are really serious about attending a particular school, visit that school. Call ahead for an appointment with the program chairperson, be familiar with the program and be prepared to ask questions. Your visit will help you get acquainted with the area, the school, and the program, as well as allow the faculty to meet you.
11. **Ask for an opportunity to prove yourself.** If you are serious about wanting to attend a certain program, get to know a faculty member through correspondence, phone calls, and a visit. Discuss your credentials (GPA, test scores, work experience, reference letters) with that person and ask about your chances of being admitted. If you have an area of concern, such as a low GRE score, suggesting that you would be willing to prove yourself on a non-matriculated basis may get your foot in the door. An outline of the subjects you would need to complete over one or two quarters and the GPA that you would have to maintain would be

specified in a letter and you would have your chance to prove you can do it.

12. **Apply early for financial aid.** There are several funding sources interested in funding minority students and several specifically for American Indians. Many funding sources require that a student submit proof of financial need. Most universities use a national service such as ACT Student Financial Aid Services. Write to the university financial aid office and ask for their information and the deadlines. Waiting until the last minute to apply may place you in jeopardy of missing out on funding. Apply to several funding sources. You can always turn down funding if you exceed your limit. (This is a nice problem to have!) Achieving a graduate degree requires a great deal of work and is a major commitment in your life. It will also be the best possible financial investment you can make if you succeed. Approach the process of applying to graduate school seriously and conscientiously, and best wishes in furthering your education.

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either a master's or doctoral degree. Thus far these students have taken over 1,000 credit hours and performed at a high academic level (mean GPA over the thousand credit hours is 3.45, on a 4.0 scale).

It is my firm judgement that when we have a high number of Indian individuals, trained at the highest level in the profession of psychology, actually working in their communities, we will see major community growth and progress toward improved adaptation and health.^{2,3}

In addition and complementing our major effort to help train Indian psychologists, the American Indian Support Project at USU will host the Second Annual Convention of American Indian Psychologists and Psychology Students at USU in Logan during the summer of 1989. With support from Indian Health Service, we hope to help Indian psychologists and Indian psychology students from across the U.S. network with one another. Watch for announcement of the specific dates and program.

Notes

1. McShane, D. (1988) *Becoming a psychologist: A challenge for American Indian students.* In P.J. Woods (Ed.), *Is Psychology for Them? A Guide to Undergraduate Advising.* Washington, D.C.: American Psychological Association.
2. McShane, D. (1987) *Mental health and North American Indian/Native communities: Cultural transactions, education, and regulation.* *American Journal of Community Psychology*, 15 (1), 95-117.
3. McShane, D. (1986) "Testing, assessment research and increased control by Native communities." In H.A. McCue's (Ed), *Selected Papers from the First Mokakit Conference.* Vancouver: Mokakit Research Association.

EDITOR'S COMMENT

I don't write to presidents or president's wives! But there is always a first time. Something in the atmosphere surrounding George and Barbara Bush on Inauguration Day exuded a sense of comfort and openness. (I must be candid and admit that I did not vote for Mr. Bush.) I couldn't resist the sense of hope that seemed embodied in his wish for a "gentler and kinder America." Perhaps, as I said in my letter, it was "...a granddaughter easily settled in your lap, a casual turn to straighten a grandson's tie, children and toys. What a powerful image, offering strong reinforcement to your words." President Bush's *seeming* commitment (for only time will bear out his words in action) to doing something about the scourage of drugs and improvements in education are encouraging.

This edition of the Newsletter is guest edited by Damian McShane, PhD, who is Project Director for the American Indian Support Project at Utah State University. Articles address issues of training and education. Education in the formal sense that these articles address is vitally important. However, there is a kind of grassroots education initiative that all of us can undertake.

On Tuesday, January, 1989, CBS-TV aired a prime time show entitled "Red Earth, White Earth." It apparently wanted to portray struggles over land between Indian People and White Farmers. I thought the show way dumb, and let them know. "You have trivialized both the plight of Native Americans and that of Farmers. First, you displace all the stereotypes usually associated with Native Americans onto Farmers, i.e., broken families, alcoholism, etc. Then you depict Indian People as drum pounding idiots at a loss to redress grievances and seek relief by legal means... There are no easy answers to either the problems faced by the American Farmer or by Native Americans... [However], the issues of treaty, land and water rights demand a more enlightened treatment; and both Farmers and Native Americans deserve more respect than afforded in this shallow production."

As long as inaccuracies and stereotypes are allowed to be perpetuated, as long as Indian People are ignored, the mental well-being (as stated in the aims of SIP) of Indian People is endangered. It is important to displace stereotypes with reality. Important to fill gaps in knowledge with accurate information. Essential to express ideas, hopes and dreams. Writers write what they know. Policy makers listen to those who have their ear. Your point of view, your experience, and your dreams have no hope of effecting reality if they are not expressed. They may fall on deaf ears. But perhaps they will not. It surely doesn't hurt to write a letter.

Psychoeducational Assessment of American Indian Children

Testing culturally different children challenges the understanding of what psychoeducational tests measures. Therefore, examiners need to be thoroughly familiar with the various tests they use due to cultural loading, the high probability of effects of the examiner's behavior and misinterpretation of test results. Some cautions when assessing American Indian children include knowledge of common social expectations and cultural practices. For instance, the Performance Scale on the Wechsler Intelligence Scale for Children-Revised has long been viewed as an unbiased measure of general ability for American Indians, however, it may still be problematic for traditional Navajo children (i.e., Navajo children are taught from an early age to be very careful about putting shoes on the correct feet, in fact, this is specifically taught through a traditional story. If the "girl" puzzle on the Object Assembly subtest is solved "correctly" by manual standards the shoes look like they are on the wrong feet and the child can "reverse" the legs).

As a student in school psychology and primarily interested in psychoeducational assessment of American Indian children I would like to share information that is not readily available through the literature that addresses specific practices when evaluating American Indian children. Such areas include the selection and administration of tests, test interpretation, report writing, consultation, recommendations, and staffing with parents, teachers, and multidisciplinary teams. If interested I can be contacted at:

Alphonso N. Guy
American Indian Support Projects
Dept. of Psychology
Utah State University
Logan, Utah 84322

NEWS & NOTES

JOAN BERMAN, PH.D (SIP member with the IHS in Albuquerque, NM) was in Sydney, Australia August 1988 to present a paper on feminist therapy with Native American women at the International Congress of Psychology. She forwarded an article reviewing the status of Aboriginal people. Contact, the article relates, has yielded loss of land, hunting grounds, cultural norms, control over their lives and environment. Concerning mental health, advances since WWII have failed to benefit Aboriginal people, with culturally appropriate services virtually nonexistent. Mental distress in the Aboriginal community goes unnoticed, undiagnosed and untreated. Echoing the concerns expressed in the Fall 1988 *SIP Newsletter*, the article makes recommendations of a strikingly similar nature. (Copies of the article are available by request to the editor, SIP Newsletter.)

MICHELLE TANGIMANA is conducting a study to identify theoretical orientations that are currently being used by degreed mental health workers who provide services to American Indian populations. She would like to recruit SIP members who would be interested in completing a one page questionnaire used in the survey. As of January, 1989, she has not been able to locate any literature on this subject or any individuals who have similar research interests or who may be involved in such research. She would be most interested in contacting individuals who may be involved in this area. If there are any SIP members or if you know of any individuals who meet the professional criteria of the study and are willing to complete the survey questionnaire please have them contact:

Michelle Tangimana
Aggie Village 24-H
Logan, Utah 84321
(801) 750-6508

* * *

CONSIDER CRIMINAL JUSTICE. Minority doctoral students seeking academic positions should not restrict their job searches to psychology departments. Criminal justice/criminology departments are often comprised of faculty members from various allied fields such as geography, history, law, sociology, and psychology, as well as those trained in criminal justice or criminology, suggests Dorothy Kagchiro, a former MFP Fellow. She is now an Assistant Professor in the Criminal Justice Department of Temple. Dr. Ralph Taylor, environmental psychologist with research interests in fear of crime and neighborhood responses to crime, is also a member of the department. Minority students with psychological research interests should investigate student membership opportunities and the academic job announcements in professional newsletters by contacting these criminal justice associations:

Ms. Patricia DeLancey,
Executive Secretary,
Academy of Criminal Justice Sciences,
Northern Kentucky University,
402 Nunn Hall, Highland Heights,
KY 41076.

Mr. J. Robert Lilly,
Treasurer,
American Society of Criminology
1314 Kinnear Road, Suite 212
Columbus, OH 43212.

* * *

A national convention of ethnic minority psychologists is being considered. A group of representatives attended a meeting of the *APA Convention for pre-planning. The **Committee on Ethnic Minority Human Resources Development** is finalizing a prototypical syllabus for teaching cross-cultural psychology. A project investigating the factors in the recruitment and retention of ethnic minority students/professionals has begun. The Office of Ethnic

Minority Affairs produced the latest edition of the *Directory of Ethnic Minority Professionals in Psychology* (\$10), coordinated the Black Male Miniconvention, aided in the *Bibliography on Black Males* (\$17), is helping with the *Bibliography on Black Females*, continually updating the data bank on ethnic minority psychologists, and provided testimony on American Indian Mental Health Services for the Senate Sub-Committee on Indian Affairs.

* * *

ASSAULT ON THE PEACEFUL was the headline in the December 26, 1988 edition of *Newsweek*. Reference was to the tragic child sexual abuse case written about in the SIP Newsletter (vol. 1 no. 1, 1988). In responding, Glenn Humphrey wrote: "Not only is the Hopi child abuse incident itself an outrage, but even more reprehensible is the fact that it has taken so long to come to public attention...Altrocities continue; more from omission than commission. Though both the aftermath of sexual abuse and the efficacy of therapeutic intervention is documented, a source has recently reported that the hiring of a staff to work on the reservation with these

PROGRAMS OF INTEREST

Biennial meeting of the **SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT** will be held April 27-30, 1989 in Kansas City. SRCD is committed to interdisciplinary research in numerous aspects of child development. For more information contact:

Kathleen McCluskey-Fawcett
Department of Psychology
University of Kansas
Lawrence, KS 66045-2160.

* * *

AMERICAN ORTHOPSYCHIATRIC ASSOCIATION holds its 66th annual meeting March 31-April 4, 1989 in New York City. Information from ORTHO at:

19 West 44th Street
New York, NY 10036
(212) 354-5770.

The 1990 Ortho Meeting in Miami (April 25-29) will focus on **Challenging Established Doctrines: The Impact of Cultural and Societal Forces on Mental Health**. Submission of program proposals invited focusing on practice, program development, training and supervision, research and social policy that "demonstrate an awareness and understanding of cultural and social influences on the lives of those we serve and in our perceptions of them." An example of challenge to established doctrines is noted to be "North American Natives seeking to assume responsibility for child welfare and child protection services related to Native children." Proposals must be received no later than Friday, May 12, 1989. Glenn Humphrey (newsletter editor and member of Ortho) is willing to act as

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central coordinator of efforts to assemble a panel, workshop, or other presentation. If interested or wish further details, contact Glenn as soon as possible at:

135 W. 31st St.,
NY, NY 10001
(212) 564-1015.

PhD SOCIAL WORK PROGRAM at University of Michigan particularly interested in training minority scholars. Focus on research and knowledge development and the application of social science theories and methods to solution of social problems. University underwrites the travel expenses of minority applicants who want to visit the program. Minority fellowships available through the University (info: 800/521-2830). For information:

Sheila Feld, Ph.D.
Doctoral Program in Social Work & Social Science
The University of Michigan
School of Social Work
Ann Arbor, MI 48109-1285.

THE RESEARCH INSTITUTE ON ALCOHOLISM (RIA) will offer research training in alcohol studies for APA's MFP Research Program participants during the summer at its facility in Buffalo, New York. This program is part of a continuing larger effort by the Institute to attract minority members to careers in science. RIA provides a research-rich environment; trainees are involved in projects employing a wide range of methodologic strategies, which may include large or small samples. Ms. Susan Kalisz is coordinating this program at RIA. Interested parties may call her at (716)887-2550 for more information.

AMERICAN INDIAN DISABILITY CONFERENCE. The American Indian Rehabilitation Research and Training Center and the National Institute on Disability and Rehabilitative Research of the Education Department are planning a conference for September 20-22, 1989, in Denver, Colorado. The theme of the conference is "American Indians with Disabilities - Enhancing the Quality of Life." American Indian college students are invited to submit research papers for the conference. Papers are in three subject areas; a finalist from each area will be selected to participate in the conference. The deadline for papers is March 31, 1989. For more information, contact:

Dr. Marilyn J. Johnson
American Indian Rehabilitative Research and
Training Center
Northern Arizona University
P.O. Box 5630
Flagstaff AZ 86011-5630
(602) 523-4791.

COUNSELING AND CONSULTATIVE PRE-DOCTORAL INTERNSHIP PROGRAM, Arizona State University. July 1, 1988 - June 30, 1989 Counseling and Consultation is a progressive, growth-oriented agency that serves the mental health and developmental needs of a large urban campus. The agency offers a variety of strong programs particularly in the areas of group therapy and consultative services. Training in these and other areas will be enhanced as C&C moves into its new facilities equipped with the latest audiovisual technology. The C&C senior staff is distinguished by its remarkable diversity in ethnicity, gender, handicaps and lifestyle. Each member of the staff is committed individually and as a team to providing a stimulating and challenging professional experience for interns in an environment of support and encouragement. The ASU training program provides an intensely supervised, hands-on counseling experience designed to produce competent, professional psychologists. A broad range of personal, social, and vocational intervention skills applicable to the university and other settings will be developed. Seminars in advanced therapeutic skills, individual and group psychotherapy, consultation and outreach, and supervision are included in the program. The three internships provided by C&C each carry a minimum stipend of \$13,300. Health and other university benefits are also available. For further information and application requests contact:

Counseling and Consultation
Toddy Bowden, Ph.D., Director of Training
Diplomate in Counseling Psychology, A.B.P.P.
Arizona State University Tempe, AZ 85287-3406

PSYCHOTHERAPEUTIC INTERVENTIONS WITH HISPANIC AND NATIVE AMERICAN CHILDREN AND FAMILIES. Sponsored by University of New Mexico School of Medicine. May 18-19, 1989 at UNM Conference Center, 1634 University Blvd. N.E., Albuquerque, NM. Objectives are to: (1) delineate and address unique mental health needs of Hispanic and Native American children, adolescents, and families; (2) provide culturally responsive approaches to formulation and treatment; (3) provide multidisciplinary perspectives in development of culturally sensitive treatment models. Such workshops as: cross-cultural applications of storytelling with severely disturbed children; epidemiology of suicide among Native American youth; comprehensive prevention/treatment mental health model for American Indians; Navajo extended families: Are they supportive?; and much more. Fee is \$75 (student \$40) prior to May 4 and \$90 after. Full time students must pre-register before May 4. Information from:

Luis A. Vargas, Ph.D.
UNM Children's Psychiatric Hospital
1001 Yale Blvd., N.E.
Albuquerque, NM 87131
(505) 843-2900.

BOOKS & ARTICLES NOTED

[The following are merely noted to deal with Native American/Alaskan Native issues. They have not been reviewed by the editor or other staff (unless indicated) and comments are taken from publishers releases.]

Green March Moons by Mary TallMountain, 1987, New Seed Press (P.O. Box 9488, Berkeley, CA 94709).

A beautifully crafted story of Native Alaskans; a young Koyukon girl suffers loss of loved ones and sexual abuse, yet her courage carries her forward with hope. \$8.00 plus \$1.50 shipping.

Alcoholism and Substance Abuse in Special Populations by Gary W. Lawson, PhD & Ann Lawson, PhD, MFCC, available December 1988, Aspen Publishers, Inc. (7201 McKinney Circle, P.O. Box 990, Frederick, MD 21701-9782).

Newest and most effective methods of treatment and prevention for high-risk populations in clear, concise language. Outlines important tribal and cultural differences as they relate to alcohol consumptions in Native Americans. \$39.00 and postage paid on prepaid orders.

Psychotherapy and Culture by T. M. Abel, R. Metraux & S. Roll, University of New Mexico Press, Albuquerque, NM, 1987. (Review provided by Theodora M. Abel, PhD)

"Uses a psychodynamic cross-cultural focus in order to explore the concepts and techniques necessary for providing psychotherapy to a culture different from the one of the therapist. After providing an overview of the concepts of culture and culture-specific psychopathology, the topics of interviewing, dreams, transference and countertransference, and training are discussed."

Preventing substance abuse among American-Indian adolescents: A bicultural competence skills approach by Steven P. Schinke, et al. (Columbia U. School of Social Work), *Journal of Counseling Psychology*, 1988 (Jan), Vol 35, 87-90.

Presents an approach yielding improvement on measures of substance-use knowledge, attitudes, interactive skills, and reported rates of tobacco, alcohol and drug use at 6-month follow-up.

Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions. Alba A. Ortiz and Bruce A. Ramirez, Editors.

A collection of papers presented at CEC's 1986 Ethnic and Multicultural Symposia in Dallas, Texas. Covers a broad spectrum of presentations on educational opportunities for Black, Hispanic, Asian, and American Indian exceptional students. Topics include finding and nurturing potential giftedness, preventing inappropriate referrals, teacher recruitment and retention, assessment procedures for limited-English-proficient handicapped students, parent involvement, and model programs.

Schools and the Culturally Diverse Exceptional Student is a product of the ERIC Clearinghouse on Handicapped and

Gifted Children. It is published and distributed by CEC (see address on back page), 1988, 143pp. Regular price is \$17.00 each; CEC member price is \$13.60 each (U.S. funds).

SCHOLARSHIPS / GRANTS

DISSERTATION SUPPORT FOR RESEARCH FELLOWS

The National Institute of Mental Health has made funding available for APA's Research Fellows to apply for dissertation support. Funding covers most direct expense items such as subjects' incentives, coding, computer time, typing, photocopying, and research assistants and, unlike stipend support, carries no pay back obligation. Any current or former Research Fellow who is at the dissertation stage should contact the MFP office for information and application packets. Deadline for receipt of applications is March 1, 1989. Please note: There are no funds available presently for current or former Clinical Fellows

FELLOWSHIPS FOR INDIAN STUDENTS FOR FISCAL YEAR 1989 APPLICATIONS INVITED NOTICE

Department of Education (53 FR52472/December 28, 1988): The purpose of this program is to enable Indian students to pursue courses of study leading to postbaccalaureate degrees in medicine, psychology, law, education, clinical psychology, and related fields or undergraduate or graduate degrees in business administration, engineering, natural resources, and related fields. Applications are available as of January 6, 1989, and the deadline for transmittal of applications is February 16, 1989. For applications or information, contact:

Dorothea Perkins
U.S. Department of Education
400 Maryland Avenue, S.W.
Room 2164, Washington, DC 20202
(292)732-1909.

MINORITY TRAINING GRANT FOR PSYCHOLOGY FELLOWS

University of Texas Medical Branch at Galveston, Division of Child and Adolescent Psychiatry. Focus on training in assessment, clinical management, and research involving minority and non-minority children and adolescents with diagnoses of psychiatric disorders. Training will be scheduled in the Division as well as in several clinical facilities located throughout the Rio Grande Valley of Texas. Supported by Ford Foundation Postdoctoral Fellowship (Focus on Ethnic Minority Psychology, Vol 2, 1988, p. 11) and NIMH. Candidates need to apply to the Ford Foundation and refer to this program as a potential site for training. For further information contact:

Freddy A. A Paniagua, PhD
Division of Child and Adolescent Psychiatry
University of Texas Medical Branch
3.242 Graves Building
Galveston, TX 77550-2774
(409) 761-2416.

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JOB ANNOUNCEMENTS

[Listings included are particularly interested in attracting minority applicants.]

FACULTY AND ASSISTANT PROFESSOR POSITIONS. Department of Psychology, Case Western Reserve University has the following openings.

SENIOR FACULTY POSITION, CLINICAL PSYCHOLOGY for undergraduate and graduate courses and supervision of graduate student practicum experiences. No restriction on area of specialization, but child clinical or adult/aging psychodynamic training especially welcome.

CLINICAL PSYCHOLOGY, ASSISTANT PROFESSOR tenure-track position for teaching undergraduate and graduate level courses, supervision of graduate student research and clinical cases, and carry on active research program. Prefer candidate with emphasis in child clinical or adult development and aging who are State of Ohio license-eligible. Case offers excellent research facilities, a broad range of collaborative possibilities with university affiliated hospitals and community agencies, and access to diverse clinical populations. Send cover letter, vita, reprints, and three letters of recommendation to:

Dr. Jane W. Kessler
Search Committee
Department of Psychology
Case Western Reserve University
Cleveland, Ohio 44106.

HUMAN BEHAVIOR GENETICS, ASSISTANT PROFESSOR tenure-track position for teaching graduate and undergraduate level courses in behavior genetics and statistics. Applicant must have strong quantitative skills and demonstrated ability to conduct a successful research program. Research interest in cognition, development, or personality desirable but not essential; doctorate in psychology by July 1, 1989 essential. Send cover letter, vita, reprints, and three letters of recommendation to:

Dr. Roy Baumeister
Search Committee
Department of Psychology
Case Western Reserve University
Cleveland, Ohio 44106.

Applications will be considered upon receipt. The University is an equal opportunity/affirmative action employer.

MINORITY RESEARCH, EDUCATION AND TRAINING INSTITUTE OF THE COMMUNITY MENTAL HEALTH CENTER, Metropolitan Hospital Center/New York Medical Center, Phyllis Harrison-Ross, MD, Director. Funded by the NYS Office of Mental Health, the Minority Institute will provide leadership in the development of racial and ethnic minority mental health needs assessments, treatment strategies, recruitment and training of culturally competent clinical and research personnel, technical assistance, service development and public education in order to enhance the delivery of appropriate and accessible mental health services for Black, Hispanic, Asian-Americans and Native American Indians.

PROJECT DIRECTOR will provide overall direction, networking, etc. to implement policies, goals and objectives of Institute. Master's in mental health profession or Health Care Administration plus five (5) years managerial experience. Research training and experience preferred. Teaching and writing skills essential.

PSYCHOLOGIST NYS licensed or eligible for primary therapy & psychological testing plus supervision of externs and teaching.

SOCIAL WORKERS MSW with CSW eligibility for psychosocial assessments, family, collateral and community contacts.

RESEARCH ANALYSTS AND ASSOCIATES. For information call (212) 230-6465 and send resume to:

Metropolitan Hospital Center
Office of Human Resources
1901 First Avenue, New York
NY 10029.

ASSISTANT PROFESSORSHIPS Psychology and Education Departments at Mt. Holyoke College, a liberal arts women's college, beginning Fall 1989. Seek applicants with interest in psychology of minority experience, with preference to subfields of developmental, personality, clinical or some combination of these, or psychobiology. Nontraditional experience and credentials will be considered. Send vitae, samples of written work, statement of interest, and have 3 or more letters of reference sent to:

Dr. Karen L. Hollis
Search Committee Chair
Department of Psychology
Mount Holyoke College
South Hadley, MA 0107.

ASSISTANT PROFESSOR Educational Psychology Department, University of Oklahoma. Teach masters and doctoral level courses, supervise practica and doctoral level research. Prefer specialty in Counseling Psychology with graduation from APA program and APA internship, and demonstrated sensitivity to minority and/or women's issues. Will consider ABD's who anticipate completion Fall, 1989. Must be licensable in Oklahoma within 2 years. Vita and brief letter indications qualifications, three or more letters of recommendation to:

Cal D. Stoltenberg, Ph.D.
University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019
405/325-5974, 800/522-0772 (in OK) or
800/523-7363 (outside OK).

THE DEPARTMENT OF PSYCHOLOGY AT ARIZONA STATE UNIVERSITY invites applications for an anticipated position in Developmental Psychology, beginning in the Fall of 1989.

Clark C. Presson
Developmental Search Committee
Psychology Dept.
Arizona State University
Tempe, AZ 85287-1104.

Deadline for applications is February 1, 1989, or until position is filled.

ASSOCIATE-FULL PROFESSOR Behavioral Sciences and Human Services, College of Rural Alaska This an external recruitment; interested applicants may apply as directed. Salary-\$42,604-57,673 Tenure Track position, nine-month academic year beginning Fall 1989. Opening date-February 15, 1989. Closing date-April 15, 1989 or until filled. Teach Master's and undergraduate level courses in psychology. coordinate Community Psychology Master's program. Opportunity to work in off-campus programs with an emphasis on distance delivery. Faculty are expected establish a strong research agenda as well as advise both undergraduate and graduate students. Doctoral degree or equivalent in: Clinical, Counseling, or Community Psychology and teaching

experience at the university level. Candidate must have a record of productive research and some consultation or other community service experience. Multi-cultural professional experience required and preference given to those with professional experience with rural minorities, preferably Native Americans. Send a vita and three letters of recommendation to:

Valerie C. Montoya
Assistant professor of Sociology
Dept. of Behavioral Sciences & Human Services
University of Alaska Fairbanks
Fairbanks, Alaska 99775-0900.

The University of Alaska is an equal opportunity, affirmative action employer institution. Women and minorities are encouraged to apply. Your application for employment with the University of Alaska may be subject to public disclosure.

POSTDOCTORAL TRAINEESHIP Research and training in gerontological psychology, University of Maryland, College Park, Maryland. NIMH clinical training grant. One or two year postdoctoral fellowships are available for minority graduates of APA approved programs in counseling or clinical psychology. Clinical, academic, and research components are available depending on the prior background of the candidate. Training placements include a rotation in geriatric services in Johns Hopkins University Hospital, a mobile treatment team, and a wide range of residences for independent living seniors. Research training and policy development opportunities are available through the University of Maryland Department of Psychology, the Center on Aging, and relevant professional organizations with headquarters in Washington, D.C. Interested candidates should send a resume and letter of interest to:

Bruce R. Fretz
Department of Psychology
University of Maryland
College Park, Maryland 20742.

Stipend is \$18,000 to \$22,000, depending on experience. Tuition benefits are included for those wishing to take research related coursework. Health benefits and travel reimbursement to placements are also included.

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, expertise and experiences, opportunities for career development, positive inter-and intra-personal relationships, and general personal enhancement of Indian and Native peoples; to encourage all Indian and Native peoples to become involved in improving the quality of their lives.

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- * Need for Native Psychologists**
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