



Highlights from the 2008 Annual Convention

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University of Massachusetts Boston

The AAPA annual convention was held at the University of Massachusetts Boston campus on August 13, 2008, and we are pleased to report that it was a critical success! Approximately 200 participants attended the convention, a rare occurrence for locations outside of California. The fact that more than 30% were first-time attendees, attests to the growth of our community nationally and the strength of our association. These newcomers were welcomed to the meeting and introduced to the association by members of our new Ambassadors program. The Ambassadors program (staffed by volunteers of the Division of Students) was developed as a way of ensuring that first-time attendees enjoyed the conference and had an opportunity to meet other members with similar interests.

The conference theme was “Interdisciplinary Approaches to Resisting Ethnocentrism, Racism and Intersecting Oppressions: Practice, Research, Theory, and Community Interventions”. We jumpstarted the day with a stimulating keynote panel presentation and discussion led by Daniel

Kanstrom, Rajini Srikanth, and our very own Derald Wing Sue. This interdisciplinary panel representing the fields of law, Asian American studies, and psychology, invited us to grapple with critical issues facing Asian American psychologists today including protecting human rights in cases of deportation, fostering empathy in light of rising concerns about ethnocentrism, and resisting and coping with microaggressions. We were moved, challenged, and energized to examine our own experiences and ideas for addressing these central concerns. The keynote panel set the tone for a day of thoughtful discussion and reflection, as well as sharing and celebration. Below, we offer a brief recap of some of the most memorable moments from the convention:

The convention program committee (led by Verna Fabella Hicks and Jocelyn Buhain) created a well-balanced and high-quality program. Some highlights of the program included: presentations on experiences of racism and intersecting oppressions in South Asian, and LGBTQ Asian American communities; mental

health disparities research based on culturally-adapted empirical treatment models for Asian Americans; and musings from senior scholars on promising directions in Asian American psychology. This year, we initiated the on-line submission system, which brought us out of the Dark Ages and streamlined the process for proposal submission and review!

Another exciting development this year was the infusion of the arts into the program through an art exhibit organized by the Asian Mental Health Team of the Cambridge Health Alliance, and a screening and discussion of the film “Never Perfect” (2007) moderated by Christine Iijima Hall. Together, these interdisciplinary programs explored Asian American identities through the use of visual and other creative media.

We continued the past years’ tradition of lunch meetings for Divisions, Task Forces, and special interest groups to create structured opportunities for members to socialize and network. Over

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a delicious lunch of bánh mì sandwiches, spring and summer rolls, and dessert, eight groups engaged in lively discussions about how AAPA can better represent the diverse interests and needs of its members.

Students were busy this year! The mentor-mentee reception, led by Arpana (“Annie”) Gupta, was well-attended, productive, and lively. AAPA dissertation award and honorable mention winners Kenneth Wong and Cindy Liu, discussed their research. Also, many other students presented their work through symposia, workshops, and posters. A number of students also volunteered at the convention, and even raised funds through sales of their beautiful yellow T-shirts. Go students!

Speaking of students, the Book Drive was another highlight. Stephanie Pituc and Minsun Lee (Book Drive Co-chairs) coordinated the donation of a wonderfully broad selection of books ranging from children’s literature, Asian American

studies, religion/spirituality, and even a cookbook. The Book Drive raised \$1229.67 for Student Travel Awards. Thanks to all who supported the cause through your purchases at the Book Drive!

In a new initiative to support the achievements and publicize the work of our members, we held a special reception for two recent books: *Feminist Reflections in Growth and Transformation: Asian American Women in Therapy* (2007; edited by Debra M. Kawahara and Olivia M. Espin), and *Asian American Psychology: Current Perspectives* (2008; edited by Nita Tewari and Alvin Alvarez). Many members of the AAPA contributed to both books, and we were excited to have the chance to meet the authors and editors, and purchase the books at discounted convention prices.

The sumptuous 10-course Chinese banquet held at Hei La Moon restaurant was simply delicious! The event, organized by Sue Lambe and Catherine Bitney, was made even more special by the first-ever Presidential Inauguration Ceremony to commemorate the achievements of the outgoing president, Alvin Alvarez, and welcome the incoming president, Karen Suyemoto. We were honored to have six Past Presidents of the AAPA at the banquet who participated in a rousing and poignant ceremony.

Are you excited yet? Please join us in Toronto for the 2009 AAPA annual convention!

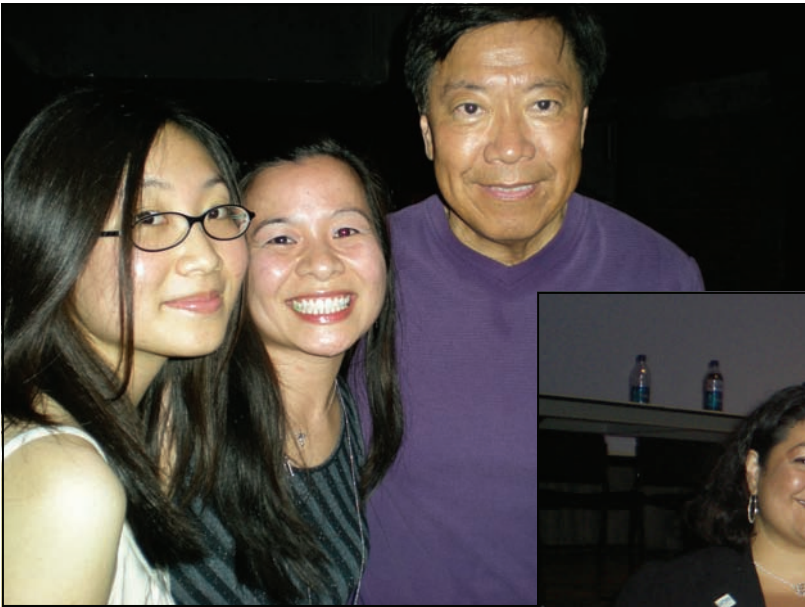


The editorial staff would like to acknowledge and thank the following contributing photographers for providing conference pictures:

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President's Message

Karen Suyemoto



We are in a time of transition and change. This is true on so many levels right now: nationally, within legislation at the state level, in APA's relation to psychology as a broader discipline organizationally; and within our own AAPA community as well. While times such as

these can be challenging in their uncertainty, they can also be full of opportunity. When previously we thought we could see what lay ahead of us on the path, not being able to see clearly around the bend allows us to *imagine*, to consider what we might be able to create, to hope.

At the national level, we are, of course, about to elect a new President, which is always a time of change, but perhaps especially this year. And I know that each of us has hopes for what the nation will be like in the coming years and that many of us are taking action to try to realize those hopes.

At the state level, we are seeing changes related to our own mission's emphasis on human rights, equality, and social justice. As I started to write this message, I was interrupted by an email announcing that the Connecticut Supreme Court overturned the state ban on same-sex marriage, ruling that the ban's discrimination is a violation of the state constitution. Thus, there are now 3 states (MA, CA, CT) that have refused to discriminate on the basis of sexual orientation. AAPA continues to support equality and embrace the diversity within our community: having previously filed an amicus curia brief that was submitted to the California State Supreme Court as it eventually ruled in favor of marriage equality, we

have recently joined the California Psychological Association, the California NAACP and many other state and national organizations in opposing Proposition 8 in California.

At the organizational national level, we are again looking forward to a vote by APA membership to create permanent voting seats for representatives of the ethnic minority psychological associations on APA's Council of Representatives. This initiative was rejected by the APA membership in December of 2007 by a narrow margin but will again be on the upcoming APA ballot. We have worked hard to create this possibility and hope that we will discover, as we move forward, our fellow psychologists' support for and appreciation of representation, voice, and contributions of minority psychologists.

Within AAPA, we are also in a time of change. This is my first message to you as President, reflecting a recent change in administration. But it is not only Board Members and Officers that are changing, but the nature, and perhaps the potentials, of our organization. Our membership is growing, our conferences getting larger and more ambitious, our Divisions proliferating, and our influence expanding. It is an exciting time, with growth and new resources (e.g. technological changes) contributing to many possibilities for what might we may create ahead around the bend: possibilities for greater support of our members, greater influence on the discipline of psychology, and greater service to Asian American individuals and communities. As we move forward during these changes and transitions, I hope that you will consider not only journeying with us, but also contributing your unique skills, visions, and energies to actively shaping our future path.

The Asian American Psychologist is published three times annually and provides a forum to inform members of news and events.

<http://www.aapaonline.org/pubs/newsletter.shtml>

Vision

Darcy S. F. Ing



For about five months, my congregation was embroiled in conflict over the Lord's Prayer (Our Father). Some had problems with it because of their history of being wounded in the name of Christianity, whereas others believed that it was a universal rather than a Christian prayer. It occurred to me that the question of whether or not to use the prayer was much larger than any of these issues.

I believed that the central conflict was about vision, about who the group thought they were and who they wanted to be, and how they wanted to be in the future. A vision is a compelling image of achievement, requiring knowledge of past history, awareness of present strengths and weaknesses, and striving towards the future. Important decisions, whether about a prayer, a Presidential candidate, or anything else, should be made within the context of that vision. A compelling vision energizes, gives focus, and provides purpose and meaning to one's actions.

Sometimes a vision starts with a hobby, such as music, rock climbing, or carpentry. Eventually doing what you love to do becomes a way to make a living, a chance to share your experiences and a path towards fulfillment. Other times people start out with compelling purpose and end up following a path without a known destination to fulfill their vision. This kind of path can be filled with trepidation and uncertainty, and certainly lots of naysayers along the way. It is not always easy to be the one with a vision in a world that sees things differently.

Committing to such a vision inspires hope for the future. The pull of that future is as real as the pressure from the past. Successful leaders share a vision that others want to follow, while the inability to articulate it is a hallmark of poor leadership. Vision must go beyond a written vision statement, it has to permeate who you are and be manifested in your values, actions, and goals. All of us have heard of or knows someone who had a vision and made it happen.

Some musicians can hear their compositions before they play them. Athletes rely on images of winning to spur them on towards victory, while life coaches help their clients turn their visions into reality. Historic changes have also been wrought by people with vision: The vision of a man on the moon spurred John F. Kennedy and a whole generation towards space. (http://humanresources.about.com/od/leadership/a/leader_vision.htm). Lincoln and the Emancipation Proclamation, Susan B. Anthony and women's suffrage, Margaret Sanger's advocacy for birth control, LBJ and the Civil Rights Act, Hillary Clinton and Barack Obama's historic runs for the presidency, all of these started with a vision.

Asian Americans also had vision. The first female Asian American elected to Congress was Patsy Mink from Hawaii; while the first Asian governor was George Ariyoshi, also of Hawaii. In the Bay Area, Norman Mineta was the first mayor of a major U.S. City, and also became Secretary of Commerce in 2000 and Secretary of Transportation in 2001. The first Asian American to command a combat battalion was Young Oak Kim of the 100th Infantry Battalion. In 1993, Connie Chung became the first Asian news anchor of a major network, while Haing Ngor became the first Asian winner of an Academy Award for "The Killing Fields." (<http://www.infoplease.com/spot/apahmfirsts.html>)

Starting the Asian American Psychological Association and the Division on Women also required vision, creativity, and the desire and ability to see things through to completion. All of these historic firsts required a person or group to both have a vision and the willingness to do whatever it took to make happen. Vision can

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be very personal and sometimes hard to put into words. Is vision something that is learned, or something you either have or you don't?

The answer may be different for each of us, just as our vision is uniquely different depending on who we are and where our life journey takes us. I believe that vision plants seeds of possibility, a beginning that blossoms and eventually helps us find our own unique path to both wellness and wholeness. In this way, we build a larger vision of hope and healing, for ourselves, for our clients, and for our planet. I hope that each of you finds your vision for yourself, and a way to make it a reality.

Asian Psychological Association (APsyA) Professional Psychology Association in Asia

Kai Kok "Zeb" Lim



APsyA - short for Asian Psychological Association is the professional psychological association in Asia. APsyA's mission is to advance the science and practice of psychology throughout Asia. While it is still a young professional organization, it did not deter psychologists in Asia from convening at Kuala Lumpur, Malaysia on June 26th to 28th 2008 for the 2nd Convention of Asian Psychological Association held at the University of Malaya (the oldest public university in Malaysia, established in 1965). The theme of the convention was aptly titled: "Building Asian Families and Communities in the 21st Century", highlighting the continued importance of the family and community in Asia in the new century.

There was over 200 attendees at this convention, hailing from the host country Malaysia, to Malaysia's immediate neighbors' such as Indonesia, Singapore and Thailand, including the greater Asian region that is Australia, Bangladesh, China, India, Japan, New Zealand, Pakistan, Philippines, South Korea, and Taiwan, and from around the world including Canada, Iran, Russia, Swaziland, Turkey, United Arab Emirates, United Kingdom and United States of America. While the numbers of attendees were small, considering the potentially large number of psychology and allied field professionals in Asia given the size of the Asian region, this is a two-fold increase from the first convention where only 100 plus attendees attended. Readers should also take into consideration that this is a relatively new

organization unknown to many psychologists in Asia, and that travelling to a conference may very well be a luxury for professionals in certain developing countries in Asia.

The first convention was held in Bali, Indonesia in 2006. This was shortly after the initial founding of APsyA at the First Convention of the Asian Council of Psychologists in Jakarta, Indonesia in 2005. The speedy organization of a meeting for psychologists in Asia to share research and practice in indigenous Asian psychology shows the need to strengthen regional and international bonds between psychologists and to promote and facilitate communication between individual psychologists of all disciplines in Asia. The choice of the location of each meeting appears to coincide with the election of the presidency of the organization, starting with 1st APsyA President, Indonesian Professor, Dr. Sarlito Wiraman Sarwono, followed by Malaysian Associate Professor, Dr. Jas Laile Suzana Jaafar and the upcoming convention will be held in Darwin, Australia with the incoming Australian President-Elect of APsyA, Dr. Kate Moore. Given the extensive organization that is required for a successful planning of a convention, this format seems to make the most sense for now.

If you recall, in my previous article, "The Rise of Psychology in Malaysia," I had mentioned that areas of applied psychology such as counseling psychology is more prevalent in Asia. The warm welcome from Dr. Mike Knowles, President of International Association of Applied Psychology

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(IAAP) during the opening ceremony emphasizes the continued presence and importance of applied psychology in Asia. However, the convention programming itself includes a diversity of programming (27 session themes) that included not only applied areas of psychology such as Clinical and Counseling Psychology, but also research-oriented fields of psychology such as Cognitive Psychology and Social Psychology, and new areas of psychology such as Cyber-Psychology and related fields such as Higher Education.

Two interesting points I took away from the conference was that: 1) Japan was the first country in Asia to have a psychologist starting a psychology program dating back to 1903; and 2) Vietnam has one of the oldest giftedness program in Asia, started back in 1966, which is ongoing at the High School for Gifted Students, Hanoi National University of Education. This wonderful tidbit of Asian Psychology history was gleaned from Dr. Hagop Pambookian, of Armenian heritage, Professor Emeritus at Shawnee State University, USA, keynote address titled: "Psychology Around the World: The Asian Experience".

Unfortunately, limited organizational funding has prevented APsyA from having a permanent home on the World Wide Web. However, the new Board of Directors is working hard to find a website to host APsyA in the coming months. Given the smaller number of psychologists back in Asia, coupled with the spread of psychologists across different countries, a home base in the form of a professional organization and regular convention meeting for psychologists to come together and connect are essential for the development of a professional identity as a psychologist.

As with Asian American Psychological Association

(AAPA), where both Asians and Asian Americans call AAPA their professional home, APsyA welcome members from all over the world that have an interest in psychology in Asia to collaborate and share expertise with them. In fact, Dr. Sherri McCarthy, from the Northern Arizona University, USA, who was on sabbatical at the University of Malaya, Malaysia for a semester, is one of the Board of Directors of APsyA who has generously continued to share her expertise to help APsyA grows.

For psychologists and students in Psychology currently in America who are thinking of going back to Asia for full time work or sabbatical - be it to teach, to conduct research, or to practice in Asia, APsyA is a professional organization that one should consider joining to continue one's professional involvement. APsyA is an organization that embraces psychologists of all areas of specialization within psychology, so collaboration and cross-disciplinary work within the field of psychology is greatly enhanced.

In conclusion, while the Asian Psychological Association (APsyA) is still in its infancy, it has shown some initial indication of its importance in drawing psychologists, both near (from Asia) and far (USA and Canada) to come together and discuss Asian Psychology at its roots, Asia. The continued success of APsyA will depend heavily on the active involvement of its member psychologists to come together at the biennial convention to discuss current needs and demands of psychology in Asia. Involvement of professionals at all levels; those who are trained outside Asia (e.g. Canada, United Kingdom and USA) and in Asia would be important in helping APsyA grow. It is definitely an interesting time for psychologists in Asia to connect and grow professionally through APsyA.

Comments and feedbacks should be emailed to Zeb Lim at kaikok@ku.edu.

September 1973—NIMH grant was used for "*the establishment of a National Asian-American Mental Health Federation (AAMHF). Through this Federation funds were allocated to nine regional areas. These regions were established on the basis of Asians' population distribution in the United States for the purpose of holding regional conferences.*"

June 15, 1974—The Asian American Mental Health Federation hosts the New England Conference on Community Concerns of Asian Americans: Awareness and Action at the University of Massachusetts, Boston.

The Future of Gifted Education in Asia-Pacific and Beyond

Kai Kok "Zeb" Lim



The 10th Asia-Pacific Conference on Giftedness was recently held at Singapore on July 14-17, 2008. It was held at the beautiful Nanyang Technological University campus, Singapore's second top public university.

The theme of the conference was "Nurturing Talents for the Global Community". The ever-shrinking world makes talent development important not only for the specific country of the gifted individual but also to the greater world community. This conference was jointly supported by the Asia-Pacific Federation of World Council for Gifted and Talented Children (APF – WCGTC) and the World Council for Gifted and Talented Children (WCGTC). At the local level, the 10th APCG is jointly organized by the Singapore's National Institute of Education (NIE and the Gifted Education Branch (GE Branch) of the Ministry of Education, Singapore.

Although the focus of the conference was on giftedness in the Asia-Pacific, those committed to help gifted students came from all over the world. Over 300 attendees attended from 32 different countries, making up almost 20% of the 1,600 total attendees comprised of educators, professionals, and students. Guest keynote speakers hailed from China, Canada, Finland, United States, United Kingdom, and Singapore.

The visual presentation of talents included Iswarya Jayakumar (age 14) with her dazzling bodily-kinesthetic display of Indian Classical Dance, moving musical violin performance by Cheston Tan (age 12), and stunning synchronized dance work by Yio Chu Kang Secondary School Chinese Dance Club female students. These performances vividly showed the numerous talents that gifted students have to offer. It is perhaps fitting to note that giftedness traverses across domains (beyond traditional logical-mathematical and verbal-linguistic intelligence). Asian students in Asia are not only supported for their ability to perform well academically but also supported in their talents outside the standard school curriculum.

The themes of the conference were on: 1) Assessment and Identification, 2) Curriculum and Instruction, 3) Social and Emotional Aspects of Giftedness, 4) Teacher and Teacher Development, 5) Underachievement, 6) Twice-Exceptional, 7) Creativity, 8) Special Talents, 9) Learning Environment, and 10) Open (not categorized in the other listed categories). While gifted education appears to be a domain outside of psychology at first glance, issues in assessment and identification of the gifted (educational and school psychology), social and emotional aspects of giftedness (clinical and counseling psychology), and creativity (cognitive and social psychology) are definitely topics under the purview of the field of psychology.

Keynote addresses included Dr. Robert Sternberg (Tufts University, USA, keynote address: "Teaching for Leadership"); Dr. Kishore Mahbubani (National University of Singapore, Singapore, keynote address: "Preparing the Gifted for a Multi-Civilizational World"); and Dr. Kirsi Tirri (University of Helsinki, Finland, keynote address: Gifted Students as Citizens for the Future"). These speakers emphasized the need for careful educational training and supportive guidance to ensure that gifted children are raised to be ethical and positive contributing members of society. We can reflect on history (e.g. Hitler and the Holocaust) and recent events that occurred inside and outside America (e.g. Enron business collapse, World Trade Center attack, and genocides in Darfur, Sudan), to see what problems that misguided gifted individuals in our world have created.

A take home message from Dr. Joyce Van Tassel-Baska (College of William and Mary, USA, keynote address: "What Works in Curriculum for the Gifted: A Research Synthesis") was that gifted education should not be catered for the elite nor be about being elitist. Gifted education is about creating the best work possible for the brightest of our student learners that would have a trickle-down effect for all student learners.

As a counseling psychology student here in the U.S., I cannot help but wonder about the state of gifted

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education and the support of gifted students, especially for Asian American students. Asian American students are reported to be over-represented in the Honors program all over the country (for further reading, see Kitano & DiJiosia, 2002), however, the number of psychologists who actively do research and practice in the area of Asian Americans gifted are lacking. Perhaps this article will spur some psychologists, both graduate students and established professionals, to take a deeper look into this situation and go where few others have gone before.

Perhaps, when we decide to look at the stereotype of Asian Americans as model minorities, we need to pay attention to those Asian American who fit the stereotype but still need guidance and support from professionals. Simultaneously, we also need to serve the many Asian Americans underachieving gifted who are overlooked when Asian Americans are seen homogenously as high-achievers. We need to take

into account those twice-exceptional (refers to those who are gifted and have learning disabilities) Asian American gifted students who need help. I hope that this article will serve as food for thought for the future, in terms of practice, research, and service with Asian American gifted students.

Reference and Website:

10th Asia-Pacific Conference on Giftedness Website: <http://www.10apcgifted.org/>

10th Asia-Pacific Conference on Giftedness selected keynote address available at: <http://www.10apcgifted.org/speakers.html>

Kitano, M. K. & DiJiosia, M. (2002). Are Asian and Pacific Americans Overrepresented in Programs for the Gifted? *Roeper Review*, 24(2), 76-80.

Comments and feedbacks should be emailed to Zeb Lim at kaikok@ku.edu.

Vote for Seats on APA Council

Alvin Alvarez

Coalition-building has always been central to the advocacy mission of the Association. When we join with other communities of color and our allies, our voice is magnified. For the past several years, one of our major advocacy initiatives has been to join with our sister organizations, i.e., the Association of Black Psychologists (AB Psi), the Society of Indian Psychologists (SIP), and the National Latina/o Psychological Association (NLPA), and APA's Division 45 to obtain permanent voting seats on the American Psychological Association's Council of Representatives.

As you may recall, this initiative was defeated last year by a narrow margin. We were short by a mere 177 votes! So, we are attempting this once again and with margins this close, your vote clearly counts!

WHY IS THIS IMPORTANT?

The APA Council is the primary governing body of what is the largest professional association of psychologists. As a result, APA and its Council have a great deal of power to shape and define standards of practice, research, teaching, and training – activities that affect how Asian Americans and other communities of color are treated, recognized and represented. Consequently, voting seats for the Association will better enable AAPA to advocate for the interests of Asian American communities.

WHAT'S HAPPENING NOW?

APA will be distributing ballots to all its members on October 31, 2008 along with the apportionment ballot. The ballots will ask APA members to vote on whether or not to grant four voting seats for AAPA, AB Psi, SIP and NLPA. Voting will close on December 15, 2008.

HOW CAN YOU HELP?

If you are a member of APA, keep a lookout for your ballot to arrive by mail and take time to vote! While each of you has the right to vote as you see fit, AAPA's Executive Committee encourages you to consider voting in favor of creating voting seats for AAPA and its sister organizations.

Licensure Tips for Graduates from Non-Accredited Psychology Programs

Tigerson M. Young



Getting a psychology license is one of the milestone achievements of a psychology graduate. It is not only just an accomplishment, but also has a practical implication, such as keeping a job and securing higher income. The licensure process is often tedious and nerve-racking and understandably so. The Boards of Psychology (BoPs)

have the legal obligation to protect the public. Therefore, they often scrutinize each application with this mandate in mind. Graduates from programs accredited by the American Psychological Association (APA) or CPA (Canadian Psychological Association) usually have an easier time than non-accredited graduates to go through the licensure process in the United States and Canada, as these programs are often viewed as having exceeded a certain standard of quality. The reality is that not everyone is going to attend these accredited programs. There are often other factors such as family obligations, employment status, GPA, geographical distance, and military assignments, to name a few, that prevent one from attending these accredited programs. As an alternative, many non-accredited programs are available. However, graduates from these non-APA and non-CPA accredited programs often have to run into various hurdles along the licensure process. What can a graduate from a non-APA and non-CPA accredited program do to help expedite the licensure process? Here are some personal experiences and 10 tips for those that are from these non-accredited programs to consider (which may be useful for those graduates who are from accredited programs as well):

- 1. The BoPs are not your enemy!** They are not out there to get or exclude people, but they are there to make sure that only qualified candidates are admitted into practicing psychology. There is no need to think in terms of “me vs. you” or “good vs. evil.”
- 2. Know your state or provincial requirements BEFORE you start your non-accredited program.** Sometimes, a state or a province has clearly stated which non-accredited programs are acceptable or not. Sometimes, there are only vague descriptions. In either case, the BoPs often have specific rules and laws stipulating the requirements for licensure, such as the number of courses in different areas, internship hours, and face-to-face instruction hours. Read those rules and laws. Compare them against your program. If your program deviates significantly from those requirements, you may want to think twice before enrolling into it, as you may run into problems in the future when applying for a psychology license. [Please note that I am not saying that these programs are not appropriate. Each person’s situation is different. Remember, while a non-accredited program may not be able to get you a psychology license, you may still be able to obtain other licenses.]
- 3. Keep all your syllabi from your program.** Often, the BoPs need to verify the equivalency of your program with other accredited programs. Documentation such as your syllabi, your

papers, and your documented interactions with faculty, are important evidence to demonstrate how your program works and can help build a case for how it should be considered as equivalent to other accredited programs.

- 4. Remember, the onus is on YOU to prove that your program is equivalent to the other accredited program.** Be prepared to explain the nature, the quality, and the structure of your program to the BoPs.
- 5. Check out how other people fill out their licensure applications.** Each application is likely to be slightly different. However, it may be helpful to look at how other graduates fill out their applications, especially from those who have already gained their licenses.
- 6. Do not give up easily.** The BoPs may reject your application initially, deeming your program not equivalent to their standards. Re-examine your program to see if their criticisms are true or not. Often, there are “equivalency” clauses in the licensure requirements. Demonstrate how your program has fulfilled the questionable expectations by using an alternative, but equivalent, method.
- 7. Consult with your school.** Your school is likely to have experiences in interacting with different BoPs. They may have resources that you have not thought of before.
- 8. Keep your communication with the BoPs courteous.** Be a good advocate for yourself and your program, but keep the tone professional and courteous. Get everything in writing. Use e-mails, rather than phone calls. A blaming and angry tone will not get you anywhere, regardless of how frustrated you may have felt about the process.
- 9. Do your research.** You have to put in the time and efforts for your application. Do not give yourself excuses like how busy you are or how worthless it is to get a license. Avoidance is not going to solve your problems. Instead of avoiding them, do your research. For example, if you need to prove how one of your online classes is equivalent to a land-based class because your BoP has questioned you about it, you need to know what the research has said about the outcomes, the quality, and other aspects of these two delivery methods. Remember, the onus is on you to prove to the BoPs that you are just as qualified as the other accredited graduates. There is no better proof than showing your research skills to the BoPs.
- Take a break.** It is a reality that graduates from non-accredited programs are going to spend more time and effort than accredited graduates when it comes to proving themselves in front of the BoPs. Don’t run it like a 100-meter dash. Reserve your energy, as it may turn out to be a marathon. Make sure you take care of your own mental health. And, don’t forget to celebrate when you eventually are done with the process!!

Good luck to all of you, especially to those that are in non-accredited programs, who are in the process of obtaining your license!!

Conquering the Examination for Professional Practice in Psychology and State Jurisprudence Exam

Szu-Hui Lee



Early career psychologists who are interested in obtaining license to practice will eventually have to contend with the licensing examination process. Not only do we have to make sure we meet all the coursework and supervised clinical work requirements, we also have to pass the EPPP and our respective state jurisprudence exam. This process is not necessarily mind-boggling and is certainly not impossible. However, this experience may be difficult to accept. Compared to the greater milestones we've achieved to finally earning our doctorate, this final hoop of a 225-question multiple choice exam (25 of which are experimental questions not count towards your overall score) and a written or oral state jurisprudence exam can be frustrating. Keep in mind, the hardest part of this process is the experience of having to do it and not the difficulty of the exams themselves. Here is a list of tips that is also designed to serve as a sample timeline of the process. Good luck!

1. **Prepare and complete the application for licensure** - This can take several months so start early. Please refer to the article by Tigerson Young, Ph.D. on the specifics of the application. Once the Board accepts and approves your application, you will be eligible to test. Remember, the Board of Psychology communicates using US Postal Services, so do factor in mailing time.
2. **Gather EPPP test prep material** - If you are able to afford the test prep materials that are available, go for it. Many companies offer a variety of packages that can include booklets, flashcards, audio tapes, practice exams, workshops, etc. The price can range from \$600 to up to \$2000. Personally, I did not purchase any test prep material due to matter of principle and lack of funds. I simply used an old set of booklets and exam questions from a colleague. The materials were outdated by 2 years, but that was not a problem at all. There are also free online programs you can use to study. For example, check out Flashcard Exchange (<http://www.flashcardexchange.com/tag/EPPP>).
3. **Month one and two** - Read the booklets. Take notes and/or make flashcards of the materials. Then, begin taking practice exams and study from the exams themselves. The majority of the learning is from the practice questions so the more exams you can take the better. You can purchase practice exams from The Association of State and Provincial Psychology Boards (www.asppb.org).
4. **Month three** - Retake practice exams and key in on the weak content area(s). Remember, there are eight different content areas and they are not equally represented on the exam. So, focus your attention accordingly. Keep in mind that you will likely not pass (cut off = 70%) on all the practice exams. Don't be alarmed! Track your progress over time and focus on progress. The practice exams are more difficult by design. Competency on the material is great but it is also about pattern recognition. Pay attention to how the EPPP is written and what types of responses are typically expected.
5. **Final month four** - Schedule your test - A test date will motivate you and keep you accountable.
6. **Sign up to take the practice exam in real-world testing condition** - For an additional \$100, you can take a 100-question practice exam in the exam location of your choice. You will receive the results right away. I recommend this because you will be able to orient yourself to the actual test site for your exam date, get a feel for taking computerized exam, and also to have weak areas highlighted for final reviewing.
7. **Do what usually works for you for the final stretch** - there is no right or wrong way to wrap things up. Do what is most comfortable for you. I highly recommend taking off the day before the exam to simply rest.
8. **EPPP EXAM DATE!!** Good luck! J By the way, if you walk out of the exam feeling as if you've failed the test, that feeling is totally normal and in no way a true indication of how you did. Many of us were sure we failed just to find out we passed. EPPP is scored on a curve based on how well others did on that same version of the exam.
9. **Take state exam** - While you are waiting for your EPPP exam score in the mail, begin preparing for your state exam. You are already in study mode, so why not? This is also a great way to keep your mind off the EPPP. The lag time between your EPPP test date and the score being sent to you is approximately 2-4 weeks. This should be plenty of time to prepare for the jurisprudence exam. You will find out the result right away. So, if all goes well, you will find out that you've passed both the EPPP and the state exam right around the same time.
10. **Final steps** - Call your Board immediately after you've passed the exams. Send in your licensing fee and you are officially done. Congratulations! You are now finally able to say: "I am a psychologist" without any qualifications.

Final reminders: The entire process can cost over \$1000 not counting money you might spend on test prep material. In Massachusetts, for example, there is a \$150 application fee, EPPP exam costs \$450, state exam is around \$200, and the licensing fee is \$270. There are also other mailing and processing fees involved. So, save up! Many of these steps require check/money orders, so no credit cards! For more info, please check out the website of The Association of State and Provincial Psychology Boards (www.asppb.org) and an article in the APA Monitors about the licensing process (<http://gradpsych.apags.org/jan04/get-licensed.cfm>). Just a caveat, this is based on my personal experience and consultations with colleagues. This by no means is the right or only way. This is one way. Trust yourself; you know how to study and how to prepare for an exam. Good luck. It'll be over before you know it!

Student's Column

Kai Kok "Zeb" Lim



It is the season of change! We have a new group of leaders for the AAPA Executive Committee, Division of South Asian Americans and Division of Students. To herald the new change, and to welcome new faces to the 2008 AAPA convention, the Student Ambassadors program was instituted for this year's AAPA convention. This new program is a joint initiative of past Student Representative Arpana "Annie" Gupta and the Conference Co-Chairs Drs. Doris

Chang and Grace Kim.

As any first-time attendee has experienced, attending a brand new conference can be both scary and intimidating. Through the Student Ambassadors program, a welcoming committee staffed by the Division of Students Executive Committee and a few Early Career Professionals welcomed the 70 plus first-time AAPA 2008 convention attendees who made up more than a third of the 200 plus convention attendees. Even though AAPA prides itself on being a small convention that enables greater interaction among its attendees, it still has the ability to overwhelm first-timers. As seasoned attendees take this opportunity to catch up with old friends and colleagues, it would appear that even the friendliest of the seasoned attendee seems un-approachable to those who are new. After all, it is easier to approach a person one at a time than a group of people who are engaged in a lively conversation!

With this new program at the AAPA convention, first-time convention-goers have a friendly face to greet them. From the time they check-in at the registration desk to waiting for the opening Keynote address in the lounge area, there are Student Ambassadors around to meet and greet new attendees. Moreover, throughout the day, first-timers have the chance to talk to other first-timers who were identified by a Red Ribbon under their name badges, and allowed them to connect with others who are in the same boat.

It is impossible to reach out to all of the 70-plus new conference-goers. Nevertheless, the 8 to 10 of us who were privileged to take on the Student Ambassador roles initiated relationships among new attendees, early career attendees (I am a 2nd year AAPA convention attendee), and seasoned AAPA attendees.

For me, the role of the AAPA Student Ambassador does not end at the AAPA convention but also extended to the American Psychological Association convention where I continued to promote AAPA and AAPA Division of Students. This opportunity helped me to create a personal connection with those who had attended AAPA in the past but skipped this year's convention due to the lack of interactions with fellow students. A personal, friendly invitation from a fellow student member seemed to be the small nudge some AAPA student members needed to encourage them to return to future AAPA conventions. The large American Psychological Association convention also seemed much friendlier and intimate as I bumped into other AAPA student attendees. It made for a memorable Boston convention trip for all involved!

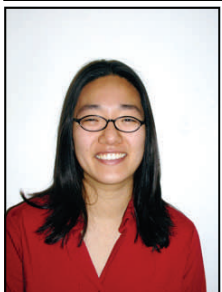
One of the unexpected outcomes of the Student Ambassador group was the formation of Asian Students in Psychology (ASIP). ASIP is an informal group on FaceBook to help connect both Asian International and Asian American psychology students and allies so that fellow students can network informally on a social networking platform that is familiar and ubiquitous among college students. Students can engage in peer mentoring and share information about opportunities to participate in research activities. ASIP was not created to sideline AAPA Division of Students amazing list-serve by any means, but to expand the opportunities to connect with one's peers on multiple pathways.

AAPA Student Ambassadors are here to stay, bringing the AAPA family together, one new attendee at a time.

Comments and feedbacks should be emailed to Zeb Lim at kaikok@ku.edu.

Finance Report

Amy Cheng



As the Finance Officer, I am happy to report the continued excellent fiscal health of our organization! As of September 21, 2008, we have \$54,074.88 in savings and \$22,996.34 in a checking account with E*Trade Bank, for a total of \$77,071.12.

making a tax-deductible donation to AAPA. We are

ACCOUNT	Amount
Checking	\$ 22,996.34
Savings	\$ 54,074.88
TOTAL	\$ 77,071.12

I would like to encourage members to consider

(Continued on page 16)

(Continued from page 15)

a non-profit organization run completely by dedicated volunteers whom you elect. We host our annual conference and continually strive to offer quality programming and opportunities for mentoring and networking. We keep registration costs as low as possible to help us cover our expenses for hosting the convention. Any profits we generate are applied toward student awards or other programming. Donations of any amount are always much appreciated and are tax deductible! We accept

donations in the following categories: **AAPA General Fund, Dissertation Grant, Best Poster Award, Student Travel Award, and Division on Women Fund.** If you have any questions about these funds or would like more information on how the money is used in each fund, please do not hesitate to contact me.

As always, please feel free to contact me at dr.amycheng@gmail.com for donations, questions, concerns, or suggestions for improvement.

Call for Nominations

AAPA 2009 Awards, Grant, and Scholarships

The Awards Committee of the Asian American Psychological Association invites nominations for the following Awards to honor the work of those dedicated to the psychological well-being of Asian Americans. Nominations from all segments of the community – community mental health, practice, academia, public policy – are strongly encouraged.

- **LIFETIME ACHIEVEMENT AWARD**
- **DISTINGUISHED CONTRIBUTIONS AWARD**
- **EARLY CAREER AWARD**
- **FRIEND OF AAPA AWARD**
- **OKURA COMMUNITY LEADERSHIP AWARD**
- **AAPA STUDENT GRANT FOR DISSERTATION RESEARCH**
- **AAPA STUDENT TRAVEL AWARDS**

SEND MATERIALS TO THE AWARDS CHAIR:

Alvin Alvarez, aalvarez@sfsu.edu

DEADLINE FOR NOMINATIONS:

All Materials Must Be Received by May 15, 2009

ELECTRONIC SUBMISSION:

All submissions should be via email; no faxes or mailed submissions. For each award, the various materials should be collected into one email.

NOMINATIONS INCLUDE:

In general, a nomination packet includes the following materials: (a) nomination statement describing the individual's achievements as it relates to the award criteria, (b) three letters of reference from individuals familiar with the nominee's contributions, and (c) nominee's curriculum vita. Additional materials may be requested for specific awards as noted below.

AWARD DESCRIPTIONS

I. AAPA LIFETIME, DISTINGUISHED CONTRIBUTIONS, AND EARLY CAREER AWARDS

The Asian American Psychological Association recognizes individuals who have made distinguished contributions to psychological issues relevant to Asian Americans in one or more of the following areas:

1. **Scholarship:** including contributions to the development of conceptual psychological schemas or theories; applications of research and theories; the integration of knowledge to provide greater understanding of Asian Americans.
2. **Practice:** including innovations and outstanding applications of the

(Continued on page 17)

(Continued from page 16)

knowledge base in Asian American psychology; the development of programs, procedures, or technical skills in mental health, inter-group relations, and Asian American welfare. 3. **Leadership**: including activities, which further Asian American interests through legislative, legal, political, or organizational involvement; leadership in local, state, or federal organizations. These awards are given in three categories: (A) Lifetime, (B) Distinguished Contributions, and (C) Early Career.

- A. AAPA Lifetime Achievement Award is given periodically to recognize distinguished and exemplary long-term contributions to the field of Asian American Psychology made by a senior level colleague, defined as no less than 25 years post graduate.
- B. AAPA Distinguished Contributions Award is given yearly to recognize a senior level colleague, defined as no less than 10 years post graduate.
- C. AAPA Early Career Award is given yearly to recognize distinguished contributions made by a junior level colleague, defined as no more than nine years post graduate at the time of nomination.

These nominations must include: (1) a nomination statement outlining the reasons for the nomination and a listing of specific achievements relating to Asian American Psychology, (2) three supporting letters of reference from individuals who are familiar with the nominee's contributions and (3) the nominee's vita.

II. FRIEND OF THE ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION AWARD

This award recognizes the outstanding achievements of individuals, organizations, agencies and groups outside of the psychology profession who encourage, assist, advocate, serve, and work to improve Asian American communities. This award is designated to recognize efforts directly related to improving the mental health of Asian Americans or educating the public on socio-psychological issues facing Asian Americans.

Nominations must include: (1) a nomination statement outlining the reasons for the nomination and a listing of specific achievements that describe how the nominee has contributed to the Asian American community, (2) three supporting letters of reference from individuals who are familiar with the nominee's contribution to the Asian American community, and (3) the nominee's vita.

The award recipient will receive an award plaque and will be asked to make brief remarks during the Award Ceremony at the AAPA National Convention.

III. OKURA COMMUNITY LEADERSHIP AWARD

In recognition of the outstanding contributions and tireless support provided by K. Patrick Okura, his wife Lily, and the Okura Mental Health Leadership Foundation, the AAPA Okura Community Leadership Award was created to recognize an individual who demonstrates outstanding community service and/or leadership that benefits the Asian American community. The awardees may be trained in a variety of disciplines including: psychology, social work, education, health, psychiatry, medicine, etc. Nominations must include: (1) a nomination statement outlining the reasons for the nomination and a listing specific achievements that describe how the individual has provided leadership in the Asian American community, (2) three supporting letters of reference from individuals who are familiar with the nominee's contribution to the community and (3) the nominee's vita.

IV. AAPA STUDENT GRANT FOR DISSERTATION RESEARCH

AAPA students (doctoral candidates dues paid 2008) are eligible to apply/self-nominate for the AAPA Dissertation Research Grant. Students applying should have passed a proposal hearing and the dissertation topic should have implications for the field of Asian American Psychology. Previously completed and/or presented dissertation research is not eligible. A grant of \$500 will be awarded to the student with the most outstanding research proposal. There will also be two honorable mentions; all three students will present their research in a symposium at the next AAPA convention and will write an article for the AAPA newsletter describing their research. The grant winner MUST submit a final report summarizing the results to the AAPA Awards Committee and Executive Committee within 12 months of receipt of the grant.

PROPOSALS FORMAT

Proposals should be concise, **no more than 5 double-spaced pages**, not including references and tables, and should include the following sections:

- Title page with name, school, and contact information
- Abstract (100-150 words, separate from the body of the proposal)
- Issue or topic/rationale
- Brief overview of theoretical/conceptual framework
- Research design, including research questions, instruments and measures to be used, study participant selection, data collection and analysis.
- Anticipated results
- Implications for Asian American Psychology
- Budget plan describing how the award will be used
 - Supporting Documents
 - Curriculum Vita

Recommendation from the sponsor/chair or advisor of the research project

Submit **FOUR COPIES** of the proposal (including supporting documents) with the subject title "AAPA Student Grant for Dissertation Research Application" with attachments in MS Word before **May 15, 2009** to the AAPA Awards Chair.

V. AAPA STUDENT TRAVEL AWARDS

Every year, the proceeds from the previous year's Book Sale at the AAPA convention are earmarked for Student Travel Awards to the convention. The number and amount of the awards vary from year to year depending on the success of the previous year's book sale, but the awards typically average \$200 per awardee.

The eligibility criteria for AAPA Student Travel Awards are:

- 1) The student must be an AAPA student member for at least one year (dues paid for 2008 and 2009).
- 2) The student must be making a presentation (e.g., paper, poster, interactive session) accepted for the AAPA convention program.
- 3) Priority will be given to first authors, students who have not received the award before, and students traveling longer distances to the convention.
- 4) Undergraduate presenters are especially encouraged to apply.

To apply for this award, submit your self-nomination with the following:

- 1) Cover sheet with your name, address, school, classification, title of your presentation, student status (i.e., undergraduate or graduate)
- 2) A copy of the abstract of your presentation.
- 3) A brief statement addressing your eligibility.

The deadline for the application is May 15, 2009 (all material must receive by this date). EMAIL your SELF-NOMINATION application with the subject title "AAPA Student Travel Award Application" to the Awards Chair.

Renewing your AAPA membership is easy,
just click on this link: [AAPA website](#).

Call for Proposals

DEADLINE: MONDAY, DECEMBER 15, 2008

Asian American Psychological Association and the Division on Women
3rd Southern California Regional Conference

**From Invisibility to the Visible:
Asian Americans Making a Difference**

SUNDAY, MARCH 1st, 2009

The Pointe at California State University, Long Beach

The Asian American Psychological Association (AAPA) and the Division on Women (DoW) invite submissions of proposals for the 3rd Southern California Regional Conference to be held in Long Beach, CA on Sunday, March 1st, 2009. The theme for this conference is "From Invisibility to the Visible: Asian Americans Making a Difference". Submissions are for Poster Presentations only and are sought from clinical, research, and training areas that focus on how Asian Americans have successfully been able to make a difference in society.

Who may submit

Submissions from persons at all levels of training (post-doctoral, graduate level, and undergraduate level) and proposals from non-psychologists who are interested in psychological issues affecting APIs are encouraged.

Non-member participation

Nonmembers of AAPA/DoW may submit a proposal for consideration. However, nonmembers whose submissions are accepted into the program and who will be presenting at the convention must officially register for the conference.

Number of participations allowed

Individuals may submit as many proposals as they wish. However, individuals are limited to **ONE** accepted proposal in which they are the first author/presenter. In the event that submitters have more than one submission accepted, they will be asked to select the proposal that they wish to present in the program.

Proposals received before **December 15th, 2008**, will be considered. The main presenter/contact person will be notified by the end of January 2009. All proposals should include: a cover sheet, an abstract (50 to 100 words), and 500 to 1000 word program description/summary. Please see below for specific guidelines.

Poster Presentation Submission Guidelines

A cover sheet should accompany each submission. If you are submitting more than one poster presentation, please complete a cover sheet for each submission. Below is the information that should be included in all cover sheets.

- Main presenter and contact person information (name, degree, position, affiliation, address, phone, fax, e-mail).
- Co-presenters' names, degrees, positions, and affiliations
- Title of session (10 words or fewer)

Anonymous reviews will be used. Please do not refer to presenters' names within the abstract or description.

All poster proposals addressing issues related to Asian American psychological issues will be considered. Special attention will be given to proposals that are related to the Convention theme. In particular, proposals addressing increasing API visibilities and social advocacy are sought. Proposals from graduate and undergraduate students are encouraged.

Proposals need to be submitted via email (cover sheet and proposal as separate RTF or MS Word attachments) by Monday, **December 15th, 2008**, to Dr. Yuying Tsong at Yuying.Tsong@pepperdine.edu

**ASSISTANT PROFESSOR
DEPARTMENT OF PSYCHOLOGICAL SCIENCE
BALL STATE UNIVERSITY
MUNCIE, INDIANA**

**ASSISTANT PROFESSOR
CLINICAL PSYCHOLOGY
PITZER COLLEGE**

Two-tenure track positions available August 21, 2009. Responsibilities: teach graduate and undergraduate courses in psychology; remain current in and contribute to research in a specialty area; contribute to the service activities of the department and discipline. Excellent benefits, including retiree health care and 100% pension contribution for eligible employees.

Neuropsychology or physiological psychology

Minimum qualifications: completion of all requirements for a Ph.D. in psychology or related field by August 1, 2009; expertise to teach basic undergraduate and graduate courses in neuropsychology or physiological psychology; demonstrated potential as a teacher-scholar. Preferred qualifications: completed Ph.D. in neuropsychology, physiological psychology, or related field; research emphasis on human psychological processes (e.g., learning, cognition, sensation and perception, social processes, developmental processes); experience teaching undergraduate and graduate courses in neuropsychology or physiological psychology as well as courses in any of the following areas—introductory psychology, statistics, research methods, cognitive psychology, or developmental psychology; interest in making significant contributions to the M.A. programs; research which has led to publication in refereed professional journals.

Clinical or counseling psychology

Minimum qualifications: completion of all requirements for a Ph.D. in clinical or counseling psychology from an APA-accredited training program by August 1, 2009; expertise to teach courses in the psychology major and demonstrated potential as a teacher-scholar. Preferred qualifications: completed Ph.D. in clinical or counseling psychology from an APA-accredited training program; expertise in child or

adolescent clinical or counseling psychology; experience teaching undergraduate or graduate courses in clinical, counseling, and/or abnormal psychology as well as courses in any of the following areas—developmental psychology, psychology of women/gender, diversity issues in psychology, psychology of adjustment, and/or introductory psychology; interest in making significant contributions to the M.A. programs; research which has led to publication in refereed professional journals.

Send letter of application highlighting qualifications for the position specified, complete curriculum vitae, transcript showing highest degree awarded, copies of one to three sample publications or convention presentations, summaries of teaching evaluations, and three letters of recommendation to: Neuro/Physiological Search Committee or Clinical/Counseling Search Committee, Department of Psychological Science, Ball State University, Muncie, IN 47306. At least one letter of recommendation must include an evaluation of the applicant's teaching experience and ability. An ABD applicant must also include a letter from his/her department chairperson or graduate program director verifying that all requirements for the Ph.D. degree will be met by August 1, 2009. Review of applications will begin December 1, 2008, and will continue until the positions are filled. Applicants are requested to submit all materials by mail to the listed address; online application sites will not be monitored for applications or correspondence. (www.bsu.edu/psyse)

The Department of Psychological Science seeks to attract a culturally and academically diverse faculty of the highest caliber. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Pitzer College, a member of the Claremont Colleges, invites applications for a tenure-track Assistant Professor position in Clinical Psychology for an appointment beginning Fall, 2009. A Ph.D. in clinical psychology from an APA accredited program is required. Only applicants with a strongly scientific approach, a commitment to undergraduate teaching, and a record of promising research will be considered. The area of specialization within clinical psychology is open. The normal teaching load is five courses per academic year, and responsibility for teaching courses such as Abnormal Psychology, Internships, Introduction to Psychology and Seminar in Clinical Psychology.

Pitzer College has a strong institutional commitment to diversity in all areas and strongly encourages candidates from underrepresented social groups. We favor candidates who can contribute to the College's distinctive educational objectives, which promote interdisciplinary perspectives, intercultural understanding, and concern with social responsibility and the ethical implications of knowledge and action. Pitzer College is an Affirmative Action/Equal Opportunity Employer. For the successful applicant with the relevant interests, affiliations are possible with the intercollegiate departments of Asian American Studies, Black Studies, Chicano/Latino Studies, and/or Women's Studies.

To apply, send letter of application, curriculum vitae, selected evidence of excellence in teaching and research, statement of teaching philosophy, a description of your research, and three letters of recommendation **VIA EMAIL to Clinical_PsychologySearch@pitzer.edu**. Electronic documents are required in MS Word or PDF format. For full consideration, applications should be submitted by **December 1st**.

For further information visit: http://www.pitzer.edu/offices/dean_of_faculty/professional_opportunities/

2009 AAPA Membership Application

Please check: New Member Renewing Member Renewing, Student to Early Career Professional

Name: _____ E-mail: _____

Mailing Address: _____

Phone: _____ Fax: _____

Highest degree earned: _____ Year degree was earned: _____

Institution from which this degree was earned: _____

Ethnicity: _____ Language capability (other than English): _____

Research/Practice Interest (5-6 words): _____

Area in psychology (e.g., clinical, I/O, etc): _____

I permit AAPA to release my contact information (name, address, email) and/or research interests:

To professional organizations? _____ YES _____ NO

In AAPA member directories (e.g., print or on the website)? _____ YES _____ NO

To prospective employers? _____ YES _____ NO

Professional & Retiree/Emeritus Members: Please complete these items:

Institutional/Organizational affiliation (current/previous): _____

Position title (current/previous): _____

If retired/emeritus Year retired _____ Approximate year first joined AAPA _____

Student Members: Please complete these items:

School: _____ Degree objective: _____ Expected graduation date: _____

Please Note: In general, membership in AAPA runs from January 1 to December 31 yearly, regardless of when membership dues are received. However, dues received after September will be applied to the following year's membership. Checks not honored by your financial institution will be subject to a \$25.00 fee.

Dues & Donations		Amount	Enclosed
A. Lifetime Membership		\$750.00	\$
B. General Membership (1, 2, 3 yrs) ¹ (must have been a member for at least 5 years) (2 year maximum in this status)	Professional Member	\$35 \$70 \$105	\$
	Retiree/Emeritus	\$17.50 \$35 \$52.50	\$
	Early Career Professional ²	\$12 \$24	\$
	Student Member	\$12 \$24 \$36	\$
C. Division on Women Membership ²	Lifetime Member	\$275	\$
	Professional Member	\$15	\$
	Student Member	\$6.00	\$
D. Donations ³	General fund	\$25 \$35 \$50	\$
	Dissertation Grant	\$25 \$35 \$50	\$
	Best Poster Award	\$25 \$35 \$50	\$
	Student Travel Award	\$25 \$35 \$50	\$
	AAPA Division on Women	\$25 \$35 \$50	\$
TOTAL AMOUNT ENCLOSED			\$

1. You may pay dues for more than 3 full calendar years by writing in the appropriate dues amount in the enclosed column.

2. You must be a member of AAPA to join DoW.

3. AAPA is a tax-exempt organization under IRS code section 501c (3) and all donations to AAPA are tax deductible. As a nonprofit, AAPA and its Division on Women accepts donations to help finance activities. Please consider donating.

Please make check out to **AAPA** and send this form with your payment to:
Asian American Psychological Association, 5025 North Central Avenue, PMB #527, Phoenix, AZ 85012



**Asian American
Psychological Association**
(602) 230-4257
www.aapaonline.org

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**ASIAN AMERICAN
PSYCHOLOGIST
Advertising Policy**

Asian American Psychologist, the official newsletter of the Asian American Psychological Association (AAPA), is published 3 times yearly (Fall, Spring, Summer) and distributed to over 500 members of AAPA. For information on specific publication dates and advertising submission deadlines for upcoming issues, please contact the advertising editor. AAPA is a federally recognized non-profit organization.

Advertising Rates and Typesetting

Typical display advertising rates are based on column length (see below). Each advertising column is approximately 2 & 1/4 inches wide. There are 3 columns per newsletter page. The advertising rates are:
3-inch column ad = \$60.00
6-inch column ad = \$90.00
9-inch column ad = \$120.00

Requests for alternative typesetting for an ad can most often be accommodated at no extra cost. The rate billed will be based on the page area covered that corresponds to the advertising rates shown above.

Submission of Ads

It is recommended that text-only ads be submitted via email in RTF, ASCII, or MS Word formats to the advertising editor (see below). Ads can also be submitted on 3.5 inch diskette (IBM format) or via camera ready copy. If special graphics are desired to appear in the ad, submission of camera ready copy which conforms to the ad sizes described above is required. The name and complete mailing address of the person or institution to be billed must accompany the submission of the ad.

Submit ads by regular mail or email to: Romina A. Romero
9245 Sky Park Ct., Ste. 225
San Diego, CA 92123 or
romero@projects.sdsu.edu.

Billing

A billing statement will be sent after an ad is successfully submitted. It is the policy of AAPA that in the event there is a delay in the publication of the newsletter such that your application deadline is missed, you will not be charged or we will fully refund your payment. Payment must be a check or money order made payable to "AAPA" (we cannot process credit card payments).

AAPA Central Office
5025 N Central Ave PMB#527
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