

17 American Psychological Association DIVISION OF COUNSELING PSYCHOLOGY NEWSLETTER

Division 17 Newsletter

Volume XX, Number 2

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FROM THE PRESIDENT

Inclusion and Collaboration are Fundamental

In my first presidential column I told you that the Executive Board was ready to work hard on behalf of our Division. Well I want the membership to know that this Executive Board has gone beyond the call of duty. The Board members devoted five days attending the National Multicultural Summit and transacting Division business at the midyear meeting. The Summit was two full days that touched our hearts and minds in ways that I cannot adequately describe to you. The business meetings were conducted with a firm air of collegiality and thorough efficiency. I sincerely appreciate every Board member.

Division 17 has been at the forefront demonstrating our role as trainers and advocates of multicultural psychology. Jim Lichtenberg and his committee submitted to the Council for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) a petition for the continued recognition of counseling psychology as a specialty. CRSPPP has now forwarded that document to the APA Council of Representatives with a recommendation that such recognition be granted. We are grateful to Jim and his committee for their hard work. Throughout this petition we recognize the essential and important role of diversity in counseling psychology.

The Multicultural Summit sold out early. By mid-December we began to turn people away. Over 500 people attended the conference. There were 29 graduate student poster sessions and over 100 other graduate students at the summit. It is clear that the time of multicultural psychology has arrived and change is at hand. These points were dramatically made by each of the five keynoters: Drs. Stanley Sue, Lillian Comas Diaz, Thomas Parham, Gail Wyatt, and APA President Dr. Richard M. Suinn, and also by all of the distinguished panelists. The educational and advocacy role of counseling psychology and Division 17 in the multicultural

movement is obvious. The Summit conveners, Lisa Porche-Burke, Derald Win Sue, Melba Vasquez, Rosie Phillips Bingham and the APA President are all counseling psychologists. It is no accident that statements about multicultural psychology and diversity can be found in the mission, values, and goals of the official Bylaws of our Division.

AND yet even as I am aware of the leadership role that counseling psychology is playing in the move for diversity and multicultural psychology, I wonder if we are doing enough to help to change our society. I am grieved by the Byrd killing in Texas and the police shooting of an unarmed young West African man in New York. I wonder what is it about our society that allows these racial hate crimes. Actually perhaps the more accurate question is what can our field do to help insure that such hate crimes do not occur. At the multicultural summit, Dr. Parham suggested that we certainly can do much more when there is commitment. He asked us to look at the fact that in under ten years we now require smokers to go outside to light up. That kind of advocacy and change requires the collaboration of many different peoples and agencies. If we put our hearts and collective minds to work, I do believe that it is within our power to help change this society so that we do what counseling psychologists do best—aid in the positive development of people and organizations. If we join forces with others, I believe we can significantly lessen the likelihood of another person being dragged to death at the end of a chain or beaten to death on a fence.

Our Division is learning more about collaboration. At the Summit we witnessed co-sponsorship by 10 APA Divisions and numerous other APA affiliate and non-affiliated organizations and corporations. In fact, representatives from eight of the co-sponsoring APA Divisions met at the Summit and are trying to discover ways that we can capitalize on the Summit collaboration. President-Elect Jean Carter and I attended the

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Editor Gargi Roysircar Sodowsky

AA/EOE

meeting, along with representatives from Divisions 9, 27, 35, 43, 44, 45 and 48. There were several suggestions, including looking at the possibility of writing columns in each other's newsletters. This group of eight will continue to work together to see what kinds of issues we can work on that will be useful to our respective memberships and to society. Such efforts certainly fit with my own presidential emphasis on inclusion.

We have a further opportunity for collaboration and inclusion with the APA President, Dick Suinn, who is focusing on two areas: ethnic minorities and cancer. He has asked that we consider publishing articles on cancer in our newsletters. I hope that some of you have some information that would be useful for counseling psychology that you might consider for the newsletter. Perhaps the Counseling Health Psychology Section could consider this project.

The focus of much of the work at the midyear meeting was on inclusion and collaboration. We spent time, with leadership from Vice President Pro term for Practice Sandy Shullman, working on nominations to APA boards and committees. Working in collaboration with members from other Division Executive Boards, who were conducting their midyear meeting, we were able to nominate and or support nominees for virtually all available slots. Some Division 17 members nominated themselves for slots. I encourage those of you who are willing and able to do the same. Service in APA and in the Division is voluntary and it takes very committed individuals to do the organization's hard work. We are currently working on nominations for Awards in APA. If you know of individuals who have distinguished themselves in the science and practice of psychology, knowledge, public interest, public policy, education and training, international advancement, etc., please consider nominating them for awards (see the October 1998 Newsletter for call for nominations). Dr. Kathy Davis from the University of Tennessee is chairing the committee to help us with the nomination process. You can get more detailed information from her.

Vice President Nadya Fouad has accepted a leadership role in the Task Force on Operationalizing Multicultural Counseling Competencies in helping to write, revise, and implement the endorsement of guidelines for multicultural counseling competencies. The

guidelines should help us to be more inclusive with the training we receive and the work that we do.

Vice President for Education and Training, D. Rod Goodyear, and Vice President for Scientific Affairs, Gail Hackett, along with other Division 17 members, are collaborating with CCPTP to work on the 2001 national conference on counseling psychology in the next millennium. Further, the Executive Board approved a proposal by President-Elect Jean Carter to hold the next midyear meeting, as well as host a joint conference with Divisions 29 and 43.

All of the above mentioned events and activities demonstrate how the Division is working towards collaboration and inclusiveness. It does appear that the Division is determined to be proactive in major areas that affect psychology. And that is as it should be. Counseling Psychology is a diverse field charged with the responsibility of educating and training psychologists to work with an increasingly more diverse society. If we are to live up to that responsibility, then inclusion is our only solution.

Rosie Phillips Bingham

Those who wish to submit advertisements to be included in the Division 17 Newsletter must send a copy of the advertisement and a check made out to Division 17 to Gargi Roysircar Sodowsky. Advertisements are designated according to the following rates:

full page -	\$250
half page -	\$150
quarter page -	\$100

Articles submitted for publication in the Convention issue of the Newsletter should be approximately 300-500 words in length and must be received by the editor by **May 18, 1999**. Submissions on disk (Microsoft Word 6.0 or ASCII format) or by e-mail (**but no attachments**) are strongly encouraged. Submissions may be sent to:

Gargi Roysircar Sodowsky
 Department of Educational Psychology
 University of Nebraska-Lincoln
 118 Bancroft Hall
 Lincoln, NE 68588-0345
 sodowsky@unlinfo.unl.edu

FROM THE PRESIDENT-ELECT

Beginning the Countdown: New Traditions

Having just been to my midyear Executive Board meeting as President-Elect, I am delighted by the many projects and exciting activities that Division members are involved in. I hope that over the year beginning at the convention 1999, I will be a good steward for the Division and I am counting down to beginning my year as President.

"New Traditions for a New Millennium" will be my Presidential theme. Traditions are the handing down of customs, beliefs, stories, etc., from generation to generation. As we move into the new millennium, my vision is that we will have built new traditions for counseling psychology—traditions of being proactive and involved in many arenas of the field of psychology as leaders in our professional association; traditions embracing many forms of diversity and support for individuals among our members and leaders and providing leadership to our field; traditions of supporting and encouraging our members in many work settings and many work activities; traditions of collaboration with many other associations to promote and enhance psychology; traditions of actively and creatively combining science and practice. Through my year as President, I will do whatever I can to provide leadership for these new traditions and to offer support for the development of others.

It is important for me to know what is important to you, so please get in touch with me at any time. My phone number is (202) 362-1013; my address is 4501 Connecticut Avenue, NW, Suite 215, Washington, DC 20008; and e-mail address JCarter@bss3.umd.edu. I look forward to hearing from you!

Jean Carter

Address Correction:

Thomas V. Palma, Ph.D.
 Committee Chair, Lesbian, Gay, and
 Bisexual Awareness
 Cleveland State University
 1860 East 22nd Street, 1415 RT
 Cleveland, OH 44114
 E-mail: t.palma@csuohio.edu

FROM THE VICE PRESIDENTS

Diversity and Public Interest

The National Multicultural Leadership Summit endorsed the Multicultural Counseling Competencies guidelines in Practice, and in Education and Training, as have Divisions 17, 35, and 45. I am printing them below for your review and would welcome your comments on them. I am also printing the Preamble to the competencies. We are sending them to ACCTA, CCPTP, and APPIC for review, as well as other APA Divisions. Gail Hackett, the Vice President for Science, and I are working with our Advisory Boards on the Research guidelines, and those hopefully will be endorsed by Division 17 in August. Many thanks to Kathy Bieschke, Jim Croteau, and Toti Perez, my Advisory Board members, and to Allen Ivey, Derald Sue, Patricia Arredondo, Jeanne Manese, Louise Douce, and Gargi Roysircar Sodowsky, members of the Task Force on Operationalizing Multicultural Counseling Competencies, for their contribution to this document.

Preamble to the Guidelines for Culturally-Competent Practice, Education and Training, and Research

Individuals exist in a world of uniqueness and similarities. Just as the commonalities of shared values, beliefs, principles, and styles of life serve to identify a people to a culture, the personal identities which an individual holds also serve to define the person's cultural ties and to establish the person's unique existence within that culture. Thus is personal identity developed within a social and cultural context. This "person-in-context" or one's "being in the world" defines the person as possessing multiple facets of identity interacting and engaging to establish one's own singular sense of self. Personal identity is multifaceted and is developed within the context of society and culture. This is the essence of multiculturalism.

Only recently has psychology affirmed multiculturalism as a vital and essential component in practice, education, and research. Multiculturalism has become an integral force in psychology and has influenced the ways in which psychologists conceptualize and operationalize the therapeutic process, and has opened new areas of exploration and education. Indeed,

multiculturalism has facilitated a growing awareness in our profession of the importance and value that culture and diversity—both seen and unseen—have in the understanding of the individual. Multiculturalism recognizes the broad scope of culture.

Like personal identity, culture is also multifaceted. Inclusive in this recognition of culture are dimensions of race, ethnicity, language, sexual/affectional orientation, gender, age, ability/disability, class status, education, religious/spiritual orientation, and other cultural dimensions. However, psychology has been traditionally defined by and based upon Western, Eurocentric perspectives and assumptions. It is clearly recognized that the traditional approaches to psychological research, education, and practice have not always considered the influence and impact of culture, and that the effects of such bias have, at times, been detrimental to the diverse needs of clients and the public interest. In particular, attention to facets of racial and ethnic identity and their role in psychological theory, research, and therapy have largely gone unexplored by our profession in the past. This recognition has instilled a need to develop a deeper knowledge and awareness of race and ethnicity in psychology and to actively respond by integrating race and ethnicity into the practice, research, education, and ethics of psychology. The Guidelines for Culturally-Competent Practice, Education and Training, and Research were developed from this need and based on the core philosophical assumptions of multiculturalism with the view of the individual in a social context. More specifically, these Guidelines reflect standards of practice, education, and research based on the cultural and socioracial dimensions of race and ethnicity. While some of the Guidelines may also be applicable to other dimensions of culture and diversity, we strive not to fall into the myth of uniformity by generalizing these Guidelines to other important, valued aspects of culture and diversity. Therefore, there is also a recognized need to continue to develop additional, singular guidelines for psychological practice, education, and research that are distinct and appropriate to other aspects of personal culture.

These Guidelines are established on the philosophical tenets of multiculturalism and the belief that race and ethnicity impact psychological practice at all levels. Yet, also important is the impact that culturally-competent therapy, education, and research has

on the larger society. Specifically, the culturally-competent psychologist, as a member of society and also existing as a person-in-context, has the capability and ability to impact society through valuable contributions to practice, education, and research. As an agent of prosocial change, the culturally-competent psychologist carries the responsibility of contributing to the societal understanding, affirmation, and valuation of diversity by combating the damaging effects of racism, prejudice, bias, and oppression in all its forms. Given the philosophical beliefs of multiculturalism, therefore, it is upon the following principles that these Guidelines for Culturally-Competent Practice, Education and Training, and Research have been founded:

I. Individuals exist in a social context and the influence of race and ethnicity upon individual identity is paramount to understanding the client in context of society. Culturally-competent psychologists value and affirm the inherent diversity and uniqueness of the client as a "person-in-context";

II. Professional ethics demands that psychologists be acutely aware of the impact of race and ethnicity in the practice, education, and research of psychology. The dictum of "First, do no harm," serves as the cornerstone for attaining cultural competencies in providing ethical services to clients of various racial and ethnic backgrounds and in conducting ethical training and research;

III. Culturally-competent psychologists recognize the impact of race and ethnicity at all levels of psychological theory and research, practice, and education;

IV. Culturally-competent psychologists recognize the intersection of race and ethnicity with other dimensions of identity (e.g., gender, age, sexual/affectional orientation, class status) at all levels of psychological theory and research, practice, and education;

V. Culturally-competent psychologists are aware of the impact and influence of the social dimensions of influence (e.g., power) upon research, practice, and education;

VI. Culturally-competent psychologists are aware of the impact and influence of their

role in society upon the public interest and serve as agents of prosocial change. These are the principal foundations upon which these Guidelines have been conceived and presented. The Guidelines are composed of three sets addressing areas of practice, education and training, and research. Each set of guidelines strives to establish a set of standards for cultural competency in racial and ethnic diversity by outlining specific ways in which race and ethnicity are to be integrated and infused within each area.

The Guidelines are challenging; they challenge some of the historical notions, traditional methods, and underpinnings of psychological theory, education, and therapy. They challenge our notion of ethical practice with diverse clients, issues, and psychological phenomena; they challenge our own worldviews and "being in the world" by articulating the profound importance of valuing individual and cultural diversity. Yet perhaps most of all, these Guidelines are challenging as they translate our awareness into action by calling us to recognize our roles as psychologists in a pluralistic society: to value, affirm, and celebrate the richness of individual and cultural diversity within our society, and to commit ourselves to our shared endeavor, duty, and responsibility to contribute in incontestable fashion to the well-being of this society and its people.

Guidelines for Culturally-Competent Psychological Practice

The practicing psychologist shall:

1. Make a lifelong commitment to maintaining cultural expertise.
 - a. Engage in a study of oneself as a cultural being, paying special attention to developing awareness of personal preferences and biases that might impede or work against effective delivery of services.
 - b. Learn about cultural groups and variations that may relate to practice, theory, and research.
 - c. Discover helping practices used in cultures other than the North American and Northern European context that may be appropriately included as part of psychological practice.

2. Continually develop awareness of issues of discrimination and oppression (e.g. racism, sexism, homophobia) that clients might experience and develop an understanding of how these issues relate to presenting psychological concerns. In addition, psychologists are urged to find ways to address and dismantle oppression as part of their responsibility as competent professionals.

3. Pay special attention to the unique worldviews and cultural backgrounds of clients.
 - a. Be aware of how worldviews and cultural background(s) interact with individual, family, or group concerns.
 - b. Learn about the history and major cultural characteristics and values of clients.

4. Recognize the client-in-context.
 - a. View clients from a culture-centered-perspective.
 - b. Encourage clients to see themselves as persons-in-connection—being-in-relation, as individuals in a family context, as persons in a community, and as persons in relation to a multicultural past, present, and future.

5. Be aware that contextual therapy may often require non-traditional interventions and recognize that special attention must be paid to ethical issues, such as confidentiality and boundaries.
 - a. Recognize that even the words "ethics," "confidentiality," and "boundaries" have varying interpretations, depending on the worldviews and the context of the psychological field and of varying practitioners and clients.
 - b. Understand power as defined within a cultural context.
 - c. Become involved in the local community to learn more about its context. Activities may include serving on the local school board, attending festivals, and participating in a variety of cultural events;
 - d. Seek out community leaders and influencers (ministers, storeowners, non-traditional healers, natural helpers), when appropriate, enlisting their assistance with clients as part of a total community healing approach.

6. Examine traditional practice interventions for their cultural appropriateness (e.g., person-centered, cognitive-behavioral, psychodynamic) and contextual awareness.
 - a. Seek to expand and interpret these interventions to include multicultural awareness and action.
 - b. Learn and apply new theories, concepts, and strategies from other cultures to enrich practice.

7. Receive on-going feedback and assessment on personal cultural competency. Such review may include the following mechanisms: peer review; review of one's practice by members of the community with special attention to multicultural issues; client evaluation; working on a team of cultural diverse professionals so that feedback becomes part of the work setting.

8. Affirm the importance of empirical research to culturally competent practice.
 - a. Develop empirical research programs to evaluate, support, and clarify the effectiveness of what will be seen as "new" paradigms of practice.
 - b. Utilize research to inform practice.
 - c. Involve client communities in the development and interpretation of research.
 - d. Engage in the dissemination of research results that clarify and add meaning to the uniqueness of clients
 - e. Challenge colleagues, organizations, continuing education providers, and professional training institutions to utilize these data.

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Guidelines for Culturally-Competent Education And Training

The psychologist educator or trainer shall:

1. Facilitate the development of culturally aware national and global attitudes.
 - a. Introduce concepts of worldviews and of the impact of oppression/privilege.
 - b. Provide appropriate learning environments to assess personal cultural roots and current attitudes to other cultures.

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- c. Introduce a broad array of multicultural concepts including diversity in United States cultures (African-American, Asian-American, Hispanic/Latino/Latina, Native American Indian, issues of acculturation); internationalism (European, Asian, African, Latin, effects of colonization, historic impact of national boundaries, violating cultural identities, indigenous peoples); bilingual competence; and, diversity within cultural and racial groups (age, sexual orientation, religion/spirituality, disability).
2. Facilitate the development of a curriculum that promotes cultural-competence.
 - a. Integrate multicultural frameworks into courses, modules, and seminars.
 - b. Ensure that course syllabi and training program written materials reflect an infusion of multiculturalism.
 - c. Include more than one graduate course/seminar that is focused on multicultural issues.
 - d. Focus on more than a single dimension of multiculturalism (e.g., the dimensions in 1c).
 3. Promote research that is conducted in a culturally-competent manner.
 - a. Ensure the presence and full involvement of faculty, students, and staff who are doing research on multicultural issues.
 - b. Design research courses so the multicultural elements are addressed. Include multicultural research examples in research and other course readings in class discussions.
 - c. Teach methodology that demonstrates the integration of cultural context into design, analyses, and interpretation.
 4. Supervise, advise, and teach in ways that promote culturally-competent practice.
 - a. Require that case conceptualizations include a cultural analysis at all levels of training from pre-practicum courses through pre-doctoral internship.
 5. Provide a safe and encouraging environment for the exploration of multicultural issues.
 - a. Encourage debate and discussion of multicultural issues and concerns in the context of mutual respect and challenge.
 - b. Facilitate the expression of opinion and sharing of experiences on multicultural issues and concerns.
 - c. Ensure that awareness of and responsiveness to multicultural issues are part of all evaluation processes (e.g., program evaluation, course evaluation, supervisor evaluation, supervisee evaluation, student evaluation, advisee evaluation, comprehensive examinations, and all other evaluations).
 - d. Demonstrate a willingness to question and change policies and/or procedures based on input about multicultural concerns from faculty, staff, and students.
 - e. Ensure that faculty, staff, and students are equitably represented across racial and ethnic groups and across other forms of diversity. Develop specific strategies for such retention and recruitment efforts at all levels.
 6. Provide significant mentoring/support that addresses the development of cultural-competence.
 - a. Ensure that the core faculty and staff are provided training to be multiculturally competent and diverse and to serve as role models across a wide range of diversity (see 5e).
 7. Ensure that faculty and staff who supplement the core faculty are also multiculturally competent and diverse (e.g., adjunct appointments, lecturers, panels, and seminar presenters).
 - a. Ensure that there are faculty and staff who represent dimensions of diversity that exist within the "majority" group and who can role model the requisite cultural competence within a "majority" professional.
 - b. Emphasize that addressing multicultural issues are the responsibility of all faculty and staff.
 - c. Generate faculty and staff collaborative initiatives within culturally diverse communities and with other institutions that serve culturally-diverse communities.

Nadya A. Fouad

Please be advised that Jeanne Manese, Ph.D., who is currently serving as Chair of the Awards and Recognition Committee for Division 17 will be traveling overseas with the Semester at Sea Program from 2/12/99 until 5/30/99.

In her absence, Michael Brown, Ph.D., has agreed to return as Chair. Please direct all correspondence and questions concerning awards, during the time period indicated above, to:

Michael Brown, Ph.D.
Counseling Psychology
University of California
Santa Barbara, CA 93106-9490
Phone: (805) 893-3375
E-mail: mbrown@education.ucsb.edu.

Proposed Bylaw Changes

The Division 17 Executive Board proposed the following Bylaw changes at the Midyear Meeting. The proposed changes are printed here to notify the membership. A vote to approve the Bylaw changes will occur during the Annual Business Meeting of Division 17 in 1999 (APA Convention in Boston).

1. Move that Division 17 approve a change to Article VI, Section 2i - Standing Committees, to read:

The Program Committee Chair will serve one year as Associate Chair-Designate, one year as Associate Chair and a one-year term as Chair. The underlined words are to be deleted.

Rationale: The appointment of the Program Committee Chair has become disconnected from the term of the President-elect who makes the appointment. Since program is an opportunity reflecting the President's interests and themes, this creates a problem. The above proposed Bylaw change would connect the Program Chair and the President's term of office.

2. Move that Division 17 approve the following addition to Article VIII (Historian, Special Interest Group Coordinator, and Editors) of the Bylaws:

The Webmaster of Division 17 shall be appointed by the President-elect with the approval of the Executive Board for a three-year term. The Webmaster in consultation with the Web Site Advisory Board shall assume responsibilities for the content of the web site, organize the material that will be on the web site, and maintain the web site. Specific duties are:

1. Screen all material submitted for inclusion to the web site.
2. Consult with the Web Site Advisory Board.
3. Monitor content of the site to ensure accuracy and timely updating.
4. Implement policies determined by the Executive Board
5. Send relevant material to the APA web site.
6. Work with the Newsletter Editor to assure continuity in information disseminated to members.

Rationale: The Division needs a Webmaster who is responsible for maintaining the web site. The Webmaster will be responsible for the day-to-day functioning of the web site, including communicating requests for adding material to the site and posting approved materials.

3. Move that Division 17 approve the following addition to Article VII (Standing Committees and Special Task Groups) of the Bylaws:

The Web Site Advisory Board shall be composed of the four Vice Presidents (Diversity and Public Interest, Education and Training, Professional Practice, and Scientific Affairs). The Vice President for Scientific Affairs shall serve as chair. The Board will create and implement policy decisions related to the web site and work in consultation with the Webmaster.

Rationale: We believe that the responsibility for the content of the web site should ultimately rest with the Executive Board. A standing board (Web Site Advisory Board) as proposed ensures that the Executive Board will be involved in the decision-making process and kept abreast of changes to the web site.

*W. Bruce Walsh
for the Executive Board*

New Listserv

There is a formation of a new listserv for new psychologists (sponsored by APAGS at APA). It is for new graduates (within the first five years post Ph.D.), but they also welcome more senior psychologists who are interested in mentoring and assisting new grads. To subscribe, send a message to listserv@lists.apa.org; the message should read SUBSCRIBE NEWPSYCHLIST (first name) (last name).

Thanks!

Jean A. Carter

Hansen Appointed Incoming Editor of JCP

Jo-Ida C. Hansen, Ph.D., a faculty member in the Department of Psychology at the University of Minnesota, has been appointed incoming editor of the Journal of Counseling Psychology. She succeeds Clara Hill, Ph.D. of the University of Maryland. In a recent APA Monitor article, Hansen stated that she "sees the Journal of Counseling Psychology as having three key audiences: scientists who are keeping up with the counseling psychology literature; practitioners who are using the journal as a resource; and students who use the journal as a training vehicle. As editor, she wants to keep the journal material fresh, exciting, and interesting for each group. She welcomes cutting-edge manuscripts, opinion pieces, and controversial articles. She plans to highlight research on ethnic, racial, and cultural diversity as well as gender, sexual orientation, and disability issues. [She] also plans to include manuscripts that explore the link between counseling psychology and occupational health psychology." Hansen also hopes to publish integrative reviews of the literature in counseling psychology and research methods articles that will inform those who study questions relevant to counseling psychology and those who practice counseling psychology. Division 17 members are encouraged to contact her with suggestions for topics for integrative review or research methods articles.

Hansen has appointed 50 counseling psychologists from a range of specialties and work settings to serve on the JCP Editorial Board. In addition, over 75 individuals have agreed to serve as Ad Hoc Reviewers. **Other individuals interested in serving as Ad Hoc Reviewers are encouraged to contact Dr. Hansen at jchjcp@umn.tc.edu, or call the editorial office at (612) 625-1817.**

Manuscripts may be submitted for publication consideration to Dr. Hansen at The Journal of Counseling Psychology, 75 East River Road, Department of Psychology, University of Minnesota, Minneapolis, MN 55455.

SECTION NEWS

Section for the Advancement of Women

The successful completion of the Section for the Advancement of Women's first national conference has left us with a wonderful sense of accomplishment, new directions for action, and commitment to continuing our dialogue with each other. The October 1998 working conference entitled "Advancing Together: Centralizing Feminism and Multiculturalism in Counseling Psychology" had approximately 200 students and professionals in attendance. The ten working groups met over three days to define casebook content and structure for topics such as Ethics, Research and Science, Mentoring, and Counseling and Therapy. The interface of multiculturalism and feminism was explored in individual work groups and as it related to the conference experience.

Our goal of creating a giant mentoring project was met with resounding success. Participants reported that connections made with new colleagues brought some of the greatest rewards of the conference. There were many opportunities to work and play together! We would like to thank the Executive Board of Division 17 for their generous contribution to the conference scholarship fund that facilitated graduate student attendance.

If you did not attend the Advancing Together Conference, I would like to reassure you that there are many ways to join in with the energy generated there. We conceptualized the conference as a first step in the long-range goals of the SAW, and as a result need your energies in moving us forward. The SAW renewed its commitment to inclusiveness and making our organization a viable home for our sisters of color. We created a "Multicultural Voices Task Force" at the conference that will continue to address the multicultural-feminist interface. We have also established a Strategic Planning and Vision Committee, charged with mapping out future directions for the SAW. As always, we continue to work toward increasing student involvement in the SAW. The Student Involvement Committee and our newly established Student of the Year Award provide students opportunities for involvement and recognition. All SAW committees welcome your input and participation.

We continue our interest in recruiting new members to the SAW. For general information

about the Section, and to get involved in Section committees and projects, please contact Lauren M. Weitzman, University of Utah, University Counseling Center, 201 S. 1460 E Rm. 426, Salt Lake City, UT 84112-9061, or by e-mail: lweitzm@ssb1.saff.utah.edu. We look forward to hearing from you.

Lauren M. Weitzman

Vocational Psychology

It is once again time to submit nominations for the vocational section's election. This year we are electing a Communications Officer (CO). Current CO, Paul Hartung, is coming up on the completion of his two year term and the section needs nominations for the next incumbent of this office. Any section Member (but not an Affiliate Member) who is a member of Division 17 may hold this office. The description of the duties per our Bylaws is as follows:

"The Communications Officer shall keep the records of the Section (including but not limited to minutes of meetings of the Section and the Executive Committee), conduct the official correspondence of the Section, and keep membership informed about the activities of the Section through the Section newsletter. The Communications Officer will prepare an annual column on the Section for the Division newsletter. The Communications Officer also will maintain an updated membership roster of the Section."

The term of office for the Communications Officer runs from the end of the annual business meeting of the Division following the election to the end of the annual business meeting of the Division two years later. The Communications Officer also serves on the Executive Committee of the section.

As always, it is extremely important to nominate individuals who are committed to carrying out the section's work. If you want to know more about what is involved with holding this office, you may contact Paul at phartung@neoucom.edu. Self-nominations as well as nominations by others are encouraged! Please forward nominations via e-mail, subich@uakron.edu, or US mail, Linda Subich, Department of Psychology, The University of Akron, Akron, OH 44325-4301. I look forward to a veritable "flood" of names!

Linda Subich

Independent Practitioners

The Section on Independent Practice has been busy during this time of year. All 30 members should have received a copy of our late fall newsletter, The Counseling Psychology Practitioner.

Communications Chair, Lynne Tracy, reports that the late winter issue is in the works. She is interviewing Counseling Psychologists in independent practice for this issue. If you would be willing to be interviewed, please call her at (510) 595-0404 or e-mail her at LTracy@uhs.berkeley.edu. Lynne is also working on the development of the Section's webpage, and would welcome some assistance. Please give her a call or e-mail her.

We are a group of independent practitioners (full-time and part-time) and would welcome your membership. We would also welcome your ideas for projects. Please contact Finance Chair Melora Braver (814) 234-3464 or mlb100@psu.edu or Chair Mary O'Leary Wiley (814)942-4045 or Wiley510@aol.com to discuss the Section.

In national APA news, we're very pleased with the extent to which counseling psychologists are represented in important positions in the practice community. In the recent APA committee and board elections, John Corrigan and Jean Carter were elected to the Committee for the Advancement of Professional Practice (CAPP) which administers the special assessment funds and directs Practice Directorate activity. Carol Goodheart was elected to the Finance Committee, and Linda Campbell was elected to the College of Professional Psychology. In addition, Board of Directors members Dick Suinn (President), Ron Levant (Recording Secretary), Ruth Paige, and Catherine Acuff are all counseling psychologists. Carol Goodheart is president of Division 42, while Jean Carter has just been named secretary of that division. Our voice is increasingly heard in the practice community!

Mary O'Leary Wiley

SECTION NEWS

Ethnic and Racial Diversity

Call for Nominations

The Section on Ethnic and Racial Diversity will be holding elections for the offices of Chair-elect, Secretary, and Treasurer. Any person who is a current Section member is eligible for nomination and election to the SERD positions. All Section members and affiliates are eligible to vote in the upcoming election. Self-nominations will also be accepted.

To nominate a Section member for an office, please complete the following information below and return to: Madonna G. Constantine, Ph.D., Columbia University-Teachers College, 525 W. 120th Street, Box 102, New York, NY 10027. Deadline for nominations is April 30, 1999.

Ruperto M. Perez

Division 17 Section on Ethnic and Racial Diversity Nomination Form

Nomination for:

- Chair-Elect
- Secretary
- Treasurer

Name: _____

Address: _____

Phone: _____

(Work) _____

(Home) _____

Fax: _____

E-mail: _____

Return to:

Madonna G. Constantine
 Columbia University-Teachers College
 525 W. 120th Street, Box 102
 New York, NY 10027



Multicultural Summit Organizers—Rosie Phillips Bingham, Derald Wing Sue, Melba Vasquez, and Lisa Porche-Burke



Mid-year Meeting of Division 17 Executive Board



Mid-year Meeting: President Rosie Phillips Bingham and Past-President W. Bruce Walsh

ANNOUNCEMENTS

1999 Hospitality Suite

The APA Convention Affairs Office has announced that the Sheraton Boston Hotel & Towers will be the host for our Hospitality Suite. I want to thank all of those people representing Division 17 groups who got their reservations in by the December deadline.

Below is a list of the groups and their representatives. As can be seen, we have many exciting activities planned! The final schedule will be announced after we receive final word from APA about conflicting events, which should be by the end of June. If you are not included on this list but want to be, please contact me immediately (nil3@lehigh.edu or (610) 758-3253).

Current List of Events:

- Division 17 Executive Board Meeting (Bingham)
- President's Reception (Bingham)
- Incoming and Outgoing Chairs Meeting (Bingham & Carter)
- Incoming Division 17 Executive Board Meeting (Carter)
- Governance Breakfast (Carter)
- Past President's Council (Walsh)
- Past President's Breakfast (Walsh)
- Student Affiliate Group Social Hour (Kovach)
- The Counseling Psychologist Editorial Board Meeting (Heppner)
- Section for the Advancement of Women Business Meeting, Conversation Hour, Champagne Breakfast and Reception, Post-Conference Worktime, Multicultural Task Force Meeting, Strategic Vision/Planning Meeting, and Skill Development Workshop (Weitzman)
- Section on Ethnic and Racial Diversity Executive Board and Business Meetings (Perez)
- Health Psychology Section Executive Board and Business/General Meetings, Conversation Hour with Jo-Ida Hansen (Stern)
- Lesbian, Gay, and Bisexual Awareness Section Business Meeting and Informal Reception (Palma)
- Vocational Psychology Section Executive Board and Business Meetings, and Conversation Hour (Fouad)
- Section Chairs and VP for Diversity and Advisory Board Meeting (Fouad)

- President's Project Roundtable of Section Chairs (Subich)
- Career Development and Spirituality SIG (Rayborn)
- College Counseling Centers SIG (MacNair-Semands)
- Hypnosis and Counseling SIG Business Meeting and Conversation Hour (Fasko)
- Prevention and Public Interest SIG (Romano)
- Supervision and Training SIG (Ellis & Ladany)

Nick Ladany

Psychotherapy with Women Award

Announcing the 1999 Annual Prize: \$250

Division 35 of APA funds this award out of royalties from the book edited by Drs. Annette Brodsky and Rachel Hare-Mustin, *Women and Psychotherapy: An Assessment of Research and Practice*.

Content: Manuscripts on the broad topic of psychotherapy with women are eligible. Research (quantitative and qualitative), clinical applications, clinical case studies, and theoretical review articles are welcome.

Eligibility: Individual and jointly authored articles are eligible. Entries should be of approximately journal length and written in APA style. Papers which have been submitted for publication or presented at professional meeting are eligible, along with papers which have been accepted for publication. In the case of the latter, the papers may not be published prior to the May 1 submission deadline.

Submission: Send four copies of the paper and a self-addressed stamped postcard by May 1, 1999 to Linda Forrest, 443A Erickson, Michigan State University, East Lansing, MI 48824. Address any questions via e-mail to: LForrest@msu.edu. A cover sheet with the author's name, address, and telephone number should accompany the paper. The author's name should not appear on the paper itself.

Judging: A panel of psychologists with expertise on psychotherapy with women will read all the entries using a standard anonymous review procedure. Judging will be made on

the basis of scholarly rigor, clinical impact, theoretical creativity and innovation, methodological skill, clarity and style of presentation, in addition to judged importance to psychotherapy with women.

Award: The winner will be announced at the American Psychological Association Convention in 1999. A \$250 prize will be awarded for the selected paper.

Deadline for 1999 prize submissions: May 1, 1999

Linda Forrest

Counseling Health Psychology Student Research Award

The Division 17 Section on Counseling Health Psychology announces its first Annual Student Research Award to encourage and reward research into areas related to counseling health psychology. This competitive award will be given each year to a student affiliate of Division 17 who has completed a research project on any topic related to counseling and health. An abbreviated version of the winning paper will be published in the Section newsletter Counseling for Health. The winner will be announced at the annual APA convention.

Eligibility

All of the research work must have been completed while the candidate was a full-time student and the student must be the primary (first) author. Research may include work leading to a masters or doctoral degree or may be an independent study. Studies that are fully initiated by the student or for which the student has primary responsibility from beginning to end may be submitted for consideration for this award. All candidates must be student affiliate members of Division 17. Research can consist of qualitative or quantitative studies although literature reviews alone will not be considered.

Requirements

1. Five copies of the manuscript resulting from the research. The manuscript should be written in APA style and be no longer than

20 typed, double-spaced pages including tables, figures and references. Papers that exceed this limit will not be considered.

2. A letter from the student's faculty advisor. The letter should describe the degree to which the candidate had responsibility for the project objectives, design, data collection, data analysis, and manuscript preparation.

3. Submissions must be received no later than May 1, 1999. Papers and advisor's letter should be mailed to the address below. Faxed copies will not be accepted.

Submissions will be reviewed anonymously and ranked by five members of Div. 17 Section on Counseling Health Psychology. Submissions will be rated on methodological rigor, clarity of writing, and contribution to the literature.

Applications should be mailed to:
Daniel L. Clay, Ph.D.
361 Lindquist Center
The University of Iowa
Iowa City, Iowa 52245
Daniel-clay@uiowa.edu
(319) 341-3654

Daniel Clay

Fourth Biennial Conference for the Society of Vocational Psychology

The 4th Biennial Conference for the Society for Vocational Psychology is titled "Examining the Interaction of Person in Environment: Role of Context Factors in Vocational Development." It is being hosted by the Department of Educational Psychology at the University of Wisconsin—Milwaukee. The conference will be held May 20 - 21, 1999, at the Four Points Sheraton Hotel Milwaukee Airport in Milwaukee, Wisconsin.

The conference brings together experts to explore, challenge, and revisit the empirical and theoretical knowledge base on how contextual factors shape vocational development and choice. Keynote addresses will be conducted by Richard Lerner and Frederick Vondracek who will discuss applications of Developmental Contextualism for vocational psychology. Presentations by distinguished experts in vocational

psychology will address various context issues including: Race and ethnicity, Gender roles, Sexual orientation, Socioeconomic status, Rural economies, Political orientation, and Education systems. In addition, dialogue sessions facilitated by scientists and practitioners will offer participants the opportunity to discuss relevant issues generated by the conference speakers. These discussions will be used to create agendas for investigating context in both science and practice.

Conference Details

The Four Points Sheraton Hotel Milwaukee Airport in Milwaukee is located adjacent to the Milwaukee Airport. A block of rooms has been reserved for conference participants. The Conference begins Thursday, May 21 at 8:30 a.m. and concludes on Friday, May 22 at 12:30 p.m.

Conference registration (\$75 Professional; \$55 student) includes continental breakfast both mornings, and lunch and an afternoon snack on Thursday. Enrollment will be limited to 150 individuals. For information about the conference contact either Nadya Fouad or Scott Solberg, Department of Educational Psychology, P.O. Box 413, Enderis 7th Floor, University of Wisconsin—Milwaukee, Milwaukee, WI 53201; nfouad@uwm.edu or ssolberg@uwm.edu.

Counseling Psychology Position

APA-accredited Counseling Psychology program, Educational Psychology Dept., University of Nebraska-Lincoln, invites applications for a tenured senior faculty position (advanced associate or full professor) beginning Fall 1999. The position carries with it a named professorship, the Davis Professor of Education. Applicants should have demonstrable experience mentoring junior faculty and students who are African American and/or from other underrepresented groups. Commitment to the scientist-practitioner model, with an established research program, is essential. Preference will be given to individuals with research agenda and service activities that address needs of African American and/or other underrepresented populations. Responsibilities will include teaching (including supervision), research, service, and mentoring. The successful

applicant must have a doctorate in counseling psychology (from an APA-accredited program) or in counselor education (from an APA-accredited predoctoral internship equivalent, and be State of Nebraska license-eligible. Preference will be given to candidates having the potential to contribute to our ongoing collaboration/partnership with schools. Examples of such contributions include family counseling, career counseling, practicum and supervision, multicultural counseling, and applied research with children, adolescents, and families. A faculty member will strengthen an already diverse counseling psychology faculty and student body committed to multicultural research and training and to racial, ethnic and cultural diversity. The Counseling Psychology program includes a master's program in school and community counseling and a doctoral program in counseling psychology. Training experience at both levels is preferred. The department also includes graduate programs in School Psychology (APA-accredited), Cognition, Learning, Developmental Psychology, Quantitative and Qualitative Methods in Education. The Buros Institute of Measurement is housed in the department. Women, people with physical disabilities, and racial and ethnic minorities are especially encouraged to apply. Send letter of application, names and addresses of three references, vita, and evidence of school work to: Leon Caldwell, Ph.D., 216 Bancroft Hall, Educational Psychology Department, University of Nebraska-Lincoln, Lincoln, NE 68588-0345. Candidates wishing additional information may contact Dr. Caldwell by phone (402-472-6947) or e-mail (lcaldwell2@unl.edu). Funding for the position is dependent on the candidate meeting the above stated criteria of the department. Review of applications begins April 16, 1999, and will continue until an acceptable applicant is hired. The department is committed to promoting diversity in its programs, students, and faculty. The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of diverse career couples. We assure reasonable accommodations under the Americans with Disabilities Act; contact Dr. Caldwell at (402) 472-6947 for assistance.

NOMINEES

President

Nadya A. Fouad
Robert W. Lent
James W. Lichtenberg

**Vice President
for Diversity and
Public Interest**

Ruperto Perez
Jeff Prince
Gargi Roysircar Sodowsky

Secretary

Kathleen R. Boggs
Mark Pope
John Westefeld

Council Representative

Kathleen L. Davis
Michael Duffy
Linda M. Forrest
Dorothy D. Nevill

PRESIDENT

Nadya A. Fouad

Biography

Nadya A. Fouad is a professor in the Department of Educational Psychology at the University of Wisconsin-Milwaukee. She has published on cross-cultural vocational assessment, career development, interest measurement and cross-cultural counseling. She was associate editor of *Journal of Vocational Behavior* from 1994-1997 and is co-editor of the series Legacies and Traditions in *The Counseling Psychologist*. She is a Fellow of Division 17 and has served Division 17 as Vice President for Diversity and Public Interest, chair of the Society for Vocational Psychology, as Newsletter Editor, and has been a member of the Program and the Awards and Recognition Committees. She has served on the Executive Board of the CCPTP since 1996. She is chairing two APA task forces: the Task Force on School to Work Transition, and the Task Force for Women in Academia. She is also serving APA on the Committee on Divisional/APA Relations (CODAPAR), and is on the Advisory Board for the Center for Psychology in the Schools.

Statement

I am proud to be a counseling psychologist at this point in our history. We have worked collaboratively within the Division to have our unique contributions recognized as a specialty. We have, as a Division, provided strong leadership in the area of multicultural counseling, and counseling psychologists are playing pivotal roles as leaders within APA. Our sections are strong and doing important work; three will have had conferences within the 1998-1999 academic year. We have one of the highest submission rates for convention programming in all of APA, and more requests for Hospitality Suite time every year. Clearly, we have a vital and strong Division that is serving the needs of counseling psychologists across the country.

But, we also have many challenges ahead of us.

We must continue our efforts to be inclusive as a Division. I view inclusiveness very broadly: not only do we need to be inclusive of counseling psychologists of color, but we need to be inclusive of the diverse areas in which counseling psychologists work, from the traditional roots of vocational psychology to emerging areas such as health psychology. We need to provide a professional home for counseling psychologists in private practice as well as for those training future counseling psychologists. To be able to be truly inclusive also means that we have to be responsive to the changing needs of counseling psychologists, and to represent them within the profession as well as to advocate for them. We need to create mechanisms to listen to concerns and needs as well as ways to address those concerns through conversation hours, and a forum on the Division web site. We must continue our leadership in the area of multicultural competencies. We have made important progress on this front—and with Division 17's leadership, I hope that the proposed multicultural counseling competencies guidelines will be addressed by all counseling psychologists. This will take approval of the APA Council of Representatives, and support from many constituencies. I am chairing this effort, and I believe that Division 17 is in a unique position to make it happen. We need to continue to be a strong and stronger voice within APA to proactively advocate for counseling psychologists, as well as to provide forums for our unique contributions to be recognized. I have learned through my APA work on Task Forces and committees that I often have to highlight our contributions. We need to continue to do so. We are making concrete efforts to nominate counseling psychologists for APA committees and awards, and I would hope to continue and expand on this as well as to encourage liaison work with APA.

I am deeply honored to have been nominated for President of Division 17, and feel that I would be able to work collaboratively with the Vice Presidents and the incredible group of Division leaders to meet various challenges of leading Division 17.

NOMINEES

Robert W. Lent

Biography

Bob Lent received his Ph.D. in 1979 from Ohio State University. He has worked as a staff psychologist at the University of Minnesota and as a faculty member at Michigan State University and, currently, the University of Maryland. He is a Fellow of Division 17 and a recipient of the Division's John Holland Award. Bob has served the Division in numerous capacities, including the Program, Scientific Affairs, Education and Training, and Awards Committees. He has also been chair of the Fellowship Committee and of a special task force on counseling psychology in the public interest. In addition to his involvement with the Division, Bob has served on several editorial boards (e.g., *Journal of Counseling Psychology*, *Journal of Vocational Behavior*); is co-editor (with S. D. Brown) of *The Handbook of Counseling Psychology*; and recently completed a term as Chair of the Council of Counseling Psychology Training Programs (CCPTP).

Statement

Why do I want to be your president? And why do I think I could do a good job? Simply put, I love counseling psychology, cherish the friends and colleagues I've made in the Division, and would consider it the greatest professional honor to serve the field in this way. I count among my virtues loyalty, passion, energy, and organization. I have channeled these into the many roles I have played in the Division and in organized psychology. For example, as Chair of CCPTP, I was personally involved in a number of advocacy initiatives bearing on counseling psychology's training and practice missions.

My experiences in CCPTP, especially, impressed upon me the importance of maintaining a vigilant, proactive stance in the APA and other settings where our professional well-being, livelihood, and autonomy can either be enhanced or diminished. Whereas counseling psychologists could once be described as a tranquil bunch, politically speaking, events and past leaders have helped transform us into an increasingly well-

informed and politically savvy group. Let's face it, we're a David in the Goliath world of healthcare economics and professional politics and, like the biblical David, we need to rely on our wits and speed to compensate for our modest size.

So, what will my priorities be as your president? First, I will devote a great deal of energy to ensuring that we are well-represented in all relevant corners of the APA and other professional venues, and that our advocacy and lobbying efforts are well-coordinated and impactful. Second, I will emphasize themes of unity and cohesion as well as celebration of our strong and growing diversity base. Third, as befits a change of millennium, I will engage the Executive Board in a process of reflection designed to revitalize the field's historic strengths in health, prevention, development, and empowerment. I hope you will give me the supreme honor of electing me to serve you

James W. Lichtenberg

Biography

James W. Lichtenberg is a professor in the Department of Psychology and Research in Education at the University of Kansas and Director of Training for the department's doctoral program in Counseling Psychology. He also previously held the position of Director of the University Counseling Center at that same institution. His degrees are from Miami University (Ohio) (1969) and the University of Minnesota (1974). He is Fellow of Division 17 and 29. He previously has served Division 17 as Chair of its Education and Training Committee, Awards and Recognition Committee, and Fellowship Committee. From 1994-97 he served as the Division's Vice President for Science. Most recently he chaired the Division's Special Task Group for the continued recognition of Counseling Psychology as applied specialty within professional psychology. He also serves on the Division's special task group on empirically supported interventions. He is a current member of the Executive Board of the Council of Counseling Psychology Training Programs (CCPTP), and is a program accreditation site

visitor. He is a member of the editorial board for the *Journal of Counseling Psychology* and has previously served as a section editor for the *Journal of Counseling and Development* and as a member of the editorial board of *The Counseling Psychologist*. At the local level, he has served twice as Chair of the Ethics Committee for the Kansas Psychological Association (KPA) and as a member of the KPA Board of Governors, and he is a Fellow in the state association. He currently serves on the state's Psychology Advisory Committee to its Behavioral Science Regulatory Board.

Statement

Although Counseling Psychology stakes claim on "scientists-practitioner" as a significant part of its professional identity, is an ideal with which we struggle. The Division's organizational structure around vice presidents for education and training, practice, science, and diversity and public service has done much to enhance the Division's responsiveness to our member education, practice, and science agendas. At the same time, it has been my sense that within this structure which has been thoughtfully and functionally organized to serve its members by distinguishing among professional practice, scientific and educational affairs, and diversity and public service, the value of and commitment to integrating science and practice can become lost-or left as the charge of only one of the vice presidents. I am committed to and will work to enhance the integration of science and practice across all aspects of the Division—as a model for the education and practice of counseling psychologists, and a basis for the service and image we offer the public.

Although my career path has been that of an academic, I also have provided counseling services for a good portion of that career and am mindful of the needs and challenges of the practitioners. I believe that the long-range viability of the Division and Counseling Psychology as a specialty ultimately will be determined by our practitioners, and so I will work to support the interests and activities of the Division

NOMINEES

practitioner members, especially within the changing markets of professional psychology. To do so is critical. Paradoxically, however, the Division's efforts and success at expanding the scope of practice of counseling psychologists have the potential to threaten our efforts to remain a "specialty."

Like other applied specialties in psychology, Counseling Psychology continues to evolve as a profession—in part as a function of social, political and economic factors, and in part as a function of the growth of psychological science and technologies. Client populations, client problems, and interventions that once were distinctive to other specialties have become incorporated into Counseling Psychology. Similarly, populations, client problems, and interventions that once were distinctive to Counseling Psychology have become part of the scope of practice of other specialties. It is reasonable to expect that such elaboration and assimilation will continue to characterize the growth of professional psychology. For this reason, APA's Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) will, on a periodic basis, review and reconsider the status of the various specialties it has recognized Counseling Psychology being among them. Counseling Psychology's historic status as one of Psychology's four de facto applied specialties (Clinical, School and I/O being the other three) now provides only weak precedent for its continued recognition as a distinctive and recognizable specialty within applied psychology, and I believe it behooves the Division to continue to examine the character of Counseling Psychology as a specialty and to forthrightly review its continued justification as a distinctive specialty within professional psychology.

When chairing the task group that petitioned APA for Counseling Psychology's continued recognition as a specialty, I became aware of the disparity between Division members who want a more circumscribed (and some would say, "traditional") scope of practice, and those who want a more expansive or "inclusive" scope of practice. I support a broad definition of Counseling Psychology's scope of practice; but in my personal view, the scope of practice of Counseling Psychology is not without

limits. Our identity and distinctiveness as a specialty are described both by what we are and by what we are not. Counseling Psychology cannot be an identifiable "specialty" without parameters.

I am committed to Counseling Psychology maintaining its status as a distinctive, broadly-defined, broadly-practiced science-based specialty. It is an honor to have been nominated for the President of the Division, and it would be a privilege to serve in that capacity.

VICE PRESIDENT FOR DIVERSITY AND PUBLIC INTEREST

Ruperto M. Perez

Biography

Ruperto M. (Toti) Perez received his Ph.D. in 1993 from the University of Missouri-Columbia and is currently the Counseling Services Coordinator at the Counseling & Testing Center at the University of Georgia. He is also adjunct assistant professor and Diversity Research Team member in the counseling psychology program, Department of Counseling and Human Development Services at the University of Georgia. Toti is an ad hoc reviewer for the *Journal of Counseling Psychology*, *The Counseling Psychologist*, and an editorial board member of the *Journal of Multicultural Counseling and Development*. Toti serves as a site visitor for APA's Committee on Accreditation. Among his service in Division 17, Toti has served as a member of the Program Selection Committee and is currently serving in his last year as Chair for Division 17's Section on Ethnic and Racial Diversity. He also is an advisory committee member to the current VP for Diversity and Public Interest. His professional interests include diversity issues in counseling practice and research, training and supervision, and mentoring.

Statement

I am both humbled and grateful to have been considered for the nomination of Vice President for Diversity and Public Interest for Division 17. I have a great amount of respect and esteem for those with whom I have been nominated and I am honored to be in their company.

The office and duties of the VP for Diversity and Public Interest is one which is close to my own interests and energies. I believe that I have both the ability and the awareness to be effective in this position as counseling psychology enters the new millennium. In the role as VP for Diversity and Public Interest, I firmly believe that it is important to represent the needs and the voices of our members who embody the broad scope of diversity. I also strongly maintain the importance of working collaboratively with the Division's sections and the Student Affiliate Group to continue the work of the Division in mentoring and welcoming new professionals and students. And finally, I believe that it is paramount to our profession to continue our Division's commitment to affirm and celebrate the richness of individual and cultural diversity and to translate our own awareness and knowledge of diversity into action.

As counseling psychologists, it is my feeling and belief that we are called to share in the social responsibilities and endeavors that strive to contribute to society's understanding and valuation of the broad spectrum of diversity. As counseling psychologists and agents of prosocial change, I believe that we are all called to celebrate and affirm our own diversity and to commit ourselves to our shared duty and endeavor to contribute in positive ways to the well being of our society. And that, through culturally competent education, research, and practice, counseling psychology can significantly impact society through our affirmation of diversity and by combating the damaging effects of racism, homophobia, sexism, prejudice, and oppression in all its forms.

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Jeff Prince

Biography

Jeff Prince is Associate Director of Counseling and Psychological Services at the University of California at Berkeley. He received his Ph.D. from the University of Minnesota, and his A.B. from Cornell University. He has been an active contributor to Division 17 through a number of roles involving both diversity and public interest. He served a three-year term as a member of the Division's Advisory Council for Diversity and Public Interest, and as Chair of the Special Task Group for Public Interest that led to the formation of that SIG. He was actively involved in the creation of the Section for Lesbian, Gay and Bisexual Awareness, and has served on its Executive Committee. Among other Division activities, he served for four years as liaison between Division 17 and APA's Committee on Lesbian, Gay and Bisexual Concerns.

Jeff has been professionally involved in both the practice and science of counseling psychology as an educator, consultant, and psychotherapist. He has contributed numerous publications on diversity and public interest issues in the areas of career development, internet-based assessment, and the use of assessment tools with lesbian, gay, bisexual, and multicultural populations.

Statement

I am honored by this nomination for Vice President for Diversity and Public Interest. Attention to issues of diversity, public interest, and prevention has been an integral part of my career as a counseling psychologist. Nadya Fouad has been doing an excellent job as the current Vice President for Diversity and Public Interest; she has been particularly instrumental in promoting the Division's attention to multicultural competencies, mentoring activities, and disability issues. It is extremely important that we continue and expand these efforts. It is particularly critical that we work to increase the participation and visibility of the Division members from underrepresented groups and work settings. I believe we can do this though actively promoting new leaders within the Division's

Committees, Sections, SIG's, and STG's, and through sharpening the Division's focus in public interest and prevention activities. One important step would be to strengthen the Division's ties with APA's Public Interest Committees: Ethnic Minority Affairs; Lesbian, Gay and Bisexual Concerns; Women; Disability Issues; and Children, Youth and Families. Continued efforts to engage Division members in activities such as joint conferences, roundtables, and Special Task Groups that cut across Divisional and APA structural lines are the only way to insure that Counseling Psychology's perspective on diversity and public interest issues will be heard.

I would feel honored to serve the Division in this role.

Gargi Roysircar Sodowsky

Biography

Gargi Roysircar Sodowsky is an associate professor and director of the counseling psychology program of the Department of Educational Psychology, at the University of Nebraska-Lincoln (UN-L). Previously, she has served as the training director and co-director of her program. Gargi has contributed to U.S. racial and ethnic minority psychology through her research, teaching, and advocacy service in multicultural (MC) counseling. She has furthered psychology's understanding of diversity through research on (a) MC counseling competencies and training; (b) acculturation, acculturative stress, and ethnic identity of immigrants, U.S.-born ethnic minorities, and sojourners; and (c) MC measurement and assessment. Gargi is the Vice President of the Association of Multicultural Counseling and Development, representing Asian American and Pacific Islander (AAPI) concerns, the Chair-elect of Division 17's Section on Ethnic and Racial Diversity (SERD), and the Division 17 Newsletter editor. She is the associate editor of the Journal of Multicultural Counseling and Development (JMCD) and a consulting editor for Cultural Diversity and Ethnic Minority Psychology (APA's Division 45 journal). Gargi has served on the editorial boards of The Counseling

Psychologist and JMCD. She has also served on Division 17's APA conference program committee and on Division 17's Task Force on Operationalizing Multicultural Counseling Competencies.

Statement

I love being a counseling psychologist because I have found among my colleagues, students, and within our discipline a strong acceptance of my ideal to frame multicultural psychology in the scientist-practitioner model. To me, multicultural counseling is more than a statement or a political stance; it is the science and art of therapy, clinical training, supervision, and of my life. (Observing considerable variability in cultural adaptations within my own Asian Indian immigrant family, within ethnic minority societies, and between different minority groups, I have felt a natural interest in understanding psychology contextualized within a cultural frame. In addition, I have found it particularly gratifying to mentor ethnic minority, international, and women students, many of whom have graduated to becoming academicians, university counseling center staff psychologists, age and private-practice psychologists and therapists, and school counselors. In my outreach and service activities, I take every opportunity to be an activist. Therefore, teaching and activism service are tied closely to my multicultural counseling research.

I'm honored and humbled by the affirmation I have received through Division 17 members' nomination of me as Vice President for Diversity and Public Interest. Your faith in me I will respect and preserve. Having served on the advisory committee of Rosie Bingham and Nadya Fouad, former and current VP's for Diversity and Public Interest, I have learned from them about effective leadership and about Division 17's role in influencing APA multicultural policy. I am also happy to serve our Division in any capacity that I am assigned or elected to.

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SECRETARY

Kathleen R. Boggs

Biography

At the University of Utah Counseling Center, Kathleen Boggs is Associate Director and Director of Training where she oversees seven training programs in psychology, social work, counseling, and psychiatry. She is directly responsible for the psychology internship and postdoctoral fellowship program which she developed in 1990. In addition, she holds adjunct associate professor positions in the Departments of Educational Psychology, Psychology, and Psychiatry. She designed and currently teaches a course on supervision theory and practice in the counseling psychology program. Her primary areas of teaching, service, and publication include supervision, training, multiculturalism, adult career transitions, interest measurement, and group therapy.

Kathleen has been actively involved with national issues of psychology training, having served as: Member of the Board of Directors of the Association of Psychology Postdoctoral and Internship Centers (APPIC, 1994-2000), President of the Association of Counseling Center Training Agencies (ACCTA) in 1990-1992; delegate to the APPIC/APA Supply and Demand Conference (Orlando, 1997), delegate to the Scientist-Practitioner Conference (Gainesville, 1990) and to the Internship Conference (Gainesville, 1987). She also attended the Graduate Education Conference (Salt Lake City, 1987). Related to postdoctoral training, she was a member of the Interorganizational Council for Accreditation of Postdoctoral Programs in Professional Psychology (IOC, 1995-1997), a delegate to both the APPIC (Ann Arbor, 1992) and the APA (Norman, 1994) conferences on postdoctoral training and a member of the Division 17 Postdoctoral Task Force. Since 1994, she has been the Board Contact to the APPIC Postdoctoral Membership and Review Committee.

She has served on a number of Division 17 Committees including: Committee on Nominations to APA Boards and Committees (1995-1998), New Professionals Committee

(1993-1995), Centennial Committee (1987-1991), and Program Committee (1988-1991). Since 1996, she has been the liaison from Division 17 to APPIC, and she is also the liaison from APPIC to the Council of Counseling Psychology Training Programs (CCPTP). In 1998, she was elected as a Fellow to Division 17 and is a consulting editor for the Journal of Counseling Psychology.

Statement

I would welcome the opportunity to serve as secretary of Division 17 and feel honored to have been nominated. My experience as Secretary of ACCTA (1987-1989) and APPIC (1995-1996) has provided specific background for this position. I would bring a broad perspective based on experience with national issues particularly related to training. We must continue to address the many facets of supply and demand relevant to counseling psychology and be creative about finding new markets for employment. As secretary, I would work to facilitate the expression of all members representing diverse academic, training, and practice perspectives and broadly defined multicultural view points. I would also be committed to mentoring students and new professionals into counseling psychology.

Mark Pope

Mark Pope is currently an associate professor in the Division of Counseling and a Fellow in the Center for International Studies at the University of Missouri-St. Louis. Prior to his current academic employment, he was a successful practitioner as President of Career Decisions International, a career counseling and consulting firm, headquartered in San Francisco with Associates in China, Singapore, and Malaysia. And prior to being a practitioner, Mark was an editor at Consulting Psychologists Press. He also was Director of Psychological Services at the Native American AIDS Project/American Indian AIDS Institute in San Francisco and founded Gay Peoples Counseling Services in Chicago. In Division 17, he was the first Treasurer of the Society for Vocational Psychology, a Section of the Division, where he was reelected to a second term. He has also served the Division as the Hospitality Suite Coordinator for the 1998 APA

Convention in San Francisco. He was President of the National Career Development Association (1998-1999) where he also served as both Secretary and Treasurer. Mark has served as a faculty member at Northwestern University, University of San Francisco, San Francisco State University, John F. Kennedy University and Golden Gate University, and as a clinical supervisor at Stanford University. He is the author of a book, several book chapters, many journal articles, and several psychological test reviews. Mark is the Editor of Global Career Resources, an international newsletter. His area of professional expertise is multicultural career counseling, with emphasis in gay and lesbian career development.

John Westefeld

Biography

John Westefeld completed his Ph. D. in Counseling Psychology at The University of North Carolina-Chapel Hill. Following his internship at the Counseling Center, Georgia State University, he worked as a Psychologist at the Student Counseling Service, Iowa State University, and then taught in the Psychology Department at Hood College in Frederick, Maryland. John then served as Director of the Counseling Psychology Program at Auburn University for eight years. In 1991, he became Director of the Counseling Psychology Program at The University of Iowa, a position he held until 1998. He is currently an associate professor of Counseling Psychology at The University of Iowa. John has chaired the following Division 17 committees: Prescription Privileges (ad-hoc), Membership, Hospitality Suite, Nominations, and Awards. He has also served as Treasurer and Secretary Pro-Tem. John is a Fellow of Division 17 and a Diplomat in Counseling Psychology. His primary research interest is college student suicide.

Statement

I would very much welcome the opportunity to serve the Division, and I appreciate being nominated to serve as Secretary. I hope that

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my work in university counseling direct service, teaching at a small college, and directing counseling psychology programs in major universities have given me a good grasp of the kinds of issues that the Division is facing, e.g., the continuing complexities relating to the definition of our specialty, supply and demand concerns, managed care, internship placement, and how to be inclusive as a Division. I am especially committed to the notion of Divisional inclusion, and I pledge to work very hard so that all members of our Division have input and so that they have an important role in who we are and what we do. I will do my best to address all of the above issues and to express my opinions on these as well as other issues that may become before us. Finally, I will also try to bring a sense of humor to the activities of the Executive Board, a priority I have always found to be of importance. Again—I sincerely thank the membership for nominating me.

COUNCIL REPRESENTATIVE

Kathleen L. Davis

Biography

Kathy Davis is a professor in the Counseling, Deafness and Human Services Department at the University of Tennessee. She received her doctorate from the University of Georgia and remained there for a little more than six years as a counseling psychologist in the Mental Health Division of the University Health Services before moving to Tennessee. She is a licensed psychologist (Health Service Provider), Certified Group Psychotherapist, and a Fellow of APA.

Her professional service for counseling psychology includes being President of Division 17 (1995), Chair of the Council of Counseling Psychology Training Programs (CCPTP) (1987) and Treasurer of both Division 17 and CCPTP. She also has been chair of several Division 17 committees and served as Division 17 representative to the Joint Council on Professional Education for Psychologists. She has been an accreditation

site visitor since 1984, and currently serves as the Tennessee Representative to the Committee on Women in Psychology Network. She has been an ad hoc reviewer for three journals, including The Counseling Psychologist, and is currently on the Editorial Board for the Journal of Counseling Psychology.

Statement

I am very honored to be nominated for the Division 17 Representative to the APA Council of Representatives. I realize how important it is that the Division have a strong voice in the affairs of APA and in presenting our specialty's strengths to all of psychology. In my service roles for the Division and CCPTP, I was fortunate not only to have worked with counseling psychologists, but a number of professionals in other specialty areas and divisions. Throughout this work I realized how essential it is that all psychologists (scientists, scientist-practitioners, practitioners, and public policy makers) work together in addressing societal issues that can benefit from psychological expertise.

The APA Council of Representatives needs to (a) help shape the debate about managed care, (b) encourage new psychological employment opportunities so that psychologists are included in the professional voices that address the critical issues that face the country, and (c) continue to take the lead in increasing sensitivity to bias and discrimination and ensure diversity and equal treatment throughout society. These are some of the difficult issues that the Council is currently facing and will continue to grapple with in the future. I would be very honored to serve the Division in these endeavors.

Michael Duffy

Biography

I was originally trained in child clinical psychology at University College Dublin but eventually found my natural home in counseling psychology at the University of Texas at Austin at the counseling center and in the counseling psychology program. I am currently (since 1980) a professor in the counseling psychology program at Texas A&M University, and served as Director of Training

for many years with a special interest in practice and practice supervision. I have been an active member of Division 17 since joining in 1978. I have always been concerned about developing a strong presence for counseling psychology in psychology, and in the variety of roles I have served within Division 17 and in APA. I have championed the strengths and special character of counseling psychology. I have been actively involved in APA in the development of geropsychology as a new proficiency and have been the Division representative in these efforts. I was recently appointed as a member on the new standing APA Committee in Aging and have worked with the APA Practice Directorate for many years in advocating for psychologists—especially counseling psychologists—with the Medicare program. I served as President of the Texas Psychological Association and actively (and sometimes loudly!) proclaimed my identity as a counseling psychologist. Within Division 17, I have served as liaison to the Division of Counseling (sic) Psychology of the British Psychological Society (in which I still maintain membership), been a member of the interest groups on practice and aging as well as being appointed by Division 17 as its representative on the Interdivisional Task Force on Qualifications in Applied Geropsychology. This led, in turn, to an appointment as the group's liaison to the APA College of Professional Psychology with a view to the development of a proficiency certificate in clinical geropsychology.

In all these areas I believe it is imperative to keep counseling psychology in the mainstream of critical developments in the profession of psychology. I was therefore pleased and honored to be nominated as a candidate for the Division 17 Council Representative election. This work with APA is close to my heart and I would be delighted to serve in this role.

Linda M. Forrest

Biography

Linda Forrest is a faculty member in the Counseling Psychology Program at Michigan State University, and previously served as the Program Director from 1988-1992. From 1979-1985, she held a full time

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position in the MSU Counseling Center. She received her Ph.D. from the University of Washington in 1979. Linda has been an active member of Division 17 serving in numerous capacities including: Secretary of the Executive Board, Chair of the Awards and Recognition Committee, Chair of the Leona Tyler Awards Committee, Chair of the Committee on Women, Chair of the Taskforce on Memories of Childhood Sexual Abuse, Chair of the STG on Section Guidelines, member of the STG on Increasing Nonminority Participation in Minority Issues, member of the Scientific Affairs Committee, member of the Barbara A. Kirk Awards Committee, member of the Nominations to APA Boards and Committees, and Conference Coordinator for the Section for the Advancement of Women conference, *Advancing Together: Centralizing Feminism and Multiculturalism in Counseling Psychology*. She has also been active in APA, more broadly serving as Chair of the APA Committee on Women in Psychology, Chair of Division 35's Academy of Feminist Practice, Instructor Selection Committee, Chair of the Psychotherapy for Women Award Committee, and member of Division 44 and 45. She was a past member and Treasurer of the Executive Board of the Council of Counseling Psychology Training Programs (CCPTP) and continues to stay well informed as an individual member of CCPTP. Currently, she serves as an Associate Editor of *The Counseling Psychologist*, and on the editorial board of the *Psychology of Women Quarterly*.

Statement

The concerns and interests of Division 17 are currently and have historically been well represented by a powerful group of talented individuals on APA Council. Because of Division 17's commitment to a broad and complex set of interests across education and training, professional practice, public interest and science, our representatives to Council are uniquely situated to collaborate with other Divisions and State Associations to play important roles on many critical agenda items before Council. Having just returned home after attending my first APA Council of Representatives meetings as an observer in my position as Chair of the APA Committee on

Women in Psychology, I have a current-time appreciation for the complexity of issues and challenges presently confronting the profession of psychology. After reviewing the agenda books and observing the discussion and disagreements on Council floor, I understand the importance of Division 17 being active throughout the process from the creation of agenda items, to fostering agenda items through the complex myriad of review by APA Boards and Committees, to the final discussion and vote on Council floor that sometimes requires careful negotiation and compromise. As an aside, I am passionately committed to getting more Division 17 members appointed to APA Boards and Committees because I believe we are a multitalented group with much to offer APA governance. If elected to Council, I pledge to work closely with the other Division 17 Council Reps, the President and Vice Presidents (Diversity and Public Interest, Educational and Training, Professional Practice, and Science) to move important agendas of Division 17 forward in the governance process. I am committed to representing the diversity among us, continuing the tradition of strong Division 17 voices on Council, and would be honored to serve the Division as a Representative to APA Council.

Dorothy D. Nevill

Biography

Dorothy D. Nevill is a Professor in the Counseling Psychology program of the Department of Psychology at the University of Florida. She is a past president of Division 17 and is currently serving on the APA Awards Focus subcommittee of the Awards Committee. Previously she has been the Division's representative to the APA Commission on the Golden Anniversary of Divisions, Chairperson of the Education and Training Committee, Co-chairperson of a regional conference, Chairperson of the Senior Recognition Committee, and a member of the Fellows, Awards, and Program committees. She has also been a longtime APA accreditation site visitor, a liaison to the APA Committee on Graduate Education and Training, and the President of the Southeastern Psychological Association. She holds Fellow status in Division 17.

Statement

In recent years Division 17 has become increasingly visible and active in APA governance. Members of the Division hold significant committee and board responsibilities. Through our structure of Vice Presidents (Diversity and Public Interest, Education and Training, Professional Practice, and Science) which mirror the Directorates of APA, we are able to more efficiently and effectively respond to issues which arise and to actively work on behalf of the membership. To maximize the Division's presence in APA Council it is important to have as a representative someone who is familiar with the issues which come before Council and with the structure of both Division 17 and APA. Having been president of this division and having served within APA, I have some knowledge of and experience with both of these facets of representation. If elected to the office I would strive to establish a good working relationship with the various constituencies of governance so as to effectively serve the Division. I would strive to keep open lines of communication, welcoming input from Division 17 members and, in turn, keeping them fully informed. We must all be active participants in the process if our division is to thrive. I would be honored to serve as Division 17's Representative to the APA Council.

Editor's Selection

APA President Dick Suinn has requested that we consider publishing on two themes, ethnic minority diversity and cancer, in our Division's newsletters for his Presidential year. In previous pages of this newsletter, our Division's President and Vice President for Diversity and Public Interest have addressed the topic of multicultural counseling psychology. On the following page, I am providing an excerpt from a dissertation proposal on breast cancer that Jodi Johnson Palensky, a doctoral advisee of mine, is developing under my supervision.

Gargi Roysircar Sodowsky

**Self-Nomination Form
Standing Committees, 1999-2000**

Deadline: July 1, 1999

If you are interested in serving on a standing committee of Division 17, Counseling Psychology, please complete this form.

Name _____

Mailing Address _____

Phone _____ Fax _____ E-mail _____

Job Title _____

Institution/Affiliation _____

Educational Data

Highest earned degree _____ Year granted _____ Institution _____

Division Status _____ Associate _____ Member _____ Fellow _____

Area of Preference

If you have preferences concerning service areas, please indicate them by writing the numbers 1, 2, and 3 respectively by the names of your first, second and third most preferred assignments. Note, however, that you need not provide those ranks if you are uncertain about preferences.

- | | |
|---------------------------------|---|
| _____ Awards and Recognition | _____ Continuing Education and Regional Conferences |
| _____ Fellowship (Fellows only) | _____ Hospitality Suite (1 year appointment) |
| _____ Membership | _____ Nominations to APA Boards and Committee |
| _____ Program | |

Special Interests and/or Qualifications

If you have special interests or qualifications, e.g., previous service on Division 17 or APA Boards/Committees that the President-Elect should consider in making decisions about committee assignments, please note them here.

Signature _____ Date _____

Please tear off this sheet and mail or fax the complete form (or a copy of it) by July 1, 1999 to:

Jean Carter
President-Elect, Division 17
4501 Connecticut Avenue, NW
Suite 215
Washington, DC 20008
Fax: (202) 237-7177