



Asian American Psychologist

Newsletter of the Asian American Psychological Association

Spring 2009



ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION 2009 ANNUAL CONVENTION

August 5, 2009
Toronto, Canada

“Strengthening Our Diverse Families and Communities in Times of Change”

The Asian American Psychological Association (AAPA) invites submissions of proposals for the AAPA 2009 Annual Convention to be held in Toronto, Canada on Wednesday, August 5th, 2009 addressing the theme *Strengthening Our Diverse Families and Communities in Times of Change*.

During the past year, individuals living in the U.S. have witnessed and experienced many changes in personal, familial, psychological, political and economic realities. During these times of uncertainty, some families and communities remain resilient, while others struggle. Social justice oriented psychologists are keenly aware that these disparate outcomes are often the result of inequities in support and resources. More than ever, psychologists need to foster ways of supporting and strengthening our diverse families and communities, while also confronting the systems of power and privilege that perpetuate societal inequities. We define families broadly to recognize the diversity of AAPI family constellations and encourage all program submissions to use a diverse definition of families and communities with the understanding of intersecting privileges and oppressions (e.g. extended kinship networks, blended families, LGBTQ families, adopted and

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foster families, intercultural families related to religious/spiritual affiliation as well as race/ethnicity, etc.). Special attention will be given to proposals that involve interdisciplinary or community collaborations.

Proposals may address, but are not limited to, the following topics within Asian American psychology:

- Supporting Asian American/Pacific Islander (AAPI) families across the lifespan
- Diverse and under-served Asian American individuals and families (e.g., multi-racial, transracially adoptive, LGBTQ, transnational, refugee, veterans)
- Families and communities as sources of strengths and resilience
- Social class and economic impacts for Asian American families and communities, including supporting individuals and families in poverty, and sustaining resilience in times of economic distress
- Exemplary prevention and intervention programming for families and communities
- Social justice counseling and psychotherapy models
- Empowering AAPI families through activism, political lobbying, and community organizing
- Innovative practice to address racial disparities in mental and physical health
- Policy initiatives needed to support AAPI individuals and families in changing times

Who may submit

AAPA members at all levels of training (professional, graduate level, and undergraduate level), including non-psychologists, interested in psychological issues affecting Asian Americans are encouraged to submit proposals. Undergraduate proposals are encouraged. Non-AAPA members at all levels may also submit proposals.

To reinforce the convention's theme on interdisciplinary collaborations, we also particularly encourage submissions from non-psychologists, including members of related mental health professions (e.g. nursing, social work, education) as well as members of other professions and fields that are not primarily psychological in nature (i.e., sociologists, anthropologists, journalists, clergy, artists, writers). Because strengthening diverse families and communities are of particular importance for psychologists of color, we strongly encourage submissions from members of the Association of Black Psychologists (ABPsi), Society of Indian Psychologists (SIP), or the National Latina/o Psychological Association (NLPA).

All presenters are required to officially register for the convention.

Types of Submissions

Deadline for all submissions is **March 16, 2009**. All submissions will be online at: <http://forms.apa.org/aapa>

SESSIONS

Interactive Sessions (60 minutes) provide an environment for focused discussions and interactions. In a typical session, facilitators introduce the topic and set up a context for subsequent discussions and interactions among participants. Please contact Anjuli Amin at amin.anjuli@gmail.com with any questions about submitting interactive session proposals.

Symposia (60 minutes) are forums where multiple presentations around a common theme are addressed. A typical symposium will include presentations from various perspectives by subsequent presenters. An invited expert discussant may provide feedback. Please contact Anjuli Amin at amin.anjuli@gmail.com with any questions about submitting symposia proposals.

If applicable, please submit interactive sessions or symposia proposals concurrently for poster session consideration. Do not submit a separate poster proposal for a session that you would also like to be considered as a poster. Instead, clearly indicate on the cover sheet under “A: Type of Program” that you would like your session proposal to also be considered for a poster presentation.

No individual paper proposals are accepted. Single research papers should be submitted as posters.

POSTERS

Posters are conceptual and/or empirical reports presented in the form of a poster. In a poster session, multiple posters are displayed to disseminate information and elicit interactions with participants. Please contact Kimberly Langrehr at klangrehr@gmail.com with any questions about submitting poster proposals.

AAPA Conference Related Awards and Application Process

Student Travel Awards

AAPA offers some travel awards for student presenters. AAPA student presenters who have been a member anytime in the last three years are eligible to apply. Priority will be given to the first authors, students who have not received the award before, and students traveling longer distances to the convention. Following the acceptance of your proposal, students should send application materials to the AAPA Awards Chair: **Alvin Alvarez** at aalvarez@sfsu.edu. Please see the AAPA website for further information: www.aapaonline.org/membership/awards.htm.

Division on Women (DoW) Awards

The DoW offers two awards:

The Division on Women Award is given to a presenter of a session related to psychological issues of Asian and Pacific Islander women to celebrate and highlight work on Asian American women's issues. Following the acceptance of your proposal, applicants interested in the DoW Award should send application materials to the DoW co-chairs: **Elayne Chou** at elaynechou@comcast.net or **Natasha Foo Kune** at nmfookune@ucdavis.edu. For more information see AAPA website: www.aapaonline.org.

The *Alice F. Chang Student Scholar Award* is given to the best poster presentation related to the mental health of Asian and Pacific Islander women. All accepted and presented posters submitted by students as the first author are considered for this award. The best poster will be judged and awarded at the convention.

Number of accepted proposals allowed

There is no limit to the number of submitted proposals per individual. However, individuals can only be the first author of ONE proposal. In the event that multiple first author submissions are received, submitters will be asked to choose ONE of these proposals to be reviewed. Exempted from this rule are presenters who are invited speakers and discussants in symposia.

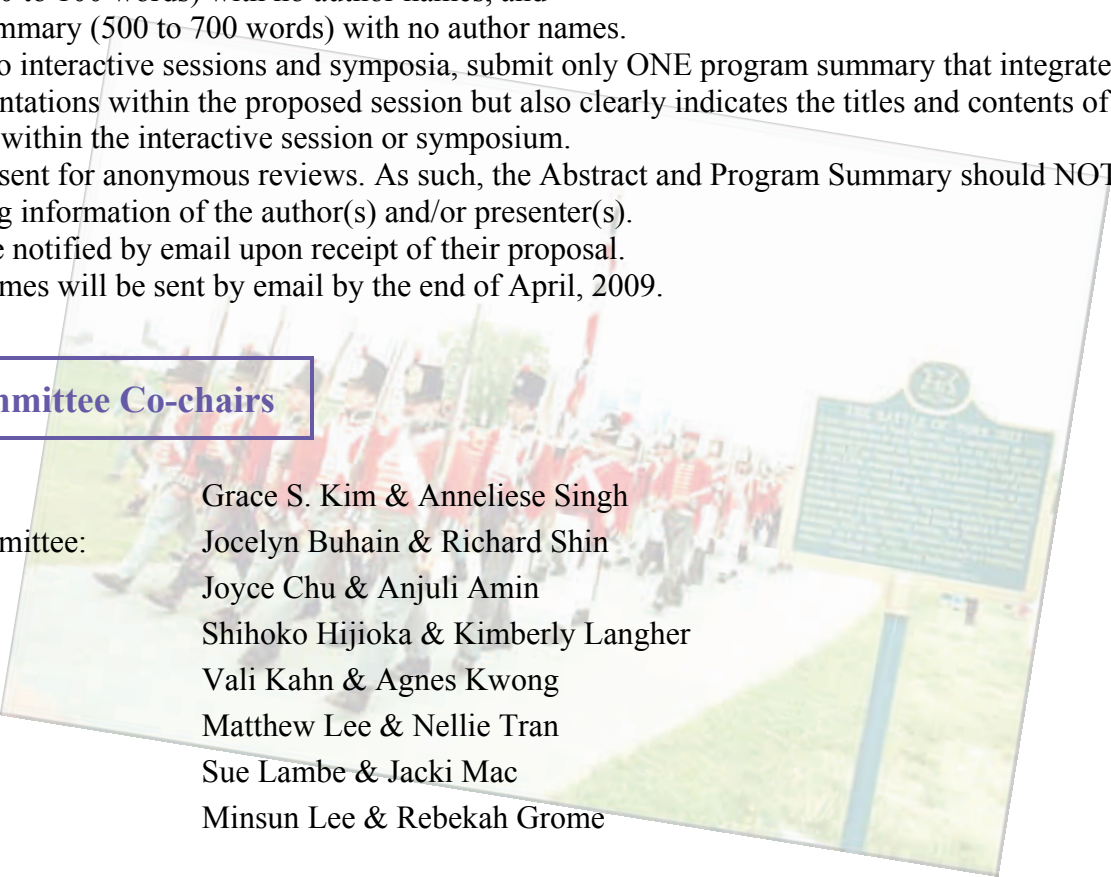
Audiovisual Equipment

Following the acceptance of your proposal, presenters will be asked to indicate their needs for audiovisual equipment. AAPA will provide flip charts, over-head projectors, and will try our best to provide LCD projectors for power point presentations. However, please be aware that we cannot guarantee that LCD projectors will be available for all presenters.

Guidelines for proposals

- The deadline for all proposal submission is **March 16, 2009**.
- All online proposals should include:
 1. Contact information for the presenters
 2. an Abstract (50 to 100 words) with no author names, and
 3. a Program Summary (500 to 700 words) with no author names.
- For submissions to interactive sessions and symposia, submit only ONE program summary that integrates the multiple presentations within the proposed session but also clearly indicates the titles and contents of each presentation within the interactive session or symposium.
- Proposals will be sent for anonymous reviews. As such, the Abstract and Program Summary should NOT include identifying information of the author(s) and/or presenter(s).
- Submitters will be notified by email upon receipt of their proposal.
- Submission outcomes will be sent by email by the end of April, 2009.

Convention Committee Co-chairs



Convention:	Grace S. Kim & Anneliese Singh
Program Committee:	Jocelyn Buhain & Richard Shin
Sessions:	Joyce Chu & Anjuli Amin
Posters:	Shihoko Hijioka & Kimberly Langher
Registration:	Vali Kahn & Agnes Kwong
Volunteer:	Matthew Lee & Nellie Tran
Banquet:	Sue Lambe & Jacki Mac
Bookdrive:	Minsun Lee & Rebekah Grome

Update – Mid-America Region

Hello from the Mid-America. I wanted to inform members about efforts to connect members who live in the Midwest and Great Plains states. It remains a challenge to build a regional network in an area where members are dispersed across so many states.

In order to facilitate communication among members in Mid-America, I've started a listserv for the region and am serving as its moderator. All AAPA members (as of Dec 2008) who live and/or work in any of the Midwestern and Great Plains states have automatically been added to the listserv.

It's my hope that the listserv will build professional and personal networks among members in the region who have similar interests and concerns. If you have not received an email message informing you that you have been added to the listserv and you would like to join it, please email me directly (aebreo@umich.edu) and I will add you to it.

President's Message

Karen Suyemoto



In recent months, many events have contributed to my reflecting on how social justice rests upon the keystone of empathy: The historic inauguration of the nation's first Black president (indeed, the first president who is a racial minority from any background), the intensification of Israeli-Palestinian conflict, the passage of Proposition 8 in CA and similar legislation in other states, the failure of the APA membership to pass the resolution enabling AAPA and the other ethnic minority psychological associations to join the Council as equals, , and conversations at the National Multicultural Summit about the meanings of social justice. Some of these events were exciting, invigorating, and fostered within many of us feelings of new-found hope and revived unity, while other events created deep sadness, anger, despair, and doubt about the possibility of change. In this mix of emotions, I find myself trying to make sense of these contrasts, to understand what contributed to those moments where doors opened and equity seemed nearer, and what contributed to those moments where those who are "different" were again marginalized and denied.

Dennis Lehane (the author of *Mystic River* and many other novels), said this in his commencement address at the University of Massachusetts in 2004:

Sympathy is easy. It's always given from a position of power. You sympathize *for* someone....But when you have empathy, you empathize *with* the person. You put yourself on equal footing. Sympathy is easy; empathy is hard.

When we put others on footing that is equal to our own, we focus on the value of others' perspectives. We begin to see how that "other" is actually like us: we see ourselves in them as we see them in us. Many of us never thought we would see a person of color elected to the U.S. Presidency because we could not imagine that the majority of people in the U.S. would be able to see such a person as "like me." But they did...and change happened. At the Summit, connections between "different" oppressions—race, culture, gender, sexual orientation, disability, social class—were emphasized and explored. And the Difficult Dialogue that I participated in wasn't so difficult, because the participants emphasized that social justice for one alone wasn't really social justice.

On the other hand, we receive so many messages that emphasize "not like me," that push us away from possible connections, and that maintain our justifications for judgments of others and denial of our shared humanity and rights. I can only understand the passage of Proposition 8 and similar legislation as a failure of empathy. This understanding was reinforced by the recent Newsweek poll tracking changing attitudes toward interracial relationships: In 1997, 63% of people polled approved of interracial marriages between Blacks and Whites and 70% approved of interracial marriages between Asians and Whites. Today, 80% and 84%, respectively approve. One thing that has changed in the intervening years is the number of people who actually know someone in an interracial relationship (58% in 1995 and 79% today), are themselves in such a relationship or have a family member in such a relationship (14% in 1995 and 24% today). One can imagine that intimacy and caring can be quite challenging to maintaining marginalization.

As psychologists, many of us are familiar with theory and research on ingroup and outgroup formation, prejudice and prejudice reduction. These, too, support the importance of empathy. At extremes, the creation of ingroups, the fostering of prejudice, and the seeming competition for resources contributes to war, with associated trauma, death, and inconceivable loss and pain, such as what we see now in Gaza. While not at all parallel in scope, effect, history, or significance, one way to understand the vote of APA members to reject the resolution seating the ethnic minority associations on council, is to consider that some of the same principles

may be at play.

I believe that what makes AAPA as strong as we are, what makes us a community and not just a professional organization, is our empathy for each other and for others. In truth, this is what motivates many of the organization's past and present leaders. I think that leadership, when thought of in more traditional ways, is sometimes hard for Asian Americans to approach. I think of how many members of AAPA have expressed to me an ambivalence about taking on leadership positions, particularly related to doubts about whether they are the right/best person, or fears that they don't have the essential qualities of a leader. But at the risk of sharing a secret not solely belonging to me: many of those *in* leadership positions in AAPA feel the same way. Even President Obama describes his doubts and amazement. A question I have been pondering is how much leaders are shaped by empathy, by their commitment to serving and empowering others, by their desire to contribute whatever they can to making the world a better place. As our own call for nominations for election for officers is coming up, I hope you will ponder these questions with me.

In closing, I'd like to share with you some advice from (now) President Obama, from his commencement speech in 2006 at the University of Massachusetts, Boston:

First, take risks...About halfway between New York City and Chicago, I stopped for the night in a small town in Pennsylvania... I said [to the clerk that] I was going to Chicago, and I told him I was going there to work as a community organizer. And he looked at me and he said, "You know, you look like a nice clean-cut young man, and you've got a nice voice. So let me give you a piece of advice – forget this community organizing business. You can't change the world, and people won't appreciate you trying..." I could've taken the words of wisdom from that old man in Pennsylvania. And, objectively speaking, I'm sure he was right. But I knew there was something in me that wanted to try for something bigger. So don't let people talk you into doing the safe thing. Listen to what's in you and decide what it is that you care so much about that you're willing to take a chance... [Another] piece of advice is to cultivate a sense of empathy – to put yourself in other people's shoes – to see the world from their eyes. Empathy is a quality of character that can change the world – one that makes you understand that your obligations to others extend beyond people who look like you and act like you and live in your neighborhood.... it's not always easy.... But I hope you don't do what's easy. I hope you do what's hard.

October, 2009

**The Institute for the Study and Promotion of Race and Culture
2009 Diversity Challenge: Racial Identity and Cultural Factors
in Treatment, Research and Policy**

Each year the Institute for the Study and Promotion of Race and Culture addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference. The theme of the 2009 conference is the examination of racial identity and cultural factors in treatment, research, education and policy. The two-day conference held at Boston College includes panel discussion/symposia, workshops, structured discussions, a poster session, and individual presentations by invited experts and selected guests including educators, administrators, researchers, mental health professionals, and community organizations. Individuals interested in presenting should check the ISPRC website where the Call for Proposals is posted, <http://www.bc.edu/schools/lsoe/isprc/dc.html>. General information about the conference including pre-registration will also be available on the website. For all inquiries feel free to email isprc@bc.edu.

Psychologists as Organizational Change Agents in Community Mental Health Centers

Jacquelyn Christensen, Claremont Graduate University

Tony Wu, Psychologist in private practice



“Destructive leadership behavior may therefore include behaviors that were not intended to cause harm, but as a result of thoughtlessness, insensitivity, or lack of competence, undermines subordinates and/or the organization.” -Einarsen, Aasland, & Skogstad, (2007).



Non-profit community mental health centers provide much needed services to the most underserved and vulnerable sectors of society. The interventions that these organizations offer are only as good as the service providers that make up the organizations. For the majority of

clinicians, part of the quality of service that they provide depend on their clinical skills; nonetheless, the leadership team that establishes policies ultimately has the authority to shape the directions that the organizations are heading towards. In other words, the leadership can either enhance or inhibit the organizations and their services. As psychologists, we learn how to build therapeutic alliances, create a safe environment, and facilitate positive changes in our clients' lives, so they can live long, prosper, and reach their individual potentials. Similarly, psychologists' "therapeutic skills" may foster changes at the organizational level not only as change agents but also as leaders.

Psychologists at organizations that provide mental health services have a unique role, as they are in positions of leadership, management, and direct services. Psychologists' training allows them to make unique contributions in organizational missions, goals, and visions that would inform policies directly and indirectly, impacting the services and opportunities afforded to clients. Even though most organization's leaders have clients' best interests in mind, some of them lack the skill set to effectively communicate an organization's long-term goals, mission statement, and methods that allow staff to realize these visions. Often times, leaders fail to provide a safe environment for employees to express their concerns without the fear of retribution. This is a disservice to both clients and staff members.

So, how can psychologists become forces as change agents for non-profit organizations? Here are some suggestions. First, psychologists can provide leadership training to organization management teams regarding the importance of value judgments, as leadership entails molding or guiding a group to accomplish a given task or meet a common goal within both organizational and social parameters. It is important for leaders to understand that valued staff equal committed employees. Leadership is "a solution to the problem of collective effort."

Secondly, psychologists can translate research findings into practical advice for organization leaders, as there is a large body of literature examining leadership, the roles of leaders within organizations, positive leadership, destructive leadership, and subordinate attitudes toward leaders. For example, some psychologists identified a comprehensive taxonomy of effective leadership criteria through a series of meta-analyses. Across studies, these authors found that the emergence and perceived effectiveness of leadership are the overarching criteria used to measure the success of individual leaders. Group processes and outcomes are analyzed to assess group success under a certain leader or leadership type. In particular, there is research documenting the consequences of destructive leadership. That is in some cases, individual leaders intentionally or unintentionally display an inability to share and communicate the collective vision of the organization to employees, resulting in their failure to emerge as successful leaders among subordinates and staff members. In that regard, psychologists who are trained as scientist-practitioners can assist in the process of generating a

shared vision and produce practical organizational policies to the benefits of employees and the clients they serve.

In conclusion, during the latter part of the last century, a new era began when organizations and industries began to look inward and examine their own structure and views on leadership. Concepts such as “learning organizations,” “organizational culture,” and “social capital” began to emerge. With this transition, psychologists have the opportunity to become the change agents that uphold the delicate balance among employee satisfaction, organizational productivity, policy, and organizational vision, all of which must be coordinated and guided by effective leadership. Psychologists are in the forefront of such a tremendous change and can emerge as leaders within organizations.

Thoughts On Male Privilege In My Family

Darcy S. F. Ing



I've been thinking lately about my father's side of the family, the Chinese side. While every Chinese family is unique, the influence from Chinese tradition is always there. Each family has its own way of expressing this, rebelling against it, or trying to bridge Chinese and American culture. However, some may find echoes of their own experiences in mine.

While my maternal grandparents hail from Okinawa, on my father's side I am fifth generation Hakka Chinese from Hawaii. My family, especially the older generations, are still heavily influenced by Chinese traditions: Confucian themes of deference to one's elders, emphasis on scholarship, and the idea that all of your actions reflect on your family; Buddhist ideas of detachment from personal desires, the importance of social harmony, and the influence of karma; and Taoist ideas of accepting suffering with grace and of effortless actions. There was also the Chinese emphasis on male privilege and authority.

It was the men who were heads of the family, made family decisions, chose baby's names, and prayed to the ancestral spirits. Men were supposed to produce male heirs to carry on the family name; men were in charge of family funds; and men were not to be questioned. Yet it was always the women who held the family together, kept track of the genealogy and lineage, knew the family poem from which baby's names were chosen, and remembered everyone's birthday.

While men held the authority, women held the responsibility, showed the affection, handed out the *lee see* (good luck money), and had their own strong connections with each other. It seemed to me that though men had the power, women were truly the heart and soul of my family. This too might be a tradition of patriarchy.

Over the generations of male patriarchy and female suppression in China, women developed their own affiliations, labor exchanges, and social systems for support. It wasn't always enough. Many women ended up harried, abused, or exploited, whether through subservience to a mother-in-law, lack of recourse in domestic violence, or being sold into prostitution. Women were told of “the three obediences”: first to your father, then to your husband, and finally to your sons. Decades later, you might be able to finally benefit by being served by your daughter in-law.

In my family, my grandmother and her sisters held together the next five generations. Still, the patriarchal influence was evident, and generational patterns occurred. All of my male cousins had privileges, but didn't always have accountability. A few never learned to how to pay a bill, organize themselves, be on time, plan ahead or take responsibility for their actions, acquiring numerous debts and problems that their mothers and

sisters dealt with. However, this system of doing things also kept these men from functioning independently and conscientiously as an adult, keeping them perpetual children. Meanwhile, the women built up years of resentment and frustration because of the very obvious difference in time and attention their brothers were getting. However, they also received an unintended benefit. Those women who failed to get monies or support from families had to learn to be resourceful, responsible, solve problems, get out of scrapes, and to work different systems to get a desired response. These are skills the men needed too, but didn't always get the opportunity to learn.

After my father moved out, my mother's life revolved around my brother; his schedule, his likes and dislikes. He never had to cook, clean, pay a utility bill, nor organized a household. My mother paid for his college tuition, my father for his car, and he had free rent and board through his 30's. His life was his job, his friends, and coming home to a hot meal every night. But when my mother died, my brother had to learn skills he never knew existed. He told me many times he wished she'd made him learn to do things himself.

Over time, the attrition of the prior generations through age and infirmity has led to the ascendancy of a younger, less-traditional, more Westernized generation. While not many women directly challenge male authority, there are fewer older men to assert that authority. More cousins are sending their daughters to college and I was the first female to earn a doctoral degree. Nearly all women are employed full-time to support their families. Stronger and more independent women run their own households, make decisions, and live their own lives the way they want. Women do not see men as being simply a provider or authority figure, but rather as a partner.

Even in China, this is happening. Industrialization and urbanization have resulted in a collision between tradition and progress. One survey found that women had no problem earning more than their spouses. In fact, a high salary or rank was now less important for women, as they now rated responsibility and personal integrity as the most important traits in a partner. Women want a relationship with a partner and with the families they create, one based on personal characteristics. I find it exciting that this change is happening, and feel encouraged for future generations.

I believe it's important for my family members to break away from the roles and binds of patriarchy. It's important for women to realize that men are not our enemies. There are indeed issues that need to be discussed, and people that have suffered, but it's not only women who have suffered. While our suffering is more visible, the system is not fair to anyone.

In writing about my family, my hope is for others to reflect on their own families, on changes large and small, and the possibility for change over time. As we have seen on the political stage, change can happen if people want it and work hard enough at it. Maybe if change can happen in my family, it can happen in those of others. Males and females together can recognize the strengths, intrinsic value, and potential of each individual. Over time, we may be able to create a society in which fairness and equality will be not just an ideal, but a reality for future generations.

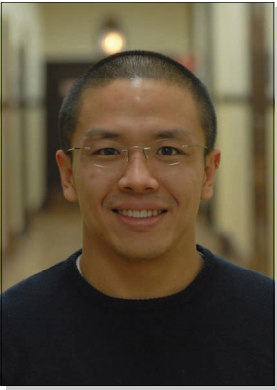
The Asian American Psychologist is published three times annually and provides a forum to inform members of news and events.

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

Personal Finance and Economics 101 for Early Career Psychologists

Michael Y. Lau

Teachers College, Columbia University



The reader may be wondering why a piece on personal finance and economics would appear in the AAPA newsletter. Although certainly not an expert on this topic, I became interested in personal finance and economics soon after transitioning from being a graduate student to someone with a full-time academic position. With that life change came both greater financial flexibility (“Yes! I can have a bagel AND coffee in the morning!!”) and the burden of knowing how to responsibly allocate my income for a number of longer-term personal goals (e.g., savings, retirement, and other investments). In immersing in some of the books I have read and enjoyed, I want to share list of recommended readings with other early career psychologists (ECP).

A good place to start if you are facing very practical decisions on a number of personal finance issues (e.g., deciding how to pay down credit card debt and save up for retirement) is Suze Orman’s *The Money Book for the Young, Fabulous and Broke* (instead of referring to one’s age necessarily, “young” might better characterize the age of one’s career). You are likely to have come across Orman as she has hosted shows on CNBC and PBS and have published a large number of other *New York Times* bestsellers. She is viewed as a personal finance guru and provides advice on a wide number of topics relevant to people just beginning their career (e.g., from knowing what your credit score is and effective ways to handle student debt, to knowing what to do with your 401(k)/403(b) and IRAs and how to buy a home or a car). Potentially unfamiliar terms and concepts are explained clearly and Orman provides mainstream and fairly conservative (i.e., most other personal finance professionals would agree with her) advice in a humorous and upbeat way. The book does a good job of acknowledging all the complexities of being “young” and “broke” (no guilt tripping you for not saving enough), and provides useful and comprehensive information that empowers the reader to better manage their personal finances.

As you read more personal finance books, you’ll soon realize the dilemma of competing financial goals (e.g., saving for a mortgage down payment, or a “rainy day” or “emergency” fund equal to 3-5 months of your monthly salary, and at the same time paying down your debt or budgeting enough for your monthly expenses). Despite the inherent difficulties of balancing these competing interests and of maintaining the discipline to budget and save on a small ECP salary, David Bach’s *The Automatic Millionaire* argues effectively the power of saving (even if starting out with a small amount) and outlines a simple yet effective way to implementing a savings plan. Say for example that instead of spending \$5 a day on a latte and a muffin (approximately \$150 a month), you invest that money in a retirement plan for the next 40 years. Assuming a 10% return on the investment, what would you expect to have saved up by the time you’re ready to retire? Most people would be quite surprised that the answer is close to \$950,000 (not adjusting for inflation of course). This is what Bach calls the “latte factor”. The other big contribution of his book is the “paying yourself first” strategy. Most of us decide how much we can afford to save after we have gone through our paycheck at the end of the month. Bach suggests that we should have our banks automatically transfer a set amount of money (towards any number of saving goals) on your payday which forces us to budget based on what remains in the account. This way, the process is automated and you make “paying yourself first” the driving principle in your financial life. Like Orman’s book, Bach provides strategies in the management of one’s finances.

If you’ve caught the investment bug after reading the Orman or Bach books, you will deepen your knowledge of investing with Andrew Tobias’ *The Only Investment Guide You’ll Ever Need*. Whereas the other books cover the essential topics in personal finance and investing, Tobias tackles them more broadly and in greater depth. Orman might suggest in her book that you invest most of your retirement savings in mutual funds, but Tobias also explains why and how exchange traded funds (ETFs), individual stocks, and different types of

bonds might also play a role in your portfolio, and how your tax obligations may be differentially impacted. More academic and analytical is William Bernstein's *The Four Pillars of Investing*. Whereas the other three books offer very practical recommendations, the Bernstein book analyzes in-depth the theory, psychology, business and history of investing in the stock market. After reading the Bernstein book, I felt I better understood the basis for the advice that the other three authors offers.

Lastly, I've also found general books on economics to have broadened my understanding of personal finance and larger economic issues that occur around us every day. Charles Wheelan's *Naked Economics* is written in an accessible and lively manner, and tackles everything from what causes economic recessions (very relevant to ongoing national debates) and the difference between capitalist markets and state-controlled markets, to what happens when the Federal Reserve adjusts the interest rate and what makes some nations "rich" and others "poor". Rather than writing theoretically and academically, Wheelan approaches different topics by connecting the reader with very accessible scenarios. To demonstrate the role that information plays in economics, for example, he explains why we choose to eat at McDonald's over Chuck's Big Burger, if we get lost driving somewhere, even if Chuck's offers the better burger (because we also know that McDonald's would be less likely to give us an E. Coli infection – there's the power of branding). Had I read this book in college, I never would have ended up avoiding taking a business or economics course. Wheelan will help you see how economic concepts permeate our everyday lives and get you excited about finding out more!

Happy reading!

Recommended Books:

Bach, D. (2004). *The automatic millionaire: A powerful one-step plan to live and finish rich*. New York: Broadway Books.
Bernstein, W. J. (2002). *The four pillars of investing: Lessons for building a winning portfolio*. New York: McGraw-Hill.
Orman, S. (2005). *The money book for the young, fabulous & broke*. New York: Riverhead Books.
Tobias, A. (2005). *The only investment guide you'll ever need*. New York: Houghton Mifflin Harcourt.
Wheelan, C. (2002). *Naked economics: Undressing the dismal science*. New York: Norton.

Social Justice, Advocacy, and Action Update

Angela Ebreo and Sara Cho Kim

Greetings from the Social Justice and Advocacy Task Force!

We'd like to take this opportunity to (re)introduce the Task Force. The Task Force has been in existence for a couple of years, and was formed to encourage networking and collaboration among AAPA members who engage in research, teaching, service and/or policy activities related social justice issues.

We are focused on supporting, protecting, and advocating for the civil rights, including mental and behavioral health needs, of Asian/Pacific Islander American (A/PI) people through our expertise as psychologists and educators and in our roles as private citizens.

Here are some of the short and long term goals (NOT listed in order of priority)

- Formalizing a network of AAPA members working on/interested in social justice
- Developing an internet presence related to the task force's work – highlighting AAPA member's work and involvement in social justice
- Identify members to serve as liaisons between AAPA and other organizations working on social justice issues
- Developing sample syllabi for educators interested in including discussion of social justice issues in their

courses

- Writing articles for the AAPA newsletter on specific issues
- Form a Division for Social Justice and Advocacy

Are you engaged in paid or volunteer work related to social justice or are just interested in these issues? If you work with a community-based organization that focuses on social justice issues, please let us know – we'd like to highlight the work of our members in future updates. As the task force co-chairs, we invite you to join us – we always welcome new voices and ideas. Please feel free to contact us at any time - Angela Ebreo (aebreo@umich.edu) and Sara Cho Kim (sarachokim@gmail.com).

Mental Health in the South Asian Community: Survivors of Domestic Violence, Trauma and other related concerns

Parul Mehta



Over the last several years the South Asian community has grown both in its understanding and in its language as it relates to mental health. The weaving in of mental health as a focus area, and its relation to physical health and overall wellbeing of individuals, families and communities has been an integral part of the work and challenge that mental health therapists in the field face. Especially in situations of domestic violence, mental health is an underlying subtle consideration as it often takes a backseat to the more urgent needs of physical safety, physical health and legal requirements for survivors of abuse. However, the impact of trauma on the mental health of survivors and their families is pervasive and long lasting, and thus must be addressed.

There has been promotion of mental health services, and, due to many reasons including the courts' positive view of survivors getting mental health treatment, mental health services have begun to be used by survivors of domestic violence. In a number of situations there continues to be initial hesitation due to the taboo associated culturally with mental health therapy; however, often immigrant survivors require proof of having tried therapy in order to file for their immigration status change and thus the first session is scheduled. Often in such situations the individuals want to come back for therapy as they may experience empathy, relief and understanding. Then therapy is demystified and is seen as a safe space, an empowering tool, and a facilitation of the journey towards the individual's goals. Emerging from a situation of trauma, violence and isolation, it is through case management and therapy that a survivor experiences respect and a re-establishment of her / his dignity.

Post 9/11 with the resurgence of hate crimes and related traumas, there even more of a need for mental health service within the South Asian communities. Along with this growing need, mental health services are used by the South Asian community for issues other than post-traumatic stress and domestic violence. Survivors who have experienced therapy have begun to refer their friends and relatives for therapy. The concerns that are presented include, but are not limited to, relationship issues, isolation, self esteem, adjustment, family-related problems with resultant depression and dysthymia, personality disorders, thought disorders, anxiety disorders, and bipolar disorder.

Thus, though mental health has carved a small niche for itself within the South Asian community, there is a long road ahead and the importance of expertise and research on the concerns, attitudes, and theories of therapy related to South Asian mental health cannot be overstated.

Obama Opens Doors: Inspiring Visibility

Amee Velasco



On November 4, 2008, my fiancé and I shared a quiet evening as we witnessed history in the making: announcement of new President Barack Obama. Fast forward to January 20, 2009. Sitting in the break room at work with several of my co-workers gathered around the small television set, our eyes glued to the screen blurred slightly by the fuzzy reception. However, the event we were watching was quite clear: Barack Obama's Presidential Inauguration.

The staff and client population at work are predominantly African American. I am the only Asian/Pacific Islander individual working at the mental health clinic nestled in the heart of South Central Los Angeles, but even I shed tears of emotion as Obama's voice carries through every heart in the United States and possibly the world.

There is no doubt that the election of the first Black President of the United States, in fact the first U.S. President who is a person of color, is quite a historic moment. However, many people question the likelihood that he will be able to improve the state of the union during his term just because of his race and because of the hope and change he has campaigned so hard to represent. But what the media fails to openly acknowledge and discuss goes beyond politics: representation. Visibility.

As I watched the crowd on TV, I was struck by the diverse group of individuals who rejoiced in Obama's victory. While this may be a proud occasion for many African Americans, it is also a significant event for many groups of people. Many minority groups in the United States have not yet forged a voice within the country's borders. For example, Asians and Asian Americans have typically been viewed as a passive group who blend into the background by silencing themselves so as not to create waves and bring shame to their community. Particularly within the field of mental health, there is immense stigma associated with mental illness. Many second generation Asian Americans struggle to reconcile differences between American culture and their ethnic heritage, contributing to racial identities rife with confusion. With no voices and limited role models or allies to bring these internal and external battles to awareness, they will remain hidden and unaddressed.

It seems that the people who are inspired by Obama's victory are as diverse in my personal life as they were in the crowd on television that night of November 4. If after 43 terms we are finally able to elect a Black president, what possibilities lie ahead for other minority groups that are still working to overcome social, cultural, and psychological barriers? On an individual level, I've witnessed the hope he has inspired. An African American client of mine walked into session dressed from head to toe in Obama attire saying, "Now all our dreams can come true!" Family members I have spoken to talk about being inspired to pursue career paths they were only vaguely considering prior to Obama's election. As a Filipino American woman, I perceive that his presidency, as a role for African Americans and other minority groups, extends beyond racial stereotypes and political affiliation. It instills hope in the work I do as a professional psychologist that the diverse communities I serve are empowered to pursue roles and identities that will achieve progress for themselves and their well-being.

AAPA 2009 Awards, Grants, and Scholarships

Call for Nominations

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



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

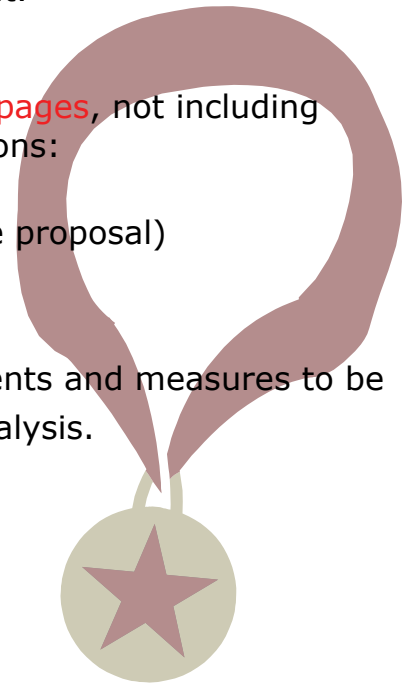
Proposals should be concise, **no more than 5 double-spaced pages**, not including references and tables, and should include the following sections:

- 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 awardees.



The eligibility criteria for AAPA Student Travel Awards are:

1. The student must be an AAPA student member for at least one year
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 be received by this date). EMAIL your SELF-NOMINATION application with the subject title "AAPA Student Travel Award Application" to the Awards Chair.

Depression and the International Student

Kai Kok "Zeb" Lim



Anxiety, Dread, Fear, Guilt, Shame... These are the unwelcome acquaintances of someone who struggles with depression. Accomplished, Flexible, Persevering, Successful, Wise... These are traits of the successful International Student in America. What seems paradoxical then is the successful international student who suffers from depression.

International students may be more susceptible to depression due to factors within and outside the student's control. Being away from family for extended period; adapting to new culture; dealing with financial stress; coping with different learning experience; deciding on one's career plan after graduation; and relocating to the US after graduation are some valid concerns that affects all international students. These issues may turn into stressful situations for international students that many domestic students and professors do not face and are not aware of. Given the myriad of issues international student have to face, it would be fair to say that even the strongest and most resilient international student will buckle under the weight.

To give a personal example, I have two and a half years until graduation with my Ph.D. in Counseling Psychology. Even before I came this close to my Ph.D. completion, friends back home in Malaysia have jokingly addressed me as Dr. Lim. As a professional-in-training, I tried to correct my friends, for I have no desire to misrepresent myself. Attempts to explain the anxiety and fear of completing the dissertation and the competition for pre-doctoral internship placements are met with disbelief. How could someone who managed to enter a Ph.D. training program fail to complete their Ph.D., my friends probably thought. This is one example of how international students may face the external pressure to complete their degrees in light of the pressure placed on them by their friends and family, who may be completely unaware of the myriad of issues that international student faces in their daily lives.

Other known stressors that my international friends have faced include paying back student loans in their home country while finishing up a graduate degree in America, getting married in America while families are spread around the world, and juggling the act of completing one's dissertation in the early years of marriage. All of these stressors increase the chances of depressions occurring among international students. In *Random Sample* section of the January 2009 issue of *Monitor on Psychology*, Dr. Fred Walumbwa from Kenya highlights the stress of making sure he succeeds in school due to pressure from family and friends back in Kenya – a public example of what international students have to endure.

International students need to be educated not only in the academic realm, but also in the emotional realm. Helping international students see the positives amongst the tough life situations that they are facing may help them to be even more resilient in the future. This is akin to the phoenix arising out of the ashes. This should be lauded as the ultimate triumph, not only over academic challenges but also over personal struggles that leads to greater personal character development.

Simple things that one could do to help international students were published recently in the Summer 2008 issue of the *Asian American Psychologist*. Dr. Jonathan Kaplan, in his article titled “Don’t Be a Stranger: Outreach with International Students” provided some easy to apply suggestions that are useful in dealing with international students in our daily life. While the article may be written with the staff psychologists at university counseling centers in mind, there is little said that could not be used by anyone, be it students, professors and others who interact with international students to adapt the suggestions to be useful in helping international students.

In conclusion, as a counseling psychologist in training, I sincerely believe a greater good arises when one is able to share one's experiences with others. Shame happens when one has something to hide, but shame disappears when the light of truth is shone upon it. Stresses are a part of life, and not all international students suffer depression in light of increasing stressors in their life. Increased social support may help mitigate the problem of depression occurring among international students. With this in mind, international students like me, domestic students who read this newsletter, and the many professionals in the field could help ensure that the many international students in America are mentally healthy by reaching out to them and lend a supporting ear. After all, you know what they say, “What goes around, comes around - Anonymous.” One never knows when one could use the support of others.

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

AAPA Listserv

To signup for the AAPA listserv, send an email to majordomo@sfsu.edu.
In the body of the email type (minus the quotes) “subscribe aapa”

To send a message to the entire listserv email your contribution to aapa@sfsu.edu

Surviving Winter Break: Story of One International Student

Kai Kok "Zeb" Lim

This winter break, I spent 2 ½ weeks at California Bay Area. It's my 2nd winter that I took off from cold, snow-covered Kansas and escaped to mild-weathered, sunny California. No sight of snow and ice for 2 weeks is ideal for the Malaysian international student who are used to the sun-soaked tropical weather near the Equator, year round I must add! One would expect that after surviving 7 to 8 winters by this point that I would have acclimatized to it. My response to that comment is that I probably need 7 to 8 generations of acclimatization... before I fully adapt to the cold weather. Now, before you stop reading the rest of the article, I want you to know that there are precious lessons learned from this trip, so hang in there and finish reading!

I stayed the entire time at my Vietnamese American friend's place. We had known each other for about 8 years now where we first got acquainted in the online, social gaming world called *Everquest*. It is a massive multiplayer online role-playing game (MMORPG), where people from around the world could play the game and meet people of various beliefs, cultures and experiences in an online environment. What does an online game have to do with this? My point in mentioning this is that there are many avenues to make friends outside of school, if the opportunities to make friends that share similar interests and values are lacking in school. The opportunity to have a new cultural experience, albeit a Vietnamese Christmas version, and to relish in the ethnic Vietnamese food that are abundant in the Bay Area, are comforting for me—Holiday and winter blues set in fast for many international students. ***Take Home Message #1: Build connections outside of school. You might earn an opportunity to travel outside your university town and see the bigger America.***

My friend knows a group of Vietnamese American gay friends, which allow me to get to know better the inner world of gay Vietnamese Americans. To be gay and to be Asian American is to be a double minority. It may be true in many parts of America that Asian Americans are a minority; however in the Bay Area, where Asian Americans are not the true minority, gay Asian Americans are flourishing. It is very different to listen to success stories of the gay Asian American who manage to come out to their family and successfully balance their personal, social and professional life, and quite another to see it. It does present hope to those who are multiple-identified minorities to see that there are pockets of the country where one can thrive. ***Take Home Message #2: Explore real-world learning; learning about LGBT culture in a classroom environment is different from taking the time to experience their world. The same goes for other cultures that are different from our own culture.***

As with many other graduate students, at times I had paid too much attention to learning in school to the neglect of other aspects of my life. With passing time, I learnt that learning will always occur in or out of school, and traveling helps to keep the learning much more alive and interesting! In addition, research has shown that taking time to broaden your knowledge and surrounding one with interesting things and places, which traveling does, helps increase one's creativity, which in turn helps with school. Check out *The Science of Creativity* in January 2009 issue of *gradPSYCH* for more short tips on promoting one's creativity. Plus, taking time to travel helps me connect with the larger society in the world, reinforcing the reasons why I pursue a degree in Psychology, which is to help others in my own ways and to see that life does happen out of school! ***Take Home Message #3: Take time to smell the roses. It may boost your creativity and help you blossom fully in life, personally and professionally.***

In conclusion, going down to California for the winter break is a trip to be savored. It allows me time to connect with important friends in my life, explore learning outside of the textbooks or research articles, and to slow down enough to mindfully enjoy my graduate school years in America. Plus, it helps me to write another inspirational article that has life lessons to boost. So, for all of you readers out there, do take time during your breaks to enjoy the real world. There's more to life than the ivory towers or whatever towers we are beholden to in our life. Life lessons are to be learnt in every moment and events in our life, as long as we are open to it!

**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 1, 2009

10:00 AM – 4:00 PM

The Pointe at

California State University, Long Beach

9:00 – 10:00 am	Registration/Breakfast
10:00 – 10:15	Welcome - Mary Ann Takemoto, Ph.D. and Nita Tewari, Ph.D.
10:15 – 11:00	Invited Keynote – Judy Chu, Ph.D.
11:00 – 11:15	Break
11:15 – 12:15	Concurrent Sessions
	Cutting Edge Research Jeff Mio, Ph.D. (chair), Wei-Chin Hwang, Ph.D., Ruth Chao, Ph.D., Ruth Chung, Ph.D.
	Psychotherapy with Asian American Women Debra Kawahara, Ph.D. (chair), Kirstyn Chun, Ph.D., Junghee Park-Adams, Ph.D.
	Training and Career Paths for Students Mary Ann Takemoto, Ph.D., Jeanne Manese, Ph.D., Diane Hayashino, Ph.D., Yuying Tsong, Ph.D.
12:15 – 1:30 pm	Lunch/Poster Session/Book Signing
1:30 – 2:30	Invited Plenary Speaker - Stanley Sue, Ph.D.
2:30 – 2:45	Break
2:45 – 3:45	Concurrent Sessions
	Professional Writing and Publishing Nita Tewari, Ph.D. (chair), Chris Liang, Ph.D., Gene Ano, Ph.D.
	Practice Issues Michi Fu, Ph.D. & Soni Kim, Ph.D. (co-chairs), Kris Yi, Ph.D.
	Leadership from Community Agencies to Campuses Jeanne Manese, Ph.D. (chair), Jeff Mio, Ph.D., Terry Gock, Ph.D.
3:45 - 4:00	Closing Remarks – Nita Tewari, Ph.D. & Mary Ann Takemoto, Ph.D.

**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 1, 2009
The Pointe at California State University, Long Beach

Name: _____

Dept/Program: _____ Institution/Agency: _____

Address: _____

City & State: _____ Zip Code: _____

Telephone: _____ Fax: _____

Email (required for registration confirmation): _____

Early Registration Postmarked on or before Feb. 16, 2009		Late or On-Site Registration	Amount
Professional	\$75	\$100	\$
Student or Intern	\$25	\$35	\$
Continuing Education Fee (4 units possible)	\$25	\$25	\$
Contribution to Student Scholarships		Tax deductible donation	\$
TOTAL			\$

Make check payable to AAPA and mail with registration form to:

Mary Ann Takemoto, Ph.D.
CSU Long Beach
Division of Student Services
1250 Bellflower Blvd
Brotman Hall, Room #377
Long Beach, CA 90840

There will be no registration refund
after Feb. 16, 2009

Membership Report

Miki Shichi Lasher



Our total membership as of December 31, 2008 is 473 individuals and organizations. Please see the table below for a breakdown of numbers by membership category. The total membership for 2008 is lower than that of 2007. The decrease in overall membership

primarily reflects a decrease in new and renewed Professional memberships and a little bit lower Student memberships since 2007. We did see an increase in membership in the Early Career Professionals and Lifetime categories, which is heartening.

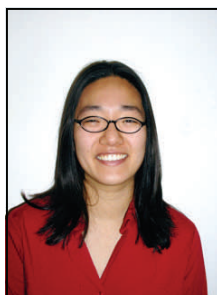
We hope to welcome more new members to AAPA in 2009, as well as welcome back renewing members! We have already been receiving renewed memberships from a number of members, but we need to hear from more of you! If you haven't renewed your membership yet this year, it's easy to

do online or by mail. Please go to our website, www.aapaonline.org to either renew online or download the printable form to send in the mail. If you have any questions about your membership, please feel free to contact me by email at mikaru.lasher@yahoo.com, or by phone at (860) 810-9880.

Member category	2008 Total	2007 Total
Professional	163	251
Professional Intl	4	5
Early Career	53	41
Early Career Intl	1	0
Student	223	282
Student Intl	5	7
Lifetime	16	14
Retiree	7	7
Organization	1	1
Total	473	608

Finance Report

Amy Cheng



As the Finance Officer, I am happy to report the continued excellent fiscal health of our organization! As of January 20, 2009, we have \$55,360.76 in savings and \$22,955.04 in a checking account with E*Trade Bank, for a total of \$78,315.80.

I would like to encourage members to consider making a tax-deductible donation to AAPA. We are a non-profit organization run completely by dedicated volunteers whom you elect. We strive to offer quality programming and opportunities for mentoring and networking throughout the year as well as at our annual conference. 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.

ACCOUNT	Amount
Checking	\$ 22,955.04
Savings	\$ 55,360.76
TOTAL	\$ 78,315.80

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/emertus 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
rromero@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).

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