

To: APA Division 45

From: Jessica Henderson Daniel, PhD, ABPP

2014 Candidate for APA President

Re: Request for Endorsement as Candidate for APA President

Date: August 4, 2014

My career has focused on education, training and mentoring.

1. Ethnic Minority Advocacy:

a. **Training:** Currently, I am the **Director of Training in Psychology** at Boston Children's Hospital. Licensed as a psychologist in the Commonwealth of Massachusetts since 1977, I have had a leadership role in the training program at BCH for 26 years. During that time, over 132 pre-doctoral interns have trained at BCH. There have been interns of color in all of the classes except one.

Since 1991, I have been **the Associate Director of the LEAH** (Leadership Education in Adolescent Health) Training Program in the Division of Adolescent Medicine at BCH. All except four of the post-doctoral psychology fellows have been persons of color—Black, Latina, Asian and Native American Two have identified as being bi-racial. Almost all were former interns in the psychology program.

My presence as a leader in the two programs has had an impact on the students and interns of color applying to the programs. Both the interns and post-docs receive appointments as fellows at Harvard Medical School.

From 1977-1993, I served as the informal mentor for all the psychology interns and fellows of color who were trainees at Harvard Medical School Affiliated Hospitals—informally meeting with them and inviting them to my home for meals. The BCH program was the only HMS program that consistently had trainees of color. In 1993, all of the programs had at least one trainee of color. The respective chiefs and training directors requested that I draft a proposal for funding a

- program to provide support for the interns/fellows of color across the HMS system. The proposal was funded by HMS. Since then I have served as **the official adviser/mentor for all psychology trainees of color** who decide to participate in the AHANA, now ALANA Program. I have now served in this capacity for a total of 37 years.
- b. **Education**-Since 1986, I have been an **adjunct faculty member** in the Clinical Psychology Program **at Boston University** where I initially taught a required course: Psychology and Social Oppression. Beginning in 1988, I also assumed the role of adviser to the Minority Collective which was formed by students of color in the 1970's. I have continued in both roles until the present time.
- c. AT CHB, I am responsible **for the internship clinical seminar**. I teach the modules on race/ethnicity and immigration. Topics include: from at risk to at promise, international adoptions, vulnerability of minority males, relevant concepts (micro-aggressions, stereotype threat, and aversive racism) and the power of the arts in the development of children and adolescents. I provide a similar curriculum in the LEAH Program as well.

Ten years ago, I introduced **a new Grand Rounds in the Department of Psychiatry—Diversity Training through Literature**. Training faculty and trainees read books by and about persons of color. The panel discusses the book (fishbowl) and then the audience is invited to ask questions or to make comments. It has been a very engaging way to teach about different racial and ethnic groups in the United States.

As President—I will use my position to disseminate information about the initiatives I have created at BCH, BU and the HMS Programs. I have already presented on the Diversity through Literature Series at the APA convention, the APPIC conference and at a conference sponsored by Schools of Professional Psychology. The concept has been well-received. Also, the programming I have provided both at BU and the HMS ALANA

Program may be incorporated into other training programs across the country.

d. Mentoring:

Next Generation: In 1999, after raising a total of \$46,000 from the Dean's Office at Harvard Medical School (I had received a mentoring award from HMS in 1998); NIH; and the Kellogg Foundation, I initiated Next Generation, a mentoring program to increase the number of women of color researchers who focus on children and adolescents of color. I invited 9 early career psychologists and three senior women for a weekend retreat. One ECP dropped out of the program after the retreat—having admitted she just came to see if I could really make this program happen. Of the remaining 8 women: one has an RO1, three have K awards, one is a full professor, three are associate professors, and two work for research organizations (IOM and CDC). My efforts to replicate this program have been unsuccessful, despite the fact that it generated positive results.

Since then, I have **written letters in support** of K awards for four persons who represent a range of racial/ethnic groups—African American, Dominican, Cheyenne (Native American), and Chinese American. This is the case, despite the fact that I have not had a research career myself.

I will continue to advocate for scholars of color to seek funding.

Diversity Leadership Program: In 2009, 2011 and 2013, I was a faculty person for the Diversity Leadership Program which was sponsored by Division 31. It met prior to the State Leadership Conference. My presentations were on mentoring as well as leadership and racial issues.

Centering on Mentoring Task Force-While serving on the APA Board of Directors (2005-2007), I chaired the presidential Task Force, Centering

on Mentoring. The TF members included POC as well as individuals at various stages of career development.

Task Force—Strength and Resilience in Black Children and Adolescents-

While on the APA Board of Directors, I was able to successfully advocate for funding of a TF to draft a document that would examine strengths in Black children and adolescents. The members were predominantly African American and included both male and female members. The excellent report has been well-received. One of the Next Generation members (who had previously received a K award) chaired the committee and an early career psychologist was a member as well. (The latter had been a post-doc with me in the BCH Adolescent Medicine Program. She has since become the recipient of a K award as well.)

Massachusetts Board of Registration of Psychology: Past Chair

- a. Membership— While chair of the Board of Registration of Psychology, I successfully advocated for POC to be appointed to the Board. (They were Asian, Black and Latina)
- b. Regulation: I was successful in passing a regulation that required both education and training about POC in order to be licensed. Massachusetts remains the only state with such a regulation.
As president: I will continue to advocate for both education and training about the many different racial/ethnic groups that reside in the US. This can be achieved in CEUs as well.

2. Two Presidential Themes: 1. Leadership and Collaborations as Citizen Psychologists and 2. Psychology is every day in almost every way. How the ethnic minority issues will be addressed: All psychologists will be encouraged to become engaged in their communities. The SPTPAs and Divisions will be invited to participate in this process to maximize the impact. They will determine the initial areas that will be targeted to include psychologists. My leadership is collaborative in style. I will work with leaders to move this forward. The leaders will be encouraged to include

diverse psychologists in all of their initiatives. This will be the beginning of encouraging all psychologists to become citizen psychologists.

Barriers to inclusion in APA in general— During my first term on COR, the number of POC members was not sufficient to fill all the seats at a table. At that time, two divisions had a slate designated for POC. Later, there were financial incentives to elect POC to Council. Now we can fill the seats at three tables and we have POC on the BOD as well. Once the new structure is in place, the divisions and SPTPAs will need to ascertain if the relevant structures are representative, in terms of race and ethnicity. If they are not then the issue of incentives will need to be considered.

Diversity and inclusion remain major goals for the organization. The leaders will be asked for suggestions about making this a reality and not just a goal.

A strategy: The matter can be addressed at the annual conference held for the newly elected presidents of the divisions and at the State Leadership Conference where the presidents of the SPTPAs meet. In anticipation of such discussions, the leaders will be encouraged to seek advice from their respective ECs. It will need to be a process—as was the case earlier when participation by POC was very limited.