



# Association for Multicultural Counseling and Development

Providing global leadership, research, training and development for multicultural counseling professionals with a focus on racial and ethnic issues.

## THE MULTICULTURAL COUNSELOR

### A MESSAGE FROM THE PRESIDENT

*Charting the Course for Economic Justice: From Rhetoric to Reality*

*Truth is high, but higher still is  
truthful living—Guru Nanak*

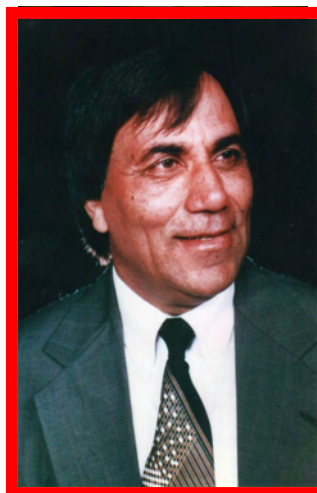
Dear Colleagues,  
Greetings, warm welcome,  
and happy holidays!  
I am humbled and truly honored to have this great opportunity to serve and lead the Association for Multicultural Counseling and Development. AMCD is one of the dynamic and vibrant divisions of the American Counseling Association which is committed to promote mutual understanding among all cultural and ethnic groups and strive to achieve equity through *economic* and *social justice*.

With a new sense of urgency, purpose, and renewed energy to combat the current economic crisis, I declare the theme of my presidency for 2009-2010 as *Charting the Course for Economic Justice: From Rhetoric to Reality*. We need a paradigm shift that requires elimination of inequality and systemic classism, sexism, and racism. Three major issues which ethnic minorities face include issues of *dignity, justice, and poverty*.

In the political democracy of the United States and the awakening of the cultural democracy by the Civil Rights Act of 1964, our ultimate aim is to create economic democracy. As a member and the President of the Counseling & Development, I envision three major challenges for us: pov-

erty, equity and dignity. We hear a lot about social justice which is applauding. However, social justice without *economic justice* would be flawed and an unfinished business. Overcoming poverty is not a gesture of charity, it is an act of justice (Nelson Mandela).

When the magnitude of economic disparities in the United States has taken on crisis proportions between the rich and poor and much higher percentage of ethnic minorities are afflicted with scourge of poverty, it is imperative that we engage into outreach and advocacy efforts to help those who are poverty stricken. Psychological well-being is not possible without economic well-being. When change is coming to America, it has to shake the conscience of America to address the problem of poverty. In the ultimate analysis, *poverty* is unjust and early death. It is the destruction of persons, of people, and nations (Gustavo Gutierrez).



**Daya Singh Sandhu,  
Ed.D., NCC, NCCC,  
NCSC, LPCC**  
*Senior Fulbright  
Research Scholar (2002,  
2010)*

poverty. In the ultimate analysis, *poverty* is unjust and early death. It is the destruction of persons, of people, and nations (Gustavo Gutierrez).

My hope for the Association for Multicultural Counseling and Development is that we offer encouragement and innovative solutions for societal problems. On a positive note, I am thrilled at the historic victory of President Obama, I would like to congratulate our AMCD family. It is an extraordinary moment in the

**Volume 1, Issue 1**

**January 2010**

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family. It is an extraordinary moment in the history of the United States. It does represent a new awakening and a new consciousness in the minds of Americans. Of course, it would have not happened without the untold number of sacrifices made by the *Civil Rights Movement* as some one has put it eloquently,

*"Rosa sat so Martin could walk, Martin walked so Obama could run, Obama is running so our children can fly."*

Finally, I welcome and greet all those who would like to join us. As AMCD has already made several commendable accomplishments, I would like to build upon them and hope to carry on several initiatives launched by previous leaders in addition to my own priorities. It is with a great pride and enthusiasm, I would like to share the following goals for our vibrant association

- **Continue to support our award winning journal, JMCD and its stellar editor. Also, launch an E-journal and a quarterly E-news letter to reach wider readership.**
- **Update Multicultural Competencies, as a signature product of AMCD and promote and help implement multicultural competencies in all divisions of the American Counseling Association.**
- **Continue Service Day for community outreach services at our annual convention in Pittsburgh.**
- **Maintain our commitment to global community and enhance our understanding of**

**diversity at the international level. We already have requests from other countries to collaborate with us. I am encouraging to introduce a column of our newsletter or preferably the JMCD about the status of multiculturalism and diversity at the global level.**

- **I consider membership as the backbone of any association. I hope to increase the number of AMCD members by 10 percent through contacting graduate students, inactive members, and members from the state divisions. I urge you to contact members of ACA to join us.**
- **Signature products and services: In addition to multicultural counseling competencies, we need to explore opportunities to create other AMCD signature products and services.**
- **It is important for us to network and collaborate with other ACA Divisions. I have made personal contacts with several presidents of other ACA Divisions to join us in various projects and activities.**
- **AMCD Luminaries: A Think**

**Tank of previous AMCD leaders and scholars will be created for guidance and new directions.**

To achieve the above mentioned goals, "*Commitment, collaboration and competence*" are the key words of my presidency. With the support of AMCD Executive Council and previous leadership. I am enthusiastic not only to just accomplish the mission of AMCD, but also to take it at greater heights. If you have any questions, suggestions, and thoughts about AMCD, please feel free to contact me.

I wish you and your family safe and happy holiday season. May God Almighty always bless you. As a follower of the Sikh Religion, I say to you my dearest greeting, *Sat Sri Akal!* (God Almighty is only the ultimate truth).

With warmest Regards, Peace and Blessings, I remain humbly yours,

**Daya S. Sandhu,**

[dayasandhu29@yahoo.com](mailto:dayasandhu29@yahoo.com)

***"Rosa sat so Martin could walk, Martin walked so Obama could run, Obama ... so our children can fly."***

## MULTICULTURAL INTERVIEWS

Rosie Woodruff and William Conwill have collaborated their ideas to bring you this feature. They have given evidence to this project in this first issue with the Interview found on page 3 of this issue. If you are interested in participating in this venture read on: Multicultural, cross cultural and diversity are terms that have been used interchangeably in the literature. It would be of some value to invite the AMCD membership,

and other interested professionals to submit substantive state comments on their personal perspective and/or experiences with these abstract terms to make these

**Dr. Rosie Woodruff**



concepts more real and clear for people. In addition, a list of AMCD members with noted expertise will be contacted personally and encouraged to submit statements (e.g. AMCD presidents). After these statements have been reviewed for clarity and deemed appropriate for publication, they will be released on the AMCD website once a month. The hope is that these statements will help professionals feel connected to the ideas/vision/purpose in the reflections and consider joining AMCD.

1. **Multicultural, cross-cultural and diversity are abstract terms that have multiple meanings.**
2. **Could you share some of your ideas or reflections in relation to these terms?**
3. **How have these ideas influenced your philosophy as a**

**as a professional?**

**4. How does your membership in AMCD support or facilitate the expression of this philosophy?**

**5. What is your current perspective on multicultural competencies? What changes in relation to multicultural competence would you like to see in the future?**

**6. Any "words of wisdom" you would like to communicate to fellow professionals who may be developing or clarifying their professional identity?**

**7. Final comments or thoughts?**

The following article is our first interview of President- Elect Edil Torres Rivera. A link to the live interview is provided .

If you would like to participate

in these interviews, please contact me,

**Rosie Woddruff** at

[woodruff@hawaii.edu](mailto:woodruff@hawaii.edu)

Aloha, Rosie



**Dr. A. Bandura at the SIP Congreso in Guatemala City June, 2009**

## **AMCD PRESIDENT-ELECT SPEAKS ON MULTICULTURALISM**



*We must consider what we are doing: why we are doing what we are doing; how we gain knowledge; and the power and vision of our clients.*

**Edil Torres Rivera, 2009**

[http://education.ufl.edu/Counselor/contesting\\_racism/projects/AMCD/amcd\\_torres.html](http://education.ufl.edu/Counselor/contesting_racism/projects/AMCD/amcd_torres.html)

**DIVERSITY  
MULTICULTURAL  
SOCIAL JUSTICE  
LIBERATION PSYCHOLOGY**

# THE STUDENT CORNER

By  
**TaJuana Chisholm &  
SaDhol Goldsmith**

## EXPLORING THE JOB MARKET POST-ACADEMIA

By

Christy Vint, M.Ed./ Ed.S.

Finding a job after completing graduate school has definitely been harder and more frustrating than I had perceived it would be. I somehow had the idea that receiving my M.Ed. and Ed.S. would make me highly employable, or that it would at least give me the opportunity to get my foot in the door somewhere. Given the current economy, I can understand why I've had trouble

securing employment – what's really disappointing is that haven't been called for an interview on any of the eight applications I've submitted thus far. After following-up on several of my applications to one junior college, I was even more disappointed to hear that I wasn't qualified for a job (for less than I was making prior to my attending graduate school) that had required an Associate degree with three years of experience even though I have both my Masters and Specialist degrees! Thankfully, I live only 1.5 hours from the University of Florida so I was able to visit their CRC recently for some much needed support and some information on alternate job search strategies. I'm even more thankful and grateful for the connections that I've maintained at UF and the two projects I've been offered to work on, one on a part-time basis and one on a volunteer basis. The importance of connection was a key realization for me in my time at UF, and I am happy to have found that I still have the support of my professors, colleagues and classmates even post-graduation.

### RESOURCE ALERT

<http://twitter.com/CounsIngjobcast>

## A HIDDEN ISSUE IN MASTER'S COUNSELING GRADUATE PROGRAMS: DO UNCONSCIOUS BIASES AGAINST FACULTY OF COLOR HAVE A NEGATIVE EFFECT ON STUDENTS OF COLOR

### SEEKING A JOB IN ACADEMIA?

By

**TaJuana Chisholm & Dia Harden**

The scenario is usually repetitive in classes taught by professors of color. In case one has not experienced this narrative, then let me set the scene: there is an influx of white students with a couple of students of color waiting for the professor to enter the classroom. The majority of the wait time is filled with negative speak about the incoming faculty of color due to previous classmates enduring the same course a semester before. The professor rarely has an opportunity to make an introduction to an unbiased group sitting before him or her, and before the instructor can discuss beneficial

clinical techniques, the pejorative stereotypes and microaggressions against the professor have already consumed the student's thoughts. There is mostly negative speak about the professor's competence and research. Sadly, professors of different cultural groups are condemned in some way while white professors are highly regarded. As a student of color who hopes to be a counselor educator, I wonder how my presence will be received. Is it possible that after years of mastering the art of education, earning a doctorate, and acquiring professorship there are even more hoops to

jump in order to be seen as competent in mainstream America?



At first glance we may want to dismiss the idea that the students' resistance is at all related to the ethnicity of the professor; however, too often the sentiments cut across racial lines with the majority of resistance coming from White students and admiration of the same professor from students of color.

Many sources point to the lack of candidates as an explanation for the low number of faculty of color. Other explanations say that the problem perpetuates itself; issues of isolation, insufficient mentorship, and disproportionate advising obligations are all related to being one of the few, and sometimes the only faculty member of color in a department or college. I propose that this student resistance presents itself as a probable additional layer, just as complex and discouraging as others. This dilemma obviously, is especially relevant in counseling, a field whose effectiveness is very much related to the ability to connect with and reach diverse groups of people. Lack of diverse representation in trainers and student resistance with trainers of color can be detrimental to our profession. This is an issue that we should tackle proactively and diligently.

## DR. M. D'ANDREA AT UF, GAINESVILLE

By  
William Conwill

**Dr. Michael D'Andrea lectured on *The History of Multiculturalism in Counseling and Psychology* and conducted a town hall meeting on *Continuing the National Conversation on Race, Justice and Peace*.**

**View these from the following link:**

[http://education.ufl.edu/Counselor/contesting\\_racism/projects/DAndrea/DAndreaEvents.html](http://education.ufl.edu/Counselor/contesting_racism/projects/DAndrea/DAndreaEvents.html)



## AMCD MENTORING PROGRAM

BY  
Dr. Kim Frazier

The AMCD Mentoring Program is now accepting applications. Graduate counseling students (masters or doctoral level) and early career counseling faculty members (untentured) are encouraged to apply. Selected applicants will receive free registration for the upcoming conference and a ticket to the AMCD Luncheon. Mentoring Program participants will be required to attend the AMCD Past President's Reception, Luncheon, and Mentoring Program Meeting at the ACA conference in Pittsburgh, PA in 2010. Selected applicants will be responsible for collaborating on a research project with a mentor within AMCD during the Past President's Reception and Mentoring Program Meeting. For consideration, applicants must: (a) be AMCD members for a year or more (b) forward a letter of support from a current AMCD member, and (c) submit a 1000-word essay (double-spaced) outlining how their current research/professional interests fit the mission and goals of AMCD. Applications should include a cover sheet that includes full name, institutional affiliation, and

applicant status (either graduate student or early career faculty member). Graduate students must submit a letter from their advisor verifying graduate student status. Application materials must be *received* by the chair of the AMCD Mentoring Program, Dr. Kimberly N. Frazier, via e-mail at [kfrazie@clemson.edu](mailto:kfrazie@clemson.edu) or via ground mail at The Eugene T. Moore School of Education, Counselor Education Department, 318 Tillman Hall, Clemson, SC, 29634. Please check the AMCD web site ([www.amcdaca.org](http://www.amcdaca.org)) for updates on this program.

(Continued....)



**Dr. Kimberly Frazier  
& Protégé  
TaJuana Chisholm**

# WHAT DO GRADUATE STUDENTS WANT?

By  
SaDohl Goldsmith

## THE STUDENT CORNER

While speaking with graduate student members of AMCD and reviewing my last few years of graduate study, it appears that graduate students want what professionals want: to have the necessary resources to be successful. Many graduate students list three basics consistently when asked what they want. First, they want to become a member of AMCD without becoming a member of ACA. Second, graduate students want opportunities to make “meaningful” connections with members in the counseling field through AMCD. And last but not least, graduate students want the opportunity to contribute to the field of counseling through AMCD professional member support.

It is no secret that graduate students are not among the riches group of people. However, it appears, in order to be an active graduate student in the field, graduate students spend a great deal of money on memberships. One consistent concern for graduate students is the amount of money that is required every year to be active in professional organizations. As such, many students have expressed interest in becoming members of AMCD without becoming student members of ACA, merely to cut some of the expenses of being a member and so they can be more active in the organization. In addition to membership, graduate students also want to have the opportunity to develop meaningful relationships with members of AMCD, the suggesting that this may be realized through mentor/support relationships. The feedback from last year’s mentor connection has been positive, however, some students would like more *meaningful* connections. Lastly, graduate students want to enter the field by contributing to the profession through research, teaching and service. Graduate students would like assistance and support in accomplishing these goals from professional members of AMCD.

It is safe to say that student members of AMCD are motivated and focused on their goals of professional counseling. In as much, graduate students request support in reaching their accomplishments and learning how to navigate the “Ivy Towers” successfully. AMCD is the perfect place to cultivate and nurture the inherent potential of current and future graduate student members. If you have any concerns for me as AMCD Representative, SaDohl, email comments at [sadohl-goldsmith@uiowa.edu](mailto:sadohl-goldsmith@uiowa.edu).

*The future is not someplace we are going to  
but a place we are creating. The paths to  
it are not found, they  
are made.*

Jane Gainey:  
artwork at the Museum of the New  
South Charlotte, NC



# Congratulations to all Graduates



## EXECUTIVE COUNCIL 2009-10

### President

**Daya Sandhu**

### Immediate Past President

**Francene E. Haymon**

### President- Elect

**Edil Torres Rivera**

### Vice -Presidents

**African American Concerns**

**Beatrice Tatem**

**Asian American/Pacific**

**Bryan Kim**

**Islander Concerns**

**Native American Concerns**

**Tarrell Portman**

**Hispanic, Latina/o \_Concerns**

**Adelaida Santana Pellicier**

### Regional Representatives

**Midwestern Region**

**Karen Bibbins**

**North Atlantic Region**

**Lynn Haley Bañez**

**Southern Region**

**Monica Hunter**

**Western Region**

**Rosie Woodruff**

### Secretary

**Stephanie Hall**

### Treasurer

**Michael Brooks**

### Parliamentarian

**Constance A. C. West**

### Governing Council Representatives

**Cirecie West-Olatunji**

### Student Representative

**Sadhol Goldsmith**

# SMART CHANGE: INVESTING IN WOMEN AND GIRLS

## Aretha Marbley

As an awesome experience to be a part of a group of mostly women focused on creating a common framework to move this agenda forward. Yet, it is hard for me to believe that one simple solution to many of the social justice issues (e.g., poverty, AIDS, hunger, war, and failing economies) that exist in our world can be eliminated by investing in women and girls. It seems that this solution has been staring me in the face and I had not realized it. As the world rethinks its established economic and investment models, the question before us is how can multicultural-social justice philanthropy place this proven strategy at center stage?

Historically, women have not possessed, inherited, or owned much wealth, yet women have always been givers and givers to women. In my experience, formal and informal *giving circles* have always existed in my culture in one form or another. The African American community knew that women could with little money, move mountains. I am a product of those 1960s' *giving circles* and as such, I am a witness to the power of women philanthropy in my African American community.

In the United States, though women now own more than ever before, there are few philanthropists investing in women and women-led solutions. As more women's funds, foundations, and donors focus on strategies in this arena, there is now consensus that investing in women and girls is not only the *right thing* to do, it is the *smart thing* to do. Major world powers such as the United Nations, World Bank, corporations, and private donors agree that investments in women accelerate the economic security and good health of families, communities, and nations. Recently, even former president Bill Clinton said that, "Empowering women is central to what the world has to do in the 21st century."

I think this is an incredible opportunity for scholars and educators committed to multicultural-social justice to jump on board and make suggestions on how educators can widen the window of philanthropic opportunity for women and women-led solutions during this economic recession and to produce an educators' agenda for action. Most importantly, as educators, researchers and scholars, we should be poised to articulate a set of collective actions that clearly delineate our role in leveraging philanthropy for women and girls.

I think this is an incredible opportunity for scholars and educators committed to multicultural-social justice to jump on board and make suggestions on how educators can widen the window of philanthropic opportunity for women and women-led solutions during this economic recession and to produce an educators' agenda for action. Most importantly, as educators, researchers and scholars, we should be poised to articulate a set of collective actions that clearly delineate our role in leveraging philanthropy for women and girls.



## Career Opportunities

<http://www.counseling.org/CareerCenter/Opportunities/TP/Home/CT2.aspx>.

SUCCESS



vision





### **Young Emerging Leader Award**

**Rebekah Byrd** has demonstrated exceptional commitment and leadership in her efforts to advocate and promote multicultural counseling and development. In addition to her role as Director of CARE NOW, a middle school based Character Education Program, Rebekah has also served as both Chair of Human Services for Chi Sigma Iota and Human Rights and Social Justice Chair of the Virginia School Counselor Association. Rebekah is also the president-elect of the Old Dominion Chapter of Chi Sigma Iota. Over the last year she has published a book chapter and two articles; presented at the national, regional, and state level and won a competitive grant from ACES. She is currently involved in several areas of academic scholarship, including writing and research on LGBTQ students in the schools, multicultural development for master's counseling trainees, and counseling lesbian couples.

### **Human Rights Award**

**Dr. Anneliese Singh** is an exceptional leader within the multicultural, feminist, and social justice counseling movements. Her insightful work has raised professional awareness of resilience and coping of queer youth, traumatology, and LGBTQ (lesbian, gay, bisexual, transgender, queer) mental health. In addition to her numerous publications in book chapters and refereed journals pertaining to social justice training in counseling and psychology, she furthers her role as a social justice advocate through her position as President of AGLBTIC.

### **Advocacy Award**

**Dr. Graciela Orozco** has made significant contributions to the community and the field of multicultural counseling. Through her passionate quest to address the issues faced by immigrant and low-income families and communities, she has tirelessly served as a school counselor, counselor educator, and as a consultant to schools, community organizations, and Radio Bilingüe. As a faculty member and Coordinator of the School Counseling Specialization in the Department of Counseling at San Francisco State University, Graciela is viewed as a leader and mentor to students as well as colleagues. She has published and presented extensively, and recently co-authored a book titled, *An Introduction to Multicultural Counseling for Helping Professionals*, 2nd edition.



### **Dr. Daya & Mrs. Usha K. Sandhu Multicultural Counseling and Diversity Student Research Award**

**Zoila Tovar-Blank** impresses others with her diligence, passion, and commitment to contribute to the multicultural counseling field. Her fervor for multicultural work has been demonstrated through her research on topics ranging from Latina/o mental health and gender roles, to multicultural competencies. Zoila's dedication to promote multicultural counseling has been exhibited through her impressive scholarly activity. Though a doctoral candidate, Zoila has authored and/or co-authored over thirty poster and paper presentations at national conferences and has six publications in major refereed journals.

### **Dr. Daya & Mrs. Usha K. Sandhu Multicultural Counseling and Diversity Student Research Award**

**Rachael Goodman** has repeatedly shown that she is a rising star in the profession. She has six publications in refereed journals, and presented over the course of the last year at seven national and international conferences. Rachael has developed a specialty area in traumatic stress among marginalized populations. Her interests in this area have led to teaching courses in trauma counseling as well as conducting research and consultation in the Gainesville community on traumatic stress and diversity issues. Rachael has sought to apply her research in traumatic stress through "engaged scholarship" in her work as coordinator of the AMCD outreach trips to post-Katrina New Orleans and southern Africa. During these trips, Rachel provided both direct counseling to communities in need, and trained/supervised counseling students.

### **Exemplary Diversity Leadership Award**

**Dr. Miguel Arciniega** has had a profound impact on the field of counseling. He has authored over 35 articles and book chapters in state, national, and professional journals including a book on Parenting Models and Mexican Americans. His work focuses on cultural issues with multicultural populations and multicultural counseling. He has consulted and presented workshops throughout the country on diversity, multicultural counseling, and working with Latinos. He is former Vice President for the Association of Multicultural Counseling & Development (AMCD) Latino Concerns. Dr. Arciniega has received the College of Education Faculty Diversity Award, the Association of Multicultural Development Cesar Chavez Award, and Distinguished Professional for the National Latina/o Psychological Association.

# CONGRATULATIONS TO AMCD 2009 AWARD WINNERS



## Emerging Graduate Student Leader Award

**Laura Alarcon** brings a passion and commitment to advancing social justice and multi-cultural issues within the field of counseling. Her dedication to marginalized racial and ethnic communities is evidenced in her partnering with a youth program in the Mission District in San Francisco to support the development of a college and career program in two inner-city schools with students of very limited economic means. Laura also developed and presented at the American Counseling Association International Convention a unique workshop to be given to career counselors regarding issues faced by employees and students considering moving to countries undergoing sociopolitical change.

## Samuel H. Johnson Distinguished Service Award

**Dr. Cirecie West-Olatunji** exemplifies a scholar in all areas of teaching, research, and service. In her role as a counselor educator she has stimulated interest in multicultural counseling through her teaching emphasis on cultural competence as well as issues of oppression, equity, and social justice. Her influence and popularity with her students is clearly demonstrated by the fact that she has chaired, co-chaired, and served as a member on 66 committees. Cirecie's notable research on psychological wellbeing of culturally diverse populations has led to numerous publications in refereed journals, as well as three co-authored books. Her national and international work to provide disaster mental health services in 2007 was rewarded when she received the Community Service award from the Association for Black Psychologists. Cirecie's dedication to promote advocacy and social justice in vulnerable and marginalized communities is a beacon for the profession.

# NOMINATE

FOR 2010 NOW

# CONGRATULATIONS TO AMCD 2009 AWARD WINNERS



## **Dr. Daya & Mrs. Usha K. Sandhu Multicultural Counseling and Diversity Student Research Award**

**Amanda Healey** is a dedicated leader with a strong professional counselor identity. Her commitment to the counseling profession is evident by her multicultural research on professional identity development, and through her involvement in advocacy activities within her community and the counseling field. Amanda's commitment through research to further multicultural development within the counseling profession has been on display over the last two years as she taken part in 10 studies and published three manuscripts. Moreover, Amanda's service as President of the Omega Delta chapter of CSI (Chi Sigma Iota) at Old Dominion University has led to two awards recognizing her efforts.

## **AMCD Professional Development Award**

**Drs. Henriksen and Paladino** have established their reputation as prolific and gifted scholars in many areas, including multiple heritage counseling, identity, and acculturation. Their research on competent strategies and interventions for working with the multiple heritage population has helped enlighten the counseling profession to the specific needs of multiple heritage couples, individuals, and families, and trans-racial adoptees and families. Drs. Henriksen and Paladino's recently released book by the American Counseling Association titled, *Counseling Multiple Heritage Individuals, Couples, and Families* provides an informative and comprehensive perspective on the most culturally diverse segment of U.S. society, the multiple heritage population. This outstanding contribution to the professional literature addresses the field's dearth of awareness, knowledge, and skills regarding the multiple heritage population. has led to two awards recognizing her efforts.

## **NOMINATIONS ARE NOW OPEN FOR 2010 AWARDS**

LINK TO AMCD WEBSITE FOR INFORMATION AND FORMS

<http://www.amcdaca.org/amcd/awards.cfm>

Or request information from [Tarrell-Portman@uiowa.edu](mailto:Tarrell-Portman@uiowa.edu)





# BOOK REVIEW

By

**Adelaida Santana Pellicier**

Whalen, C.T., Vázquez-Hernández, V. (Eds.). (2005). The Puerto Rican Diaspora: Historical Perspectives. Philadelphia, PA: Temple University Press.

Diaspora refers to *The Journey, a migration, undertaken by a people to settle far from their ancestral homeland* (Webster's Ninth). Such is the theme of this book: a historical overview of Puerto Ricans' migration to the continental United States of America and Hawaii and the struggles to "fit" and thrive in the USA. The introductory chapter as well as its final one, capture the essence of this history: Puerto Rico, initially, a rich island in its flora, fauna, and inhabitants, has been stripped, mined and oppressed by each of its captors: from The Spanish who annihilated the native population to The United States American government, the latter which continues to lessen and differentiate services and benefits to island citizens..

Chapters include the immigration by traders pre-The Spanish- Cuban-American War and the sizable migration post-citizenship(1917), reaching about 3.4+ million "Ricans" today. Puerto Ricans were brought to the continental USA and Hawaii as "cheap" laborers. Specific chapters narrate the story of these laborers as contributing to the USA Industrial and Agricultural Ages and its expansion and growth, in Hawaii, New York City, Philadelphia, New Jersey, Chicago, Lorain, Ohio, Connecticut, and Boston, respectively.

Each contributing author has researched the history of their respective communities poignantly and ends the chapter on an emphatic depiction of the Puerto Ricans as collectivistic and resilient people who survived cultural shock and racism by supporting one another and later through the recruitment of their nuclear and extended families and friends. They built their own communities through their own activism, developing and thriving in business and politics.

Notwithstanding today, scholars debate whether these Puerto Rican communities and identities are waning as they are becoming more diverse and multiracial.

Whalen offers a caveat and a summary for the reader,

*The chapters in this book raise important questions for Puerto Rican identities and communities in the long run. One concerns subsequent generations' notions of identity and their involvement in community building. Given that migration occurred to different communities in different eras and that migration to most destinations has continued, there is no clear-cut delineation of migrant generation...one can ask what roles second, third and subsequent generations will play in reshaping Puerto Rican identities and communities.(pp. 242-43).*

The diaspora of "Ricans" to the rest of the USA has given witness to the struggle against oppression, economic exploitation, invisibility, racial hostilities, and demeaning stereotypes. Today, the effort has been to define visibility, belonging, meaningful citizenship on Puerto Ricans' terms!

**The Island of Puerto Rico: a strategic location defensively for the USA.**



# CONTEST

## NAME THE AMCD NEWSLETTER

By  
Aretha F. Marbley

The Editorial Staff of the AMCD Electronic Newsletter would like to announce the *Name Our Newsletter Contest*. We are excited about our first issue of our newsletter and we want to continue its quality with an exciting and great name! To make this more exciting, we need the members' help in finding a name. The winner gets not only recognition from AMCD, an association they love, but a free one-year membership as well.

### CONTEST RULES

#### Eligibility:

You must be a member in good standing of the Association for Multicultural Counseling (AMCD) Division of the American Counseling Association. Each member may submit as many newsletter name entries as he or she wishes. This means that if you have more than one name that you are excited about, send them all. We are looking for a short, captivating name for the newsletter, one that is not registered, a trademark or brand for any other person or entity or be the name of any other business or company.

The contest begins on December 15. **Entries must be received before midnight (CST), MARCH 1, 2010.** All entries become our exclusive property and will not be acknowledged or returned. We assume no responsibility for lost, illegible, late, misdirected, stolen, or incomplete entries. By submitting an entry, you have irrevocably agreed that we may display, use, or transfer the winning entry.

#### Selection of Winner:

Four runners-up will be selected by the AMCD Newsletter editorial staff. The AMCD membership will get an opportunity to vote for one of the four. By accepting the award, the winner agrees to the use of winner's name for the purpose of advertising and promotion of the Newsletter without further compensa-



tion, unless prohibited by applicable law. If the selected winner cannot be contacted, is ineligible, fails to claim the prize, or fails to return the completed and executed affidavit and releases as required, the prize may be forfeited and an alternate winner selected.

Submit your entries to:

Dr. Aretha Marbley

[aretha.marbley@ttu.edu](mailto:aretha.marbley@ttu.edu)

## CONTEST DEADLINE

## MARCH 1, 2010

# THE GUATEMALAN IMMERSION PROGRAM: FIVE PERSPECTIVES

Adelaida Santana Pellicier, Kate Margolis, Eliza Harley, Cynthia Medina,  
Casandra Camacho,

*We are all inventors, each sailing out on a voyage of discovery, guided each by a private chart, of which there is no duplicate. The world is all gates, all opportunities.*

Ralph Waldo Emerson

Psychologists, Counselors, Researchers, Counselor Educators, and Students can embrace Emerson's quote to seize a myriad of foreign travel opportunities not only for fun and recreation but for the knowledge and awareness of ourselves and others, our cultures, ways of being, thinking, and behaving. Such travel opportunities have been offered historically as far back as suggested by Homer's *Iliad*, whereby Odysseus journeyed into unknown lands, learning and imbibing in other countries' peoples, language, cultural norms, flora and fauna, and culinary delights. We, too, may be enriched by similar opportunities, presently being offered by associations such as the Association for Multicultural Counseling and Development (AMCD), The American Counseling Association (ACA) and the Inter-American Society of Psychology (i.e., Sociedad Interamericana de Psicología, **SIP**). SIP's program immersed their participants in cultural and language training, extending and adding substance and specifics to the Multicultural Counseling Competencies developed by the Association of Multicultural Counseling and Development. The inauguration of the Spanish Immersion and Cultural Program in Antigua, Guatemala, in which the authors of this article participated, was initiated for and by Psychologists, sponsored, and implemented by SIP in June, 2009.

Immersion programs are synonymous with Experiential Learning, defined by some as an educational byproduct of direct participation in life events. Immersion Programs include experiential learning through programs and activities structured by others. As such, cultural immersion experiences (i.e., experiential learning), require preparatory and reflective thoughts and exercises hopefully, to guide the participant into genuine, meaningful, and long-lasting learning. Through these programs, participants learn, firsthand, about the complex social, cultural, legal, political, and economic factors that impact and affect communities of color and underserved communities. They offer what books, lectures, and workshops cannot: exposure to culture, community, and language. Simply stated, participants of immersion programs learn while *living and being with the community*. These opportunities can generate a deeper understanding of ourselves and our complex global society. Moreover, they provide the opportunity to become actively involved with diverse communities outside the professional setting,



From left to right: Cynthia, Kate, Ade, Eliza, Casandra  
In Antigua, Guatemala



broadening our perspectives of culture and language and induce a wide range of powerful emotions and reactions propelling us to continue our passion as agents of change. They allow us, when willing and open, to gain perspective and greater understanding through introspection of pre-existing biases and assumptions about people with different cultural identities and backgrounds. We visited a couple of programs which may be accessed on the internet: **Common Hope & God's Child Project.**

Certainly, whether we are in the classroom as teacher or students, we recognize as a result of our *immersion* that we are different and have observed our own professional discourse, reflections, behaviors and relationships now filtered more sensitively and through a clearer and transformed lens.

The *personalismo* that we experienced in Guatemala some of us have adopted into our daily lives in a society motivated more by electronics than *people first*. We have been intentional about keeping in touch with each other not only through this venue but through other electronic media and professional activities. We agree and have personal evidence that we emerged more polished and are much more proficient in Spanish as a result of our participation in CIP. We acquired a resource list of Spanish psychological terms and disorders which we have shared with colleagues. We hope that these will be reflected in our conversations with peers, colleagues, and clients, and our research. We are proud of our increased proficiency in cross-cultural communication, evident now in our intentional practices with our clients, recalling the *personalismo* embraced by Guatemalans. We recognize more acutely the nuances and playfulness of the Spanish language and have picked up some additional vocabulary which we will intentionally interject and integrate into our conversations with our clients.

One author wrote, with which we all concur, that we want and will *be very intentional about listening* more so as not to overshadow *the purpose of our interaction* with clients and others, in general. We have been reminded that U.S. Americans are verbose and we have been socialized to be forward with it. Indeed, our silence is golden and we have vowed to continue to be vigilant on how much and

how often we speak.

Immersion opportunities have broadened our understanding of culture and the human experience. The insight and perspective we gained from interactions and conversations we had increased our knowledge and awareness around multicultural issues, preparing us to be more multiculturally appropriate and sensitive.

**We encourage members and non-members to seize these immersion opportunities to not only become ambassadors of good-will but to empower ourselves.**

We support and encourage participation in CIP and the AMCD Botswana Immersions in 2010, Look for these in the AMCD website.



**Learning about the enterprising prowess of Guatemalan children In Chichicastenango, Guatemala, June 2009.**

**REMEMBER OUR  
HAITIAN BROTHERS  
& SISTERS IN YOUR  
PRAYERS AND IN  
YOUR CONTRIBUTIONS**



**Mayan Artist Making Ade a Jade Bracelet  
Guatemala, 2009**



**MARIA DEL PILAR GRACIOSO &  
CASANDRA CAMACHO**

**SIP**

<http://www.sipsych.org>



**CIP PARTICIPANTS ON A FIELD TRIP AT *COMMON HOPE***



Association for  
*Multicultural Counseling and Development*

Providing global leadership, research, training and development for multicultural counseling professionals with a focus on racial and ethnic issues.

seeking

**VOLUNTEERS** for

# AMCD Service Day 2010

**Fri March 19th 2010**

**9AM-4PM**

in collaboration with the

**PITTSBURGH STEELERS**

**Goal:**

To provide counseling services to schools and social agencies in diverse communities

**Target Locations:**

**Oliver High School, Pittsburgh Millionaires 6-12: Univeristy Preparatory School, and Shuman Juvenile Detention Center:**

- Work with high school student-athletes at Oliver High School on life skills development.
- Work with middle school students at Pittsburgh Millionaires on self-esteem and leadership development.
- Work with 130 youth at the Shuman Juvenile Detention Center in group sessions and workshops on career development, conflict resolution and self-esteem.

**Meeting Place:**

**The WestIn Hotel In Pittsburgh, PA at 8:30AM**

(TRANSPORTATION and LUNCH will be PROVIDED)

**Contact:** Tracee L. Perryman-Stewart or Randall D. Clark  
(tlperryman@gmail.com) (randall.randycla@gmail.com)

**Career Development**

**Healthy Relationships**

**Leadership**

**Self-Esteem Issues**

**Conflict Resolutions**

**Community Skills**

**Open Rap Session**

**Stress Management**



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Hello,

My name is Adelaida Santana Pellicier, Senior Editor of this newsletter for this year. This is our first newsletter for President Daya Sandhu's Administration. I am hoping you enjoy the articles we have included and welcome your contributions to improve and inform our membership of how our members are contributing to their respective communities. Please feel free to send in articles, to highlight your students, communities and/or programs.

Also take note that we are sponsoring a contest to name this newsletter, with a free membership to AMCD for the winning entry.

We welcome your contributions to this newsletter, inclusive of suggestions to any one of us on The Editorial Staff or The Executive Council. This is your organization and we would like to include your ideas to improve on any aspect of the association. Get involved!



So that you are familiar with our newsletter staff, our editors' pictures and contributions are spread throughout these pages. Without them and The AMCD Executive Council, this publication would not exist. Thank you to all for your contributions. I am proud especially of the contributions by our students, future leaders, therapists and/or educators.

**Dr. William Conwill in China**

