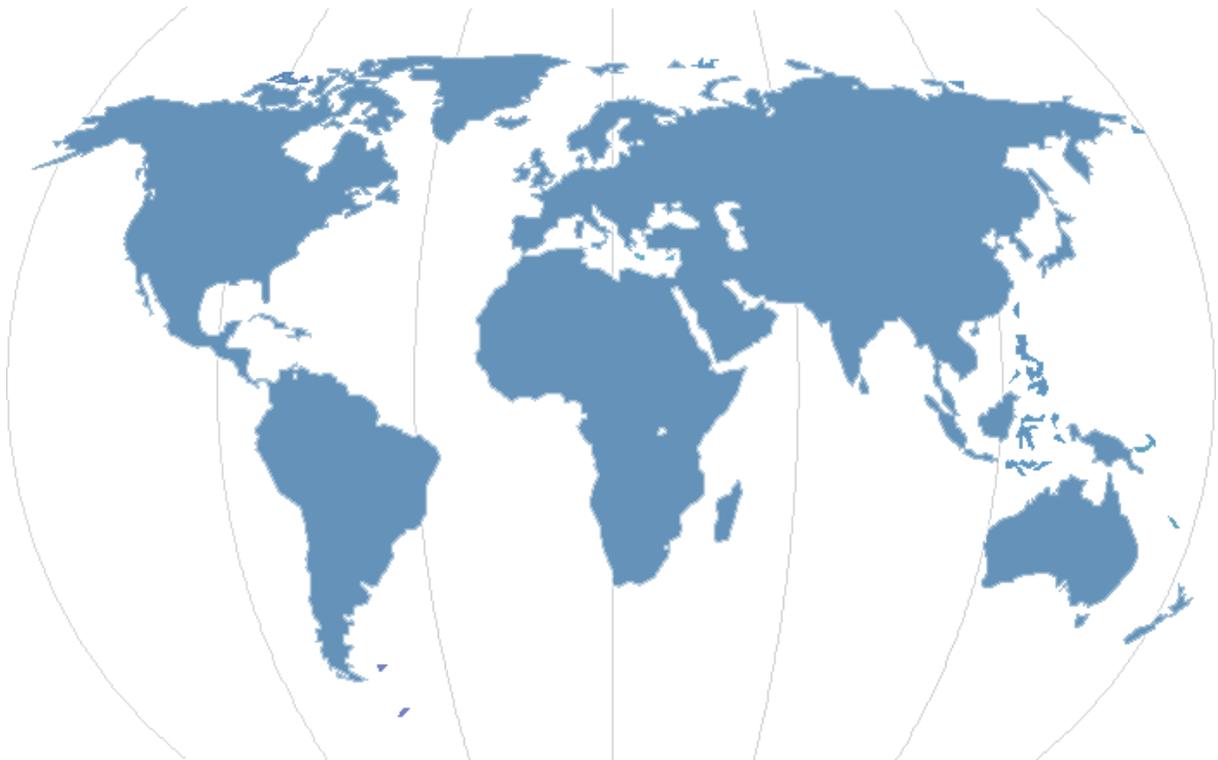




INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 14 No. 1 Winter 2010



Editor

Senel Poyrazli

Associate Editors

Richard Velayo
Harold Takooshian

Incoming Editor

Grant Rich

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Submission Guidelines for Research Articles *International Psychology Bulletin*

Research article submissions: The IPB publishes peer-reviewed research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 1500 words and should be submitted to Dr. Grant J. Rich at optimalex@aol.com. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association.

Specifically, please pay attention to the following:

- Use Times New Roman font if possible.
- Please do not use electronic style sheets, forced section breaks, or automatic footnotes.
- On the first page of the manuscript, include the title of the manuscript and names and affiliation of the authors.
- On this page, you should also indicate the contact person, their e-mail, and phone number.
- Please make sure that authors' names or any identifying information is not included in the manuscript, with the exception of the title page.
- Avoid figures if possible.
- Cite your sources within the manuscript based on the APA style.
- List your references at the end of the paper based on the APA style.
- Present tables at the end of the manuscript, after references, each on a separate page.

To learn more about the APA style, refer to <http://apastyle.apa.org>. If you do not have access to the APA publication manual, you may want to get a recent journal article published by one of the APA journals and try to familiarize yourself with the APA style through this method.

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International Psychology Bulletin

For smaller articles (op-ed, comments, suggestions, etc.), submit up to 200 words. Longer articles (e.g., Division reports) can be up to 1,500 words and should be submitted to Dr. Grant J. Rich at optimalex@aol.com.

Submission Deadlines: Spring issue March 31st

Summer issue June 30th

Fall issue September 15th

Winter issue December 15th

A new journal...Cancún...Brooklyn...a new task force... What's next? A new President!

Lynn Collins, Ph.D.
President, Division 52



This is my last Presidential Column. I have enjoyed my Presidential year's highlights and challenges. As I leave the position, there are many exciting continuing and new initiatives within Division 52. Nancy Sidun has created a task force on human trafficking that is growing in membership. Please contact her if this is an area of interest to you

(n.sidun@hawaiiintel.net). Grant Rich of Alaska joins us as the new

Editor of the *International Psychology Bulletin*. We are grateful to Senel Poyrazli for her vision and energy that led to the development of this excellent scholarly newsletter. It was Senel's and Wade Pickren's exceptional perseverance in the process of taking Division to the next level that led to the development of a division journal. Joy Rice, Federal Advocacy Coordinator reports that there are important discussions underway with the new administration regarding healthcare, including mental health care. Ani Kalayjian has developed an active global mentoring program. We have an impressive group of new Fellows again this year, thanks to more hard work from Harold Takooshian. And, of course, thanks to Michael Stevens' ever watchful eye on the budget, the Division is financial healthy. Of course, there are many others who continually contribute enormous amounts of their time and energy to this division that deserve our gratitude. Moving forward, I would like to draw attention to a few upcoming events.

Division 52 journal is slated to be launched at APA!

The Division's first journal, *International Perspectives in Psychology: Research, Practice, & Consultation*, will soon be launched! The journal will publish conceptual models, methodologies, and research findings to help study and understand human behavior and experiences around the globe from a psychological perspective. We are currently in the midst of working with APA to select an editor for the journal. We hope that Division members will spread the word about this journal to help us generate a wealth of energetic and talented authors, editorial board members, and reviewers, as well as an avid, international readership. This is an exciting development with unlimited potential to advance Division 52's mission. If I think that you or someone you know would make an excellent editor, please be sure to nominate her or him by

emailing Gary Vanderbos (Gary@APA.org) or me (Collins@LaSalle.edu).

Get Ready for Cancún in April 2010

It has been an exciting year, and some of its momentum led to the Division 52 mini-convention at Western Psychological Association's meeting in Cancún, Mexico. The 2010 WPA Convention will be in Cancún from April 22 to April 25, 2010 at the Fiesta Americana Condesa Cancún. Many thanks to Stanley Sue, current WPA President, and Chris Cozby, WPA Executive Director, for their generosity in giving us time within their program.

Under the leadership of Lynette Bikos of Seattle Pacific University, the Division 52/WPA mini-convention will feature three keynote speakers and four symposia covering international research in these four areas: Early Childhood Education Research, The Globalization of Higher Education, Adolescence/Young Adulthood, and Around the World. The speakers and topics are:

- John Thoburn, Ph.D., ABPP, Zeba Ahmad M.A., Jake Bentley M.A., & Kendra Jones M.A. (Seattle Pacific University) "International Disaster Psychology Ethics: A Social Justice Model Imbedded in a Family Systems Paradigm."
- Dr. María del Pilar Grazioso (Universidad del Valle de Guatemala) "Cultural Incidents Present during the Establishment of the Therapeutic Alliance."
- Henry C. Ellis, Ph.D. (University of New Mexico, USA) "Educational Consulting Experiences in Kuwait and the United Arab Emirates."

In addition to an excellent line up of speakers presenting on other topics, including Phil Zimbardo (see the WPA convention for details), many of WPA's invited speakers will also be addressing international issues:

- Stanley Sue (University of California, Davis). "10th Year Anniversary of the Surgeon General's Report on Mental Health: Culture, Race and Ethnicity"
- Mary E. Kite (Ball State University) "The More Things Change...: Teaching About Stereotyping and Prejudice" American Psychological Association G. Stanley Hall Lecture
- Hector Betancourt (Loma Linda University, USA, and Universidad de La Frontera, Chile) "Psychological Perspectives on Social Inequities: Culture, Behavior, and Health Disparities"
- Chi-Ah Chun (California State University, Long Beach) "East Is East, and West Is West. What Happens When The Twain Shall Meet? Studying Stress and Coping in Asian Immigrants"
- Terry A. Cronan (San Diego State University) "Ethnic and International Disparities in Cancer: Incidence, Diagnosis, and Treatment"
- Jo Ann Farver (University of Southern California) "Acculturation and the Well-Being of American Immi-

Message From The President

grant Families and Children: Factors that Produce Differences in Adaption”

- Mirta Margarita Flores Galaz (Autonomous University of Yucatan) “Mexican Ethnopsychology: Assertiveness”
- James M. Jones (University of Delaware) “The TRIOS Factor: A Psychocultural Theory of Surviving and Thriving in the African Diaspora”
- Rolando Diaz-Loving (National Autonomous University of Mexico) “Values, Beliefs and Norms of the Mexican Family: 50 Years of Socio-Cultural Premises”
- V. Nelly Salgado de Snyder (National Institute of Public Health, Mexico) “Psychological and Social Determinants of Health among Mexican Immigrants in the U.S.”
- Invited Symposium. Steven Lopez (University of Southern California). “Remembering Dr. Rogelio Díaz-Guerrero: A Pioneer in Cultural Psychology”
- Daniel L. DeNeui (Southern Oregon University) and Leticia Chacón Gutiérrez (Universidad de Guanajuato, Campus León) “Construyendo Puentes: The Value of Research and Teaching Collaborations Between Mexican and U.S. Scholars”

I mention this conference first because attending requires some planning. You will need a passport to fly to Cancún. Information on passports is available from this State Department website:

http://travel.state.gov/passport/passport_1738.html. The current time to process new passport applications is approximately six weeks. The WPA Hotel and Transportation page will soon have a link to a travel service that has developed tours for WPA attendees. In addition, you can reserve airport transportation with them. You can find more information about WPA and the convention at <http://www.westernpsych.org/convention/index.cfm>.

Join the board at the 2010 Division 52 Mid-Winter Meeting in Brooklyn, NY!

The Division 52 Board is having its Mid-Winter Meeting in Brooklyn, NY in conjunction with Eastern Psychological Association, March 4th through 7th. The Executive Committee meeting will take place the afternoon of Saturday March 6 and on the morning of Sunday, March 7. You are welcome to join us. For the sixth year, EPA offers a two-day international program, consisting of 10 sessions from 9:00 am till 4:20 pm on Friday and Saturday. Our Division 52 invited speaker Philip Zimbardo of Stanford speaks on Thursday night. The Division 52 program will be posted at our Division website, <http://www.internationalpsychology.net>, shortly.

There are, of course, many other developments taking shape within the division. If you really want to be “in the know,” please feel free to join us at our board meeting at EPA in Brooklyn, NY, or our sessions and informal dinner out in Cancún, Mexico! With that said, I turn the Division over to the very able Danny Wedding.

Lynn H. Collins, Ph.D.
La Salle University
Philadelphia, PA, USA

LEAVING A LEGACY TO DIVISION 52

A Call for a Charitable Bequest to APA Division 52

If you are interested in making a charitable bequest or other planned gift to the Division of International Psychology, contact Michael Stevens at (309) 438-5700 or at mjstevens@ilstu.edu or Lisa Straus at (202) 336-5843 or at estraus@apa.org.

Grant Rich appointed IPB Editor for 2010-2012

The APA Division of International Psychology is pleased to announce the appointment of Grant J.M. Rich, PhD as the new Editor of the *International Psychology Bulletin* for a three-year term, from March 1, 2010 through December 31, 2012.

Rich has an unusually broad background in many ways. He is a licensed social worker and massage therapist, who received the Bernice Neugarten Award for his doctoral research in developmental psychology at University of Chicago in 2001. He has a decade of experience as a researcher, author, editor, and professor at several institutions from Maine to Alaska, before joining the psychology faculty of the University of Alaska

Southeast in Juneau, AK. His colleagues describe Rich as an ideal editor for IPB—an able, friendly, conscientious, tech-savvy professional with a heart for service, who does well at whatever he undertakes.

Rich is the third Editor of IPB. The founding Editor was Ivan Kos, PhD of New York City (1997-2004) whose dedicated efforts established the *International Psychology*

Reporter (IPR) as a premier newsletter for international psychology. The second editor was Senel Poyrazli, PhD of Penn State-Harrisburg (2005-2010), whose talents brought IPB to new heights—as a re-named and much-expanded on-line resource, which became indexed by APA Psyc-EXTRA, and also developed a peer-review section to publish high-quality original research. Rich hopes to build on Poyrazli's work, as the division also plans to launch its new APA journal in 2011: *International Perspectives in Psychology: Research, Practice, Consultation*.



Outgoing Editor
Senel Poyrazli, Ph.D.
Pennsylvania State
University - Harrisburg



Incoming Editor
Grant J. Rich, Ph.D.
University of Alaska
Southeast - Juneau

The three-person IPB search committee was chaired by Editor Senel Poyrazli, with Associate Editors Harold Takooshian and Richard Velayo. After President Lynn H. Collins reviewed their unanimous recommendation and supporting materials, she offered Rich the position, which he accepted. The committee was impressed by the excellence of all three candidates for Editor, and encouraged the other two to become more involved in division publications.

Rich expects to participate in the division's midwinter meetings in Brooklyn, NY on March 5-7, 2010. He welcomes comments and inquiries by email, optimalex@aol.com.

Division 52 Membership Survey

[Click here to access survey](#)

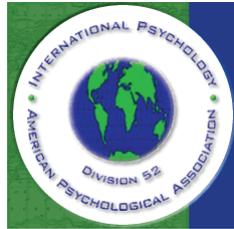
(Web link)

Dear 52 Member:

We have developed a survey to measure your opinions of your membership in Division 52. The purpose of the survey is to determine how we can improve the services that the Division provides to enhance your membership in the division. Please send any comments or questions to Janet2822@aol.com and susan.nolan@shu.edu

We welcome your input.

We appreciate your participation in this survey.



**Division 52
at Western Psychological Association
Cancún, Mexico
Saturday, April 24, 2010**

8:00 – 9:20 Peninsula III, Symposium: **Early Childhood Education Research**. Henry C. Ellis, University of New Mexico, Chair and Discussant. Our panel of research presentations regarding early childhood education research provides showcases a diversity of methods, topics, and international teams. The first presentation, researchers investigated the transferability of both psychometric qualities and the utility of the Response-to-Intervention Model as a pre-kindergarten screen to children in Ecuador. In the second presentation, researchers compared the way that U.S. and Korean teachers used concrete manipulatives to teach fractions to third graders. In our third presentation, researchers evaluate the effectiveness of an after-school Learning Center model for elementary students with limited English proficiency. Our Discussant will summarize themes, contradictions, and limitations across the three research projects and, following the presentations, will moderate a short discussion with those in the audience.

(1) PRE-KINDERGARTEN SCREENER: IMPLEMENTING THE RESPONSE-TO-INTERVENTION MODEL IN EC-UADOR. Arlene Ortiz, Fordham University; Manuela Guimarães, New York City Department of Education; Patricio Romero, Mineola School District; Tara C. Raines, Gwinnett County Public Schools. (2) U.S. AND KOREAN TEACHERS USE CONCRETE MANIPULATIVES TO TEACH FRACTIONS. Kammy K. Kwok, Jae H. Paik, Susan Courey, & April Won, San Francisco State University. (3) EFFECTIVENESS OF LEARNING CENTER ON LIMITED-ENGLISH-PROFICIENT STUDENTS IN 1ST-4TH GRADES. Tomas E. Martinez, Ellen F. Sugar, Elizabeth Ramirez, & Candace Siegmund, Pepperdine University.

9:30 – 10:20 Peninsula III, Paper: **Neurophenomenology: The Mind and the Brain**. Susan Gordon, Southbury Clinic for Traditional Medicines. Lynn H. Collins, past President Division 52/ International Psychology, La Salle University, Chair.



10:30 – 11:20 Peninsula III, Invited Speaker: **Educational Consulting Experiences in Kuwait and the United Arab Emirates**. Henry C. Ellis, University of New Mexico. Division 52/ International Psychology Program Chair and Host: Lynette H. Bikos, Seattle Pacific University.

11:30 – 12:50 Peninsula III, Symposium: **The Globalization of Higher Education**. Maria del Pilar Grazioso, Universidad del Valle de Guatemala, Chair and Discussant. International travel, such as study abroad, is not new to colleges and universities. While the topic has been of interest to researchers for a number of years, researchers are revisiting this topic with more sophisticated questions. Specifically, they are attempting to identify predictors that enhance the sojourn experience as well as delineate the factors that sustain the gains that are made. This symposium assembles four presentations that discuss research and issues related to internationalizing the curricula at the undergraduate and graduate levels. Our Discussant will summarize themes, contradictions, and limitations across the four research projects and, following the presentations, will moderate a short discussion with those in the audience.

(1) PROFESSIONAL DEVELOPMENT OUTCOMES ASSOCIATED WITH INTERNATIONAL INTERNSHIPS. Kari A. Knutson Miller, California State University, Fullerton; Amber M. Gonzalez, University of California Santa Barbara; Monique E. Arteaga, Amy P. Chaikittirattana, & Scott W. Ramirez, California State University, Fullerton. (2) INTERNATIONALIZING THE PSYCHOLOGY CURRICULUM. Rashmi Jaipal, Bloomfield College NJ. (3) GLOBETREKKING: PRELIMINARY RESULTS FROM A LONGITUDINAL, MIXED METHODS INVESTIGATION. Lynette H. Bikos, Julia Kocheleva, Rebekah L. Forman, & Nicole Myr, Seattle Pacific University.

1:00 – 2:20 Peninsula III, Symposium: **Adolescence/Young Adulthood**. Lynn H. Collins, past President Division 52/ International Psychology, La Salle University, Chair and Discussant. Adolescence is a developmental period that is generally recognized in most modern societies. This panel of presentations provides insight into the similarities and differences among samples of Brazilian, Japanese, and Iranian-American adolescents and young adults. Across the three presentations, the researchers used qualitative and quantitative strategies to tease out the complexities and nuances of the experience of adolescence for these participants. Our Discussant will summarize themes, contradictions, and limitations across the three research projects and, following the presentations, will moderate a short discussion with those in the audience.

(1) RITES OF PASSAGE: AGE AND GENDER DIFFERENCES IN A BRAZILIAN SAMPLE. Sherri McCarthy,

Northern Arizona University-Yuma; Luciana Karine de Souza, Universidade Federal de Minas Gerais. (2) JAPANESE EMERGING ADULTS' PERCEPTIONS OF ADULTHOOD: A QUALITATIVE STUDY. Kayoko Furusawa, Izumi Kamioka, & Teru Toyokawa, Pacific Lutheran University; Reiko Kogo, Kinki University. (3) PERCEIVED PARENTING, SELF-ESTEEM, AND GENERAL SELF-EFFICACY OF IRANIAN AMERICAN ADOLESCENTS. Gila Frank, Ronita Saeed, Mark P. Otten, & Scott W. Plunkett, California State University, Northridge.

2:30 – 3:20 Condesa III, Invited Speaker: **Cultural Incidents Present During the Establishment of the Therapeutic Alliance.** Maria del Pilar Grazioso, Universidad del Valle de Guatemala. Division 52/International Psychology Program Chair and Host: Lynette H. Bikos, Seattle Pacific University.

3:30 – 4:20 Peninsula III, Invited Speaker. **International Disaster Psychology Ethics: A Social Justice Model Imbedded in a Family Systems Paradigm.** John Thoburn with Zeba Ahmad, Jake Bentley, & Kendra Jones, Seattle Pacific University. Lynn H. Collins, past President Division 52/International Psychology, La Salle University, Chair.



4:30 – 6:00 Peninsula III, Symposium: **Around the World.** John Thoburn, Ph.D., Seattle Pacific University, Chair and Discussant. Around the world, psychologists are creating multi-disciplinary teams and using clever diverse research techniques to study a variety of phenomena. This symposium showcases some of the best. The first presentation takes us to Belize. Our presenter will review survey data concerning psychological disorders and treatments and discuss practitioner types and access to practitioners. For example, did you know that the 2008 Belize telephone directory lists zero psychologists and zero psychiatrists, but does include massage therapists and pages of physicians? Our second presentation takes us to Thailand, where the presenter will discuss the results of research regarding the ongoing recovery efforts following the devastating Indian Ocean Tsunami. We will also be treated to a peek at the International Tsunami Museum (and examine evidence regarding its effectiveness) which has been open for three years. In our third presentation, researchers provide a comparison of positive psychological dispositions and mental health among college students from the U.S., Japan, Thailand, and Australia. The researchers will discuss how these attitudes (e.g., optimism, zest, gratitude, and grit) serve as protective factors and promote mental health. In our final presentation our presenter will describe how his team used the “lost letter technique” (dropping addressed/stamped envelopes near mailboxes) as used to measure attitudes toward people of Middle-Eastern descent in various cities in the US and Europe. Our Discussant will comment on the methods, results, and find-

ings of these presentations as well as facilitate a short discussion with the audience.

(1) HEALING MODALITIES IN BELIZE. Grant J. Rich, University of Alaska Southeast. (2) NATURAL DISASTERS: MENTAL HEALTH, RESILIENCE, AND EDUCATIONAL INTERVENTIONS. David N. Sattler, Western Washington University. (3) A CROSS-NATIONAL COMPARISON OF POSITIVE PSYCHOLOGICAL DISPOSITIONS AND MENTAL HEALTH. Douglas C. Smith, Southern Oregon University; Michael Furlong, University of California, Santa Barbara; Richard Langford, University of Hawaii, West Oahu; Edward Krishnan, Assumption University; Megan Zurawski, & Gloria Herrera, Southern Oregon University. (4) AN INTERNATIONAL LOST LETTER STUDY: MEASURING ATTITUDES TOWARDS MIDDLE-EASTERNERS. Afshin Gharib, William Phillips, Matthew Davis, Stephanie Lemp, & Janie Kuhlman, Dominican University of California.

For more information, contact the Division 52/International Psychology at WPA/Cancun Program Chair, Lynette H. Bikos, Ph.D., lhbikos@spu.edu



Are You a Psychologist who was a Peace Corps Volunteer?

Merry Bullock at the APA International Directorate and several members of Div. 17 - Society of Counseling Psychology are looking for psychologists who were Peace Corps Volunteers. If you are one, please contact Mary at mbullock@apa.org.



**International Program
EASTERN PSYCHOLOGICAL
ASSOCIATION**

www.easternpsychological.org

4-7 March 2010, **Boardroom**, Brooklyn New York
Marriott Hotel,

For any details: www.internationalpsychology.net, or
Harold at 212-636-6393

**Mid-winter Board Meeting on SATURDAY (noon)
till SUNDAY (noon), March 6-7**

**International supper, 7-9 pm Saturday. RSVP to
Uwe: ugielen@hotmail.com**

FRI, 9 – 10:20 am, **Symposium: Dragon Seed: A photo-
graphic journey through New York Chinatown**

Chair: **Weihua Niu** (Confucius Institute, Dyson College,
Pace University)

Presenter: **Uwe P. Gielen** (St. Francis College) Discussants:
Ting Lei (CUNY), **Jonathan Palumbo** (St Francis College),
Chris LaSalle (St. Francis College)

Migration has now made New York City the home of the
largest Chinese community in the Western Hemisphere, with
500,000 persons of Chinese descent. This slide presentation
combines a visual tour of New York's Chinatown, with social
psychological and demographic data on this community. It
also describes on-going research on the psychosocial adapta-
tions of Chinese youth.

FRI, 10:30 – 11:50 am **Symposium: Ethnic psychology
today**

Chair: **Michael Meir** (Technical Career Institutes)
Counseling and Psychotherapy in Turkey. **Şenel Poyrazlı**
(Penn State University), **Süleyman Doğan** (Ege University-
Turkey), & **Mehmet Eskin** (Adnan Menderes University-
Turkey).

Psychology and Italian-Americans. **Elizabeth G. Messina**
(Lenox Hill Hospital)

Greek psychology. **Artemis Pipinelli** (Lehman College) &
Thomas Mallios (New York City)

Armenian psychology. **Samvel Jeshmaridian** (Borough of
Manhattan Community College) & **Ani Kalayjian**

(www.meaningfulworld.com).

Hispanic psychology. **Rafael Art Javier** (Saint Johns
University).

Feminist attitudes: Does culture make a difference? **Christine
Graham, Delilah Opal Hutson-Ellenberg, Mahfuz F.
Ahmed** (Fordham University)

Discussant: **Rivka Bertisch Meir** (www.DoctorRivka.com),
Ayse Çiftçi (Purdue University)

How has psychology developed differently among
diverse ethnic and nationality groups? This symposium
brings together leading psychologists from diverse back-
grounds to review indigenous or ethnic psychologies today in
the USA and overseas.

FRI, 12 – 1:20 pm, **Psychologists at the United Nations**

Chair: **Ani Kalayjian** (www.meaningfulworld.com)

A brief history of psychology organizations at the United
Nations. **Siroon P. Shahinian** (Great Neck, NY).

Psychology organizations today. **Susan A. Nolan** (Seton
Hall University).

Teaching psychology to United Nations personnel. **Anthony
J. DeLuca** (Rector, Ignatius University) & **Harold
Takooshian** (Fordham University).

Stress reduction among U.N. peace-keepers. **Neal S. Rubin**
(Argosy University- Chicago).

Student internships at the United Nations. **Wismick
Jean-Charles** (International Assoc. of Applied Psychology).

Discussants: **Deanna Chitayat** (Chair, APA team at the
United Nations), **Florence L. Denmark** (Pace University),
Sherry Dingman (Marist College), **Janet A. Sigal** (Fairleigh
Dickinson), **Cidna Valentin** (CUNY Graduate Center)

How have psychologists become increasingly involved
in United Nations activities in recent years? This symposium
describes past activities, current roles, and future opportuni-
ties.

FRI, 1:30 – 2:50 pm, **International psychology: A
fascinating history**

Chair: **Lynn H. Collins** (LaSalle University)

Paris 1889, Yale 1929: Comments on the First and Ninth
International Congress of Psychology. **John D. Hogan, PhD**
(St. John's University)

New York in 1912: Carl Jung's lectures. **Sylvester
Wojkowski** (Jungian Psychoanalytic Association)

Margaret Mead in New York City. **Mark E. Mattson &
Robert W. Rieber** (Fordham University)

The International Council of Psychologists, past and future.
Ann M. O'Roark (President, International Council of Psy-
chologists)

Psychologists at the United Nations: The early years. **Edwin
P. Hollander** (Baruch College & CUNY Graduate Center).

Discussant: **Neal S. Rubin** (Argosy University- Chicago)

Though it was only in 1997 that the American Psycho-
logical Association welcomed International Psychology as its

Division 52 News and Updates

Division 52, international psychology can trace a very colorful history, starting with the odd meeting that was the first International Congress at the new Eiffel Tower in 1889.

FRI, 3 – 4:20 pm, **International Psychology poster session** (in the Exhibit Hall, posters 1-7, plus others)

FRI, 3 – 4:20 pm, Workshop: Becoming More Involved in International Psychology: Why and How?

Chair: **Harold Takooshian** (Fordham University)

How can students and professionals become more involved in international psychology? In this unusual three-part workshop: (1) Takooshian begins with a handout and brief message on the question, Why become more involved in global psychology? (2) Then in a series of 12 three-minute “flash presentations,” 12 speakers each offer a helpful fact-sheet accompanied by a brief message on their specific avenue to become more involved. (3) This is followed by 30 minutes of moderated discussion of the topic. These practical factsheets are intended to advise on specific topics for diverse groups: students (such as overseas internships, cross-national research), faculty (teaching overseas, cross-national testing), practitioners (consulting overseas), researchers (publishing cross-cultural articles and books), and others (joining international groups, working with the U.N.).

SAT, 9 – 10:20 am, **Symposium: Internationalizing the Curriculum in Psychology**

Chair: **Richard S. Velayo** (Pace University)

Implications of Web 2.0 technologies on the internationalization of teaching, research, and practice of psychology. **Richard S. Velayo, Mercedes McCormick, Sara Pollack, Smith Kidkarndee** (Pace University)

Students' views on internationalizing the curriculum. **Jennifer M. Lancaster** (Saint Francis College).

The contribution of economic and political freedom to disciplinary vitality. **Michael J. Stevens** (Illinois State University & The Lucian Blaga University, Romania).

Internationalizing the Psychology of Women curriculum.

Florence L. Denmark & Maria Klara (Pace University).

Discussants: **Joan C. Chrisler** (Connecticut College), **Jason R. Young** (Hunter College), **Gloria G. Grenwald** (Webster University), **Kate A. Richmond** (Muhlenberg College).

What can teachers and others do increase the internationalization of the field of psychology? This symposium brings together several experienced teachers and researchers to discuss the importance of technology, the political context, student involvement, and other important factors.

SAT, 10:30 – 11:50 am, **Symposium: Publishing cross-cultural and international work: Why and how?**

Chair: **Danny Wedding** (Missouri Institute of Mental Health).

Books. **Uwe P. Gielen** (Saint Francis College), & **Robert Dimpleby** (Hogrefe & Huber Publishers).

Book Reviews. **Danny Wedding** (Editor, APA PsycCritiques).

Bulletins. **Senel Poyrazli** (Penn State University), & **Grant J. Rich** (University of Alaska Southeast).

Journals. **Lynn H. Collins** (LaSalle University).

Students. **Jennifer Doran** (New School for Social Research), & **Jason R. Young** (Hunter College).

Discussants: **Parviz Morewedge** (Global Scholarly Publications), **Uwe P. Gielen** (Saint Francis College)

As international psychology continues to expand, how can individuals publish their work in cross-cultural and international psychology? This symposium assembles several experienced editors to review the growing number of options open to researchers, teachers, practitioners, and students of psychology.

SAT, 12 – 1:20 pm, **Paper session: Cross-cultural psychology: Research and applications**

Chair: **Renée Goodstein** (Saint Francis College)

A comparison of the teachings of Buddhism and clinical psychology. **Marvin Levine** (Stony Brook University)

Anxiety, appraisal, and coping: A cross-cultural comparison of American and Nigerian undergraduates. **Comfort B.**

Asanbe (College of Staten Island/CUNY), **Sarah Iyabode**

Aiyedogbon (Kogi State Polytechnic, Nigeria), **Krista Supino** (College of Staten Island CUNY)

Child trafficking and commercial sexual exploitation: Promising prevention and reintegration programs. **Yvonne Rafferty,**

Ilsa Naukam (Pace University)

Seeking continuity beyond discontinuities: Sense of coherence and psychological well-being in refugees. **Padmini**

Banerjee (Delaware State University)

A mother's progressive voice: How Ann Dunham shaped Barack Obama's values and world-view. **Dinesh Sharma** (St. Francis College)

SAT, 1:30 – 2:50 pm, **Symposium: Applied Photo-Psychology**

Chair: **Joel Morgovsky** (Brookdale Community College)

Presenters: **Joel Morgovsky** (Brookdale Community College), **Iris E. Fodor** (New York University), **Rod Golden** (Santa Clara University) [This is in tandem with the D52 international photo exhibit at nearby St. Francis College]

SAT, 3 – 4:20 pm, **Symposium: Increasing life-saving human organ donations: A global challenge for psychology**

Chair: **Samvel S. Jeshmaridian** (Borough of Manhattan Community College)

How much is life-saving organ donation a global human rights issue? **Heather M. Wynne, Nolia Hill, Isolene**

Roberts, Iveta N. Stephanopoulos, Nicole R. Tomlinson, Carolyn Volpe (Fordham University)

Can a DVD reduce misconceptions of potential organ donors? **Peggy Ann Barnett & Christine Hoskins** (Fordham),

Katherine Stavrianopoulos (John Jay), **Samvel**

Jeshmaridian (Borough of Manhattan Community College) Social behavior and peer-to-peer campaigns on college campuses. **Bobbie Watkins** (New York Organ Donor Network) The experience of receiving a life-saving organ. **Ted Lawson & Glenda Daggert** (New York Organ Donor Network)

Since 1988, human organ transplantation has saved tens of thousands of lives worldwide. How can we best remedy the increasing global shortage of life-saving human organs? This panel brings together several experts of diverse backgrounds to focus on the question, “What new methods are behavioral scientists developing, to increase the supply of life-saving human organs?”



Psychology International can be accessed at: <http://www.apa.org/international/pi>

Investigating International Immersion Learning in Doctoral Psychology Training Programs

If you are a faculty member or doctoral student who has interest, experiences, or special knowledge of *international immersion learning* in doctoral programs in Counseling and Clinical Psychology programs, you are invited take part in a qualitative research study investigating this phenomenon. Specifically, we are interested in learning (a) how programs integrate international immersion learning experiences, (b) what faculty and students anticipate as intended outcomes of such experiences, (c) what successes and obstacles are being faced (and tackled), and (d) what are future possibilities for this element of globalization.

Your participation would involve a 50 minute (or so) telephone or internet-based interview about the phenomenon. To learn more about participation, please contact Lynette H. Bikos, Associate Professor of Clinical Psychology, Seattle Pacific University, lhbikos@spu.edu, 206.281.2017.

The project has been approved by SPU’s Institutional Review Board (IRB #091002014; valid through 1/10/2011).



Measuring Intercultural Attitudes of Undergraduates Who Study Abroad: Scale Development and Validity

Julia Shaftel and Timothy L. Shaftel
University of Kansas

The Intercultural Student Attitude Survey was created to assess changes in the attitudes and future plans of undergraduate college students who study internationally. The scale measures 6 constructs: cross-cultural open-mindedness, ability to manage stress, adventurousness, self-confidence, and disposition toward an international career and foreign language study. Existing scales do not cover these areas and do not focus on topics and settings pertinent to undergraduate students. Concurrent validity of the ISAS was assessed with the Cross-Cultural Adaptability Inventory (CCAI, Kelley & Meyers, 1995) and the Six Factor Personality Questionnaire (SFPQ, Jackson, Paunonen, & Tremblay, 2000). Subjects were American undergraduates surveyed while studying abroad in Italy and control students at three universities in the US. Results supported hypotheses about correlations in open-mindedness, flexibility, self-confidence, and managing stress across scales. Future applications include assessment of students' attitudes toward international education and cross-cultural environments as well as college study abroad outcomes.

Included within intercultural competence are the ability to behave and communicate effectively and appropriately in another culture; adaptability to new and different environments; cognitive flexibility; and openness, respect, and curiosity for cultural differences (Deardorff, 2006). These skills and attributes are similar to those defined as cultural intelligence or CQ, which encompasses cognitive, metacognitive, motivational, and behavioral aspects that enable one to adapt to a new culture (Ward, Fischer, Lam, & Hall, 2009). Cognitive CQ refers to specific cultural knowledge; metacognitive CQ is cultural awareness and thoughtfulness during cross-cultural interactions; motivational CQ encompasses the desire to learn about and function effectively in intercultural situations; and behavioral CQ refers to flexibility within the repertoire of actions available to an individual.

Several scales have been developed to assess intercultural competence, such as the Intercultural Sensitivity Scale (Chen & Starosta, 2000), focusing on confidence and openness in cross-cultural communication, and the Intercultural Development Inventory, measuring progress on dimensions of Bennett's Developmental Model of Intercultural Sensitivity (Hammer, Bennett, & Wiseman, 2003). The Cross-Cultural Adaptability Inventory (CCAI, Kelley & Meyers, 1995) is used in industry to assess cross-cultural training needs as well as in research on outcomes of study abroad and international sojourns.

Based on anecdotal evidence from returning students, the attitudes that seem to be affected by study abroad include open-mindedness, adventurousness, self-confidence, and resilience, along with heightened interest in learning a foreign language and choosing an international career. The Intercultural Student Attitude Survey (ISAS) was devised to assess these changes. No other instrument reflects the student context or outcomes of international education or is intended to

measure the effects of study abroad rather than other types of international experience. Because the ISAS focuses on attitudes rather than specific cultural knowledge or skills, it reflects primarily the motivational aspect of cultural intelligence. While some of the content of the ISAS is similar to the Intercultural Sensitivity Scale, the changes that are observed as a result of international study extend beyond intercultural communication. We wanted to assess interest in foreign language study and future international careers, both of which are relevant for undergraduate students. Of the other attributes or characteristics related to attitude change with international educational experience that we wanted to measure, open-mindedness and resilience are included on the CCAI. The CCAI assesses four factors: Flexibility-Openness, Emotional Resilience, Perceptual Acuity, and Personal Autonomy. Intercultural competence is likely to be correlated with personality factors, as Brackett et al. (2006) found for self-report measures of emotional intelligence. Therefore, a personality measure, the Six Factor Personality Questionnaire (SFPQ, Jackson, Paunonen, & Tremblay, 2000) was used to assess personality characteristics that might differentially affect response to study abroad experience or mediate outcomes. The SFPQ measures three personality factors that we were interested in, Openness to Experience, Extraversion, and Independence, which is the SFPQ interpretation of the Big Five factor of Emotional Stability. The other Big Five personality factors of Conscientiousness and Agreeableness are also assessed by the SFPQ, with Conscientiousness subdivided into two component parts.

ISAS items were initially written by the authors and faculty at the campus in Italy and field tested with study abroad students during the summer of 2003. The most promising items were assembled into a 50-item scale on which data were collected from fall 2003 through summer 2004,

with the expectation that not all of the items would prove valuable and the scale would ultimately be revised and shortened. Of the 568 students in this dataset, 301 were surveyed in Italy and 267 in the US. Though the reliability (alpha coefficient) for the 50-item scale was .91, item analyses resulted in the deletion of items with low point-biserial correlations, or those that did not correlate well with total scores. Exploratory factor analysis using maximum likelihood estimation and direct oblimin rotation resulted in twelve factors with eigenvalues greater than 1 accounting for 58% of scale variance. Items that did not load on any factor or loaded only weakly on their intended factors were removed. For example, three items involving eating unfamiliar food formed a factor that was not central to the purpose of the scale. Questions about starting one's own company did not enrich any of the desired factors and were deleted. The result was a 35-item scale measuring six desired constructs of open-mindedness or cultural curiosity, adventurousness or risk-taking, resilience or ability to manage stress, self-confidence, and interest in foreign language study and international careers. Items were written in both positive and negative directions and included both cognitive (value) and affective (enjoyment) aspects of these topics.

This version of the ISAS was used over eight semester and summer terms, from fall 2007 through fall 2009, with 1105 controls (40% female) and 578 students studying in Italy (61% female). Factor loadings may change from dataset to dataset, particularly for cross-loading items when factors are correlated, as are the ISAS factors. Therefore, exploratory factor analysis with maximum likelihood and direct oblimin rotation was used with the large recent dataset to identify the factor structure for further analyses. Six factors were specified, accounting for 56% of the total variance. This factor structure was used for the current analysis of a subset of these data that included students who had also completed the CCAI and SFPQ. The six factors were named New Experiences (for adventurousness and risk-taking), International Careers, Open-Mindedness, Stress Management (for resilience in dealing with difficult situations), Self-Confidence, and Foreign Language.

A crucial step in evaluating the validity of any scale is to demonstrate that it measures the intended constructs. Therefore, during spring 2008 and spring and summer 2009, data were collected with the CCAI and SFPQ along with the ISAS in order to evaluate the concurrent validity of the ISAS. Our hypotheses were that the ISAS factors would correlate meaningfully with their intended counterparts on the CCAI and the SFPQ:

1. ISAS Open-Mindedness will correlate with CCAI Flexibility-Openness and SFPQ Openness to Experience.
2. ISAS Stress Management will correlate with CCAI Emotional Resilience.
3. ISAS New Experiences will correlate with SFPQ Independence.
4. ISAS Self-Confidence will correlate with SFPQ Extraversion.

5. ISAS International Careers and Foreign Language will not correlate with CCAI or SFPQ factors because these topics are not included on either scale.

Method

The dataset consisted of 396 undergraduates surveyed in the US and at a study abroad program in Italy during the spring of 2008 and the spring and summer of 2009. The program features business, journalism, and communications studies courses in English and is sponsored by a consortium of 30 American universities. Participants were students from these universities attending either a four-month semester ($n = 128$) or a one-month summer session ($n = 66$). Subjects in Italy were surveyed both at the beginning and end of their terms, though only pretest data were used for this validity study. Subjects studying in the US attended three consortium universities in the South and Midwest and were surveyed once during a semester term ($n = 161$) or a summer session ($n = 41$). Of students surveyed in Italy, 61% were female while 48% of students surveyed in the US were female. Thirty-four percent of control students and 37% of study abroad students indicated that they were considering a career involving international travel. Sixty-eight percent of control students and 74% of study abroad students responded that they had previously traveled internationally for one week or more. Students were not asked to report on previous study abroad experiences, and our hypothesis is that the majority of students had not studied abroad prior to this experience due to the fact that most were college sophomores and juniors. Preliminary studies had shown that the length of time abroad or the number of prior trips were not strongly related to attitude differences whereas the contrast was marked between students who had traveled internationally for even one week versus those who had not.

The ISAS factors showed significant intercorrelations, ranging from .18 for Foreign Language and Self-Confidence to .37 for Foreign Language and Open-Mindedness. The CCAI has also been shown to have high factor intercorrelations (Davis & Finney, 2006). In a preliminary test of bivariate (Pearson) correlations, all factors of the CCAI and the ISAS showed significant positive correlations. The SFPQ factors of Extraversion and Openness to Experience showed significant positive correlations with all ISAS factors, Independence and Conscientiousness had no correlations with ISAS factors, and Agreeableness was correlated only with Open-Mindedness. Therefore, in order to isolate tests of the desired correlations, partial correlations were computed for each factor of the ISAS with each factor of the CCAI and SFPQ in turn. In this manner the influence of the other factors in each scale and any potential suppression effects would be eliminated. Fifty-four partial correlations were computed, 24 for the 6 ISAS factors with the 4 CCAI factors and 30 for the 6 ISAS factors with the 5 SFPQ factors. Because multiple correlations were computed with the same dataset, Type I error was controlled with the Bonferroni method, which had the effect of restricting significance to p values of less than .001. The number of students whose complete data al-

lowed partial correlations to be computed ranged from 338 to 387 for each pair of factors.

Results

Reliability (alpha coefficient) for the ISAS was .92. The results partially confirmed our hypotheses about factor correlations across scales. There were 11 significant partial correlations (pr) ranging in strength from $pr = .21$ to $pr = .52$ with five correlations of strength greater than $pr = .30$. These correlations are shown in Table 1.

Supporting Hypothesis 1, Open-Mindedness was correlated with CCAI Flexibility-Openness ($pr = .42$) and SFPQ Openness to Experience ($pr = .25$). Hypothesis 2 was confirmed with the correlation of Stress Management with CCAI Emotional Resilience ($pr = .42$), and Hypothesis 4 with the correlation of Self-Confidence with SFPQ Extraversion ($pr = .52$). Self-Confidence was also correlated with CCAI Emotional Resilience ($pr = .32$), and International Careers was correlated with SFPQ Openness to Experience ($pr = .43$), neither of which were hypothesized. Additional unanticipated significant correlations included Stress Management with SFPQ Extraversion ($pr = .21$), and Open-Mindedness with CCAI Perceptual Acuity ($pr = .29$) and SFPQ Agreeableness ($pr = .23$).

Hypothesis 3 was not supported as there was actually a small negative relation between New Experiences and SFPQ Independence that did not quite reach significance. Independence is the SFPQ interpretation of the Big Five Personality Factor of Emotional Stability and reflects independence from and even disregard for the opinions of others. This construct is not consistent with the idea of New Experiences, which assesses taking advantage of opportunities and a desire for new experiences. However, SFPQ Independence was signifi-

cantly related to Stress Management ($pr = .23$), which suggests that these two scales share concepts related to self-reliance in the face of difficulty. Finally, there was a negative correlation between Open-Mindedness and CCAI Emotional Resilience ($pr = -.22$). To investigate this correlation, we ran a linear regression of the four CCAI factors entered as a block with Open-Mindedness as the dependent variable. Only Flexibility-Openness ($\beta = .49$) and Perceptual Acuity ($\beta = .37$) showed significant effects; Emotional Resilience was not a significant predictor of Open-Mindedness. This alternate evaluation of the relation suggests that it is spurious.

Conclusions

The purpose of this study was to investigate the concurrent validity of a measure of student intercultural attitudes with validated instruments. Four correlations with large effect size according to Cohen (1992) were found: Stress Management with CCAI Emotional Resilience, Open-Mindedness with CCAI Flexibility-Openness, International Careers with the personality factor of Openness to Experience, and Self-Confidence with the personality attribute of Extraversion. Moderate effects included the anticipated relation of Self-Confidence with CCAI Emotional Resilience. These results demonstrate that these characteristics are measured by the ISAS and that attitudes about international educational experiences are clearly related to Big Five personality characteristics. Open-Mindedness was also moderately related to CCAI Perceptual Acuity and to the personality factors of Openness to Experience and Agreeableness. That Open-Mindedness showed significant partial correlations with two subscales on each of the CCAI and SFPQ is reassuring as this is perhaps the central characteristic of students who choose to go abroad for an educational experience and one of the most

Measuring Intercultural Attitudes

	ISAS Factors					
	Open-Mindedness	Stress Management	Self-Confidence	New Experiences	International Careers	Foreign Language
CCAI Factors						
Flexibility-Openness	.42**	-.01	-.04	-.04	.12	-.07
Emotional Resilience	-.22*	.42**	.32**	.11	.11	.08
Perceptual Acuity	.29**	-.06	-.09	.01	-.05	.05
Personal Autonomy	-.02	-.02	-.03	.13	-.18	.07
SFPQ Factors						
Openness to Experience	.25**	.00	.08	-.02	.43**	.04
Extraversion	-.05	.21*	.52**	.12	.11	-.08
Independence	-.09	.23*	.07	-.18	.17	.01
Agreeableness	.23*	.09	-.09	-.05	.05	-.09
Conscientiousness	.05	.07	-.13	-.03	-.10	.11

* $p < .005$ after Bonferroni control of Type 1 error

** $p < .001$ after Bonferroni control of Type 1 error

Table 1: Significant partial correlations between ISAS factors and CCAI and SFPQ factors

desired outcomes.

One of the most interesting findings for study abroad programs is their attractiveness to women. The majority of study abroad participants on the Italy campus are women, as is evidenced by the makeup of the current dataset. Goldstein and Kim (2006) found that women had significantly lower levels of ethnocentrism or prejudice and greater foreign language interest than men and that both of those characteristics were predictive of studying abroad, leading to a higher proportion of women participating in study abroad experiences. This helps explain why women find study abroad attractive, and it also reveals that men who study abroad are less ethnocentric than those who stay home. The ISAS Open-Mindedness scale is intended to capture attitudes similar to ethnorelativism that are also denoted by the Big Five personality factor of Openness to Experience and Flexibility-Openness on the CCAI.

No factor on the CCAI or SFPQ was related to New Experiences, which was intended to measure adventurousness and a certain degree of risk taking, and which is not assessed by any other scale known to us. Based on our interactions with students who study abroad, we believe that adventurousness is a characteristic of many of the undergraduates who are willing to test themselves in an unfamiliar environment. Foreign language study, which was also unrelated to either the CCAI or the SFPQ, is an important dimension for college and university study abroad programs. Interest in learning a foreign language is higher in students who plan to study internationally (Goldstein & Kim, 2006) and foreign language proficiency is an outcome of study abroad (Parsons, 2009). We are interested in measuring both the value of foreign language competence and the desire to learn a foreign language in students who choose to study abroad.

Our current research includes investigation of the sensitivity of the ISAS to study abroad experiences using pre- and post-tests with both control and travel groups. Our prior research with the CCAI and SFPQ has shown changes in attitudes as a result of studying internationally. If the ISAS proves to be sensitive to change in students' attitudes about cultural differences or future international careers, it may be a useful tool for demonstrating the value of investment in student participation in study abroad programs. The ISAS may also be helpful for assessing the preparatory needs of students who plan to study abroad in order to offer appropriate pre-travel training, for program selection, and for support throughout the experience.

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The ISAS is available from the authors upon request.

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Violence Against Women: Recognizing the Problem and Offering Solutions

Kristof, N. D., & WuDunn, S. (2009). Half the sky: Turning oppression into opportunity for women worldwide. New York, NY: Knopf. ISBN-10:0307267148. ISBN-13: 978-0307267146; Price: \$15.00

Reviewed by Florence L. Denmark, Ph.D.
 Pace University, New York, U.S.A.

Half the Sky, written by Nicholas D. Kristof and Sheryl WuDunn, is a critical and comprehensive analysis of the lives of women across the globe, their oppression and their stories of opportunity. It is a superbly written, accessible, and informative piece of work. Unlike many books which attempt to address this massive and somewhat overwhelming topic, Mr. Kristof and Ms. WuDunn approach it from a personal, authoritative, and knowledgeable position, garnered from years of reporting throughout the world. It is evident that this book is the product of not only what they witnessed while on past assignments for the *New York Times*, but also is a product of something more personal. As a reader, you believe that they care, that they want better for the world's women, and that they have a personal stake into ensuring that others see what they have seen.

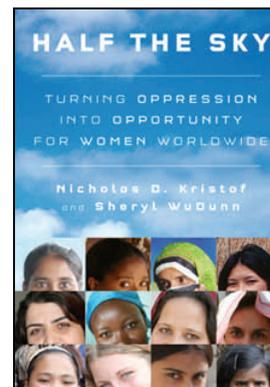
In reading *Half the Sky*, I am reminded how this is not the case in the majority of the world. Not only is this not the case in terms of equality, but, rather, women are oppressed, beaten and abused. The book systematically tackles issues such as: sex trafficking and sex slaves, prostitution, mass rape, honor killings, fatality in childbirth, misogyny in religion, and the lack of health care and education for women. What is evident is that the lives of women across the globe are starkly different than the experiences of many of us. Instead of looking away, this book steers us towards the problem, shines a light on it and asks "What can we do?"

All of the cases and stories are presented in an informative and yet culturally sensitive manner. To do this, the authors pair personal stories with each problem that is presented. The readers meet Long Pross who was 13 years old when she was taken and sold to a brothel in Cambodia where the owner punished her and gouged out her eye with a metal rod. They meet Woineshet, an Ethiopian girl, who was kidnapped and raped by a man and three others for days. The man subsequently wanted to marry her, and it is common for a woman to be forced to marry a man who raped her, since by

Ethiopian law, he cannot be prosecuted for violating a woman he later married. Readers also meet Mahabouba, a woman who did not have access to any medical care during birth. The baby died in childbirth and she suffered a fistula and crawled for a day to a missionary where she was brought to the Addis Ababa Fistula Hospital in Ethiopia, one of the only hospitals of its kind.

What is critical is that the stories are presented in an honest manner. This is how women are living today and this honesty is invaluable. What is also important is the manner in which the authors link women's issues to world issues. For instance, women who are encouraged to enter the workforce in developing countries will undoubtedly foster stronger economic gains for those countries. Women who have access to education, stay in school longer, can provide and contribute more for their families, become a more prominent figure in the family, are economically stronger, and have fewer children. Therefore, by educating women, issues such as population, poverty and abuse of women begin to be improved. The message is clear: women's issues should be addressed not only based on it being a humanitarian cause, but only because it makes sense for the countries due to the host of benefits it can cause. In other words, helping women not only is a good, moral move, but a smart one as well. There are many ways that are outlined in the book which helps readers determine how they can help. Organizations are mentioned throughout the volume and the Appendix lists groups that specialize in supporting women.

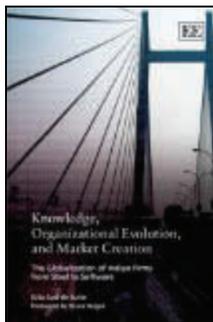
The stories presented, although realistic and sometimes painful to read, are ones chosen because they also inspire hope. Many women written about in this book find a way, despite the most abhorrent conditions, to improve their lives through their own determination or by the help of someone else. Therefore, the book inspires more than anything else. These simple human stories of women striving for something better makes reading the book a personal experience. The reader imagines, "What if this was me? Or, what if this was my sister, my aunt, my girlfriend, my mother?" It unifies the female experience and destroys an insulated, Western world view in which many of us live day to day. This volume is truly a remarkable read, and one which I would recommend to anyone who wants to improve the world today for us all.



***Situated Cognition in Tech-Transfer:
The Globalization of Indian Firms***

Surie, Gita (2008). *Knowledge, Organizational Evolution and Market Creation: The Globalization of Indian Firms from Steel to Software*. Northampton, MA: Edward Elgar Publishing. ISBN-10: 1847204562. ISBN-13: 978-1847204561; Price: \$115.00

Reviewed by Dinesh Sharma
The Institute for International and Cross-Cultural Psychology, St. Francis College



A collection of books has recently been published celebrating India's economy on the global stage. None of the books, however, attempts to describe the behavioral, organizational and developmental process involved in transforming the world's second largest population into the workforce for the information and biotech age. Gita Surie, a senior fellow at the Wharton School and Assistant Professor at the Adelphi University School of Business, makes a bold attempt to fill this knowledge gap.

Her book, titled *Knowledge, Organizational Evolution, and Market Creation*, based on a decade long research project conducted coincidentally in parallel with the recent wave of globalization to engulf the South Asian subcontinent, traces the evolution and internalization of Indian firms.

The book presents an integrative framework for understanding organizational change in emerging economies. The central claim of the book is that the international expansion of Indian firms follows an evolutionary process building on the acquisition of new-found capabilities. Knowledge creation is central to building new capabilities, which are acquired and accelerated through cross-border replication of knowledge.

In Stage 1, the capabilities are scarce in the domestic environment, where modernization consists of investments in industrial technology, skilled labor, and an overall shift from agriculture to technology and infrastructure. Given the domestic economy may lack both the knowledge and the capital investment the early emphasis on growing business must be on knowledge transfer from exogenous sources. Stage 2 consists of diffusion of knowledge and capabilities followed by a large scale adoption of the new learning within the institutional framework. Stage 3 is marked by the cross-border innovation, where local firms participate in knowledge creation and compete in the global economy.

The book attempts to link the microeconomic change with the macroeconomic forces, using Lave and Wenger's cognitive theory of "situated cognition". In a unique melding of concrete with the abstract, the concept of technology trans-

fer is contextualized within the psychological concepts of praxis and apprenticeship, something psychologists might find interesting. This is undoubtedly one way to understand organizational change. What the apprenticeship model may underestimate, however, is the emotional and cultural transition involved in the complex process of technology transfer in transforming a society such as India from "a knowledge borrower" to "a knowledge creator."

The sociocultural change driven by the influx of "new money" and technological innovation has undoubtedly created new communities of learners and experts. The new symbolic experts work on shared tasks across national borders, who are directly or indirectly employed by international firms. In satellite offices including "human body shops" that dot the globe, teams of developers and managers run the back offices that are the backbone of international business and global markets. In this new business environment, "the sun never sets" on the business lifecycle. The rotating shifts logging-in at different local times are coordinated with a centralized global research and operations team. There truly is no downtime in the 24/7 global economy. Surie's book analyzes India's entry into the global economy from the vantage point of the traditional Indian manufacturing firms as well as software and biotechnology firms.

The globalization of the steel industry exemplifies the process of knowledge transfer at the outset of the modernization of India. Founded almost one hundred years ago in pre-independence India, the steel industry relied heavily on European technology for mining its natural wealth. However, as we fast-forward to the 1980's, the major steel manufacturer decided to invest in upgrading its blast furnace equipment and increase its capacity to stay competitive and acquired new equipment from Germany. In November 1992, eight months behind schedule the steel manufacturer produced almost 3,000 tons of steel, which matched the sophistication and production of the best furnaces in the world. Today, the Indian steel manufacturer has acquired several multinational steel manufacturers and ranks 5th in the world in steel production.

In the mid-1980's Bangalore was not even on the global map. However, a handful of software companies were founded by IIT and computer science graduates thrilled by the possibility that computers could revolutionize the world. Supported by technological developments that promised "to flatten the world", these companies quickly gained recognition with the Fortune 500 companies while some of them went on to list on the New York Stock Exchange. Leapfrogging the pitfalls and growing pains of the traditional manufacturing sector, the IT companies entered the global marketplace by providing what the author calls the "knowledge assembly line." The precondition for the success of the Indian software industry may have existed in the Indian subpopulation given the educational system is thoroughly westernized and English is the language of commerce. The emphasis of Surie's book, however, is on the business processes and mechanisms and less on the cultural, linguistic and human capital reserves that have fueled the rise of the software in-

dustry.

In summary, this book is important for its contribution to the literature on the rise of Indian business and economy. The book has a wide reaching theoretical scope and makes significant linkages with cognitive, behavioral and cultural theories. The internationalization of Indian firms is rapidly changing Indian society and culture. Hence, there is a growing need for systematic organizational research that examines Indian business practices from an integrative perspective. Travel and journalistic books chronicling the rise of India as “the elephant economy” lumbering to stay on a growth trajectory compared to the East Asian tigers and the Chinese dragon are interesting to read. However, these travel books only skim the surface of the changes that are sweeping Indian business. Therefore, Surie’s research on Indian firms presents a rare glimpse of the organizational and economic forces that are globalizing Indian industry from steel to software.

History of Psychology on a Global Scale

Adrian C. Brock (2009). Internationalizing the history of psychology. New York: New York University Press, 2009. 260 pages. ISBN: 13-978-0-8147-9136-3.

Reviewed by Samvel Jeshmaridian
City University of New York

New York University Press has published a highly readable new book on international psychology. The book contains 11 chapters developed by 13 authors, including Adrian C. Brock, the editor. An international group of authors discusses various ways of making Western psychological thought more understandable to members of all cultures as well as helping the reader to gain a better understanding of the psychologies of other cultural “worlds.” By this volume, the understanding of today’s psychology and its historical evolution has been made intellectually deeper, scientifically broader, and culturally more comprehensive.

The authors trace the development of psychological thought as if flying at various heights above the beautiful yet far from unitary landscape of psychological thought. Like space-pilots, they guide the reader toward a better comprehension of what various psychologies are accomplishing in this world. They describe psychology as inhabiting a multi-hued space created by psycho-historical patterns and socio-psychological perspectives. These, in turn, are engraved in human history and more specifically, in the history of the



scientific study of human emotions, perceptions, memory, and behavior.

In his brief yet broadly conceived “Introduction,” Adrian C. Brock outlines the structure of the volume and its methodology.

Johann Louw, in his essay, “Constructing Subjectivity in Unexpected Places,” discusses “the history of the present” (Michel Foucault, 1975), in the sense of tracing principles at “the periphery” of psychological thought and making them meaningful for those psychologists whose perceptions and understanding remain at the center of psychological thought.

Cecilia Taiana is the author of the next chapter, “Transatlantic Migration of the Disciplines of the Mind: Examination of the Reception of Wundt’s and Freud’s Theories in Argentina.” Using as an example the reception and prevailing usage of Wundt’s and Freud’s theories and methods in Argentina, Cecilia Taiana discusses the more general fate of scientific theories that have migrated from one continent (Europe) to another (South America). She also describes how the ideas of the French psychologists Theodule Ribot and Pierre Janet have been altered in the course of their trans-Atlantic journey.

In his contribution entitled “From Tradition through Colonialism to Globalization,” Anand C. Paranjpe presents a brief history of Indian psychological thought from ancient times to the modern globalization period. He describes various approaches to the understanding of human beings and human nature in Indian philosophy and psychology and compares them to the European psychological principles that were first developed in the Greco-Roman period but continue to serve as the foundations of modern scientific psychology.

Aydan Gulerce is the author of a chapter entitled “History of Psychology in Turkey as a Sign of Diverse Modernization and Global Psychologization.” Given that Turkey has no indigenous traditions in philosophical or psychological thought, the author skillfully describes the evolution of Turkish social thought as a modernization process and a consequence of the globalization tendencies prevailing in contemporary scientific psychology in Turkey.

In his essay entitled, “Origins of Scientific Psychology in China, 1899-1949,” Geoffrey Blowers discusses a few key concepts of Chinese psychology and how they are perceived by various 20th-century Chinese psychologists. He then compares them to the (more or less) equivalent terms in the English language that have been developed by Western psychologists.

In his chapter on “Behavior Analysis in an International Context,” Rubén Ardila describes the principles and methodologies psychologists use in different countries and “worlds” such as Europe, Latin America, the socialist world, Japan, Africa, India, Australia, and New Zealand.

John D. Hogan and Thomas P. Vaccaro are the authors of a chapter discussing the “Internationalizing the History of U.S. Developmental Psychology.” In a clear and scientifically structured way, they outline how developmental psychologies in various countries (e.g., U.S.A., France, Switzerland, Ger-

many, and Russia) have mutually influenced each other over the years.

Adrian Brock, in his essay entitled, "Psychology and Liberal Democracy," traces the sources of ideological affinities and their internal linkages to psychology in the context of a variety of social structures and political systems.

In their discussion of, "Double Reification: The Process of Universalizing Psychology in the Three Worlds," Fathali M. Moghaddam and Naomi Lee state that U.S. psychological thought has been and remains dominant all over the world. In this context, they present rich historical data demonstrating that U.S. psychology has been the driving force in the global spread of psychology.

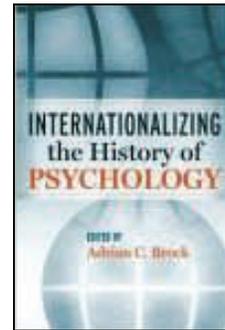
In her chapter, "Psychology in Eurocentric Order of the Social Sciences: Colonial Constitution, Cultural Imperialist Expansion, Postcolonial Critique," Irmingart Staeuble discusses the organization of psychological science in various settings and historical situations, while attempting to trace causal linkages.

Kurt Danziger is the author of "Universalism and Indigenization in the History of Modern Psychology." His chapter traces the problems of coherence and intellectualization in the history of contemporary psychological thought.

Finally, editor Adrian Brock has contributed a postscript that summarizes a few typical social psychological questions that can be asked about the linkage of culture and modernity,

such as, Interdisciplinarity, globalization, and the psychologization of socio-cultural perception and thinking.

In summary it can be stated that the editor as well as all the authors have done an excellent job tracing the dialectics of contemporary psychology all over the world. Moreover, all the chapters contain one important positive ingredient: whether their focus is more universal or more culture-specific in nature, they are "dipped" in culture.



The January 2010 issue of

Interpersonal Acceptance

(Newsletter of the International Society for Interpersonal Acceptance and Rejection) is now available for viewing at <http://www.isipar.org/Newsletter.html>

It contains: Information about the nominees for the forthcoming ISIPAR elections; an article by Charles H. Heller, entitled "Applications of Parental Acceptance-Rejection Theory and Evidence to Forensic Psychology"; information about the 3rd International Congress on Interpersonal Acceptance and Rejection to be held in Padua Italy in July, 2010, including possible funding sources; and details about the University of Connecticut Rohner Center Awards for Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection. Please share the newsletter with anyone you know who might like to know about it or about the Society.

You can read all prior issues of *Interpersonal Acceptance* by going to www.isipar.org

Yale convocation celebrated “80 years of excellence”

Harold Takooshian, Richard S. Velayo,
& Florence L. Denmark

On September 4, 2009, over 50 faculty and students from as far as North Carolina converged on the stately Presidents Room of Yale University in New Haven CT for a convocation to mark “80 years of excellence.” This was the anniversary of the Ninth International Congress of Psychology at Yale on 1-7 September 1929—“the most impressive gathering of psychologists in the history of the field”—with 826 participants from 21 nations, including such notables as Ivan Pavlov, Jean Piaget, Kurt Lewin, and Franz Kofka.

The keynote message was delivered by Division 52 President-Elect John D. Hogan, who went beyond the 1929 meeting to share scenes of the near-forgotten First International Congress in 1889, at the then-new Eiffel Tower in Paris. Barely 10 years after Wundt’s first laboratory, this Congress also brought together such diverse notables as Francis Galton of the UK, Alfred Binet of France, William James of the USA, Cesar Lombroso of Italy, and Ivan Sechenov of Russia.

Hogan also detailed the founding of Psi Chi on September 4, 1929 at the Yale Congress, by two University of Kansas students, Edwin Newman and Frederick “Bud” Lewis, which has now grown into the world’s largest honor society in any field—touching the lives of over 500,000 life members at 1,100 campuses.

The convocation was hosted by Yale professors Peter Salovey, Laurie Santos, and Woo-Kyoung Ahn. The International Division of the American Psychological Association was represented by its past-Presidents Florence Denmark,

Uwe Gielen, and Richard Velayo, who detailed the remarkable growth of “international psychology” since their group formed in 1997. Psi Chi was represented by Eastern Vice President Jason Young and past-President Vincent Prohaska, who announced the recent vote in 2009 to re-name Psi Chi “the International Honor Society in Psychology”—with new chapters now forming outside of North America.

On behalf of the



conferees, Psi Chi presented to Yale a commemoration plaque, to salute “80 years of excellence.” In addition, Dr. Jane Levine presented a Proclamation signed by Mayor John DeStefano, proclaiming September 4, 2009 as “PSYCHOLOGY DAY” in the City of New Haven. The Proclamation saluted Yale, Psi Chi, Psi Beta and, in part,

saluted APA at the American Psychological Society for growing “into international organizations, with vigorous programs to advance psychology globally.” This convocation was taped by Richard Velayo and Steven Salbod, and a DVD is available from takoosh@aol.com

Preparation of Faculty for a School Psychology Program in Vietnam

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This article will describe the most recent steps towards the development of the first formal school psychology training program at Hanoi National University of Education (HNUE) in Vietnam. A brief history of the efforts to date will be provided followed by a presentation and evaluation of a summer-long training program geared towards preparing the faculty of HNUE for instruction in, management of, and evaluation of the success of the training program. Future directions in the program development will be discussed with consideration of the profession itself, and the international and cultural context in which this profession will exist.

With a population of over 86 million, Vietnam is the thirteenth most populous country in the world (U.S. Census Bureau, 2008). Vietnam is considered a low-income developing country, but it is expected to attain middle-income country status by 2010 (World Bank, 2007). It would stand to reason that economic change may in turn have an impact upon education. These economic changes combined with recent advances in the education system (Ministry of Education and Training [MOET], 2003) have created a need for school psychological services and an economy that is able to support these needs (World Bank, 2007). Educational change would seem to be a logical objective in a country where approximately 33.5% of the population is under 15 years of age (Bonderant, Henderson, & Nguyen, 2003). Five years of primary education is now compulsory, new schools have been built, and standards have been set for teachers and textbooks (World Bank, 2007). Support for education reform is demonstrated by an increasing state budget for education in Vietnam; as it has risen from 8% in 1990 to 15% in 2000 and is expected to reach 18% by 2010 (MOET, 2003).

With mandated change in primary education, change in University-based education has also occurred, with the objective of developing modern Universities who will train graduates to be leaders in their respective areas (MOET, 2003). The Hanoi National University of Education (HNUE) was the first university to train teachers in Vietnam and has recently added a specialty area: the Applied Psychology Section (APS) within the Department of Psychology and Education (DPE) (APS, 2007).

While no formal school psychology training programs presently exist in Vietnam, approximately 50 individuals who perform many of the functions of school psychologists do

throughout the country (APS, 2007; Jimerson, Stewart, Skokut, Cardenas, & Malone, 2009). Given the needs of the 22 million school-aged children in Vietnam (Embassy of Vietnam, n.d.) it would be difficult to imagine that this number is sufficient. To this end, the DPE of HNUE began a collaborative relationship with the administration and faculty of St. John's University (STJ) in 2006 to develop a school psychology training program (Terjesen & Kassay, 2007). It is hoped that such a program would adequately meet the educational and mental health needs of students in Vietnam.

Preparation for a Training Program

Upon deciding to develop a school psychology training program at HNUE, the administration and faculty of the APS sought professional assistance from STJ to begin planning the program. The objectives identified were to provide on-going professional development for the future lecturers and supervisors of the HNUE school psychology program. This would be accomplished through continued education opportunities, access to professional literature, and consultation with international colleagues through a mentoring program.

Initially, two faculty members from STJ, Drs. Mark Terjesen and Kate Walton, and two STJ doctoral candidates, Kimberly Kassay and Maria Bolger, traveled to Vietnam for a series of 10 full-day consultation meetings during January of 2008 at HNUE. These meetings were held to determine how to best build the school psychology training program at HNUE considering the prior determined needs, available resources, managing the pragmatic component of training, along with what is considered "Best Practices" in development of a training program (Terjesen, Kassay, & Bolger, 2008).

The next step involved training the APS faculty members to be lecturers and supervisors in the school psychology program. This was accomplished through a series of six 20-hour training courses, divided into three 2-course sessions, during the summer of 2008 and were taught by professors from STJ and other American universities (Terjesen et al., 2009). The content for these trainings was determined by results of a needs assessment of the subject areas that the faculty members reported being deficient in and those that were identified as integral to the future profession of school psychology in Vietnam.

Specialized and Experiential Training in School Psychology

Building upon the prior training, it was determined that the next important step in the professional development of APS faculty members would be for them to receive more specialized training in school psychology in the form of short workshops given by STJ faculty, supervisors, advanced-doctoral level students, and colleagues in the New York area during the summer of 2009. In addition to this training, scheduled visits to a number of schools, educational facilities, and hospitals/mental health clinics were conducted to assist HNUE faculty in seeing and understanding the current manner in which these services are provided in the U.S. The goal

of this visit was to provide the HNUE faculty with knowledge of specialized subjects in school psychology and first-hand experience of the field as it currently exists in the U.S. so they can use their knowledge and experience as they prepare a training program that will be able to train professional school psychologists to meet the mental health and educational needs of children and adolescents in school settings in Vietnam.

Prior to initiation of the specialized and experiential training, HNUE and STJ faculty reviewed the content of prior trainings, results of surveys of knowledge and perceived efficacy, and a needs assessment survey based on the core training domains outlined by ISPA (ISPA, n.d.) was administered to determine content and sites to visit. This needs assessment asked APS faculty members to rate their current understanding and interest in each of the ISPA training domains. The results of this assessment were used in the planning of the site visits and lectures and were given to the site visit coordinators and lecturers to guide the focus of their presentations.

Training Participants

Four members of the APS faculty stayed for three weeks, four stayed for three months, and one faculty member will stay in the United States for six months. In addition to the concentrated lectures and site visits, the faculty members of HNUE also attended graduate level courses offered in the STJ psychology department while they were visiting. The criteria to form this group of participants were determined by HNUE. The aim was to have the group combine faculties from related domains to school psychology. Participants included HNUE administrators, along with faculty whose area of specializations were in developmental, counseling, and personality psychology, curriculum development and teaching methodologies. The aim of the visit was to receive both an overall view of the field as well as specific, concrete examples of application. Upon their return, this group will offer recommendations to the DPE and APS on varied aspects of the training program, training process and faculty development to assist in the development of the training program in school psychology.

Lecture Content

Based on results from the needs assessment survey as well as consideration for what would be "Best Practices" in school psychology, content area was identified and speakers were invited to present lectures to the faculty of HNUE. The content areas were somewhat broad but specific enough to assist in their preparation for the training program in Vietnam. Content areas included content that was broad-based in nature (History of Psychology), that focused on school psychology as a field (History of School Psychology; Special Education Process), that were targeted towards very specialized populations (e.g., Autism, ADHD/CD; PTSD; Anxiety; Depression), treatment approaches (PCIT; REBT/CBT), consultative (work with teachers; work with parents) and assessment (cognitive; personality; functional behavior analysis). The lectures were a combination of both didactic and demonstrative methodologies and all presenters integrated technol-

ogy in their presentations. Each lecturer also provided their lecture and additional readings to the HNUE faculty ahead of time to assist in preparation and understanding. These lectures were designed to be both practical in nature (i.e., what do you do if X happens) as well as instructional (i.e., what are effective ways to teach this area).

Site Visits

In providing the HNUE faculty with the opportunity to observe the practice of school psychology and how practitioners are formally trained in the profession, consideration was given as to how to integrate these visits with the training lectures as well as how to educate the HNUE faculty in terms of how these sites serve as externship and internship placements for the graduate students at STJ. Included in these visits were nine public schools, one private special-education preschool, two publicly funded clinics that primarily serve children and adolescents, two private mental health facilities that serve adults and children, two University counseling centers, a University based clinic, and a publically funded clinic within a hospital setting. These diverse experiences provided a varied exposure to the manner in which educational and mental health needs of children are served within the U.S.

Summary

Building upon the prior program development and training this experience provided an opportunity for the future trainers of school psychologists within HNUE an opportunity to further develop their knowledge and skills as well as see models of how services are provided. The challenges going forward are many and there will in all likelihood be economic, cultural, and practical barriers that will impact upon the programs development and progress at varied points. However, the knowledge gained and experiences provided in the visit were beneficial in a number of ways: helping more clearly define the goal of school psychology in Vietnam, offering new methodologies (e.g., cross-cultural; school-based approaches) of scientific research that are essential for the trainers in school psychology, and finally re-invigorating and motivating the pioneer in the face of the challenges that lie ahead. The trainers at HNUE report that this intense summer training program helped better prepare them to meet the educational and mental health needs of children and their families going forward. Future steps to continue to build their professional knowledge and skills are currently in development.

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The Third International Congress on Interpersonal Acceptance and Rejection will be held in Padua, Italy from July 28 through July 31, 2010.

You can get information about the Congress at its website, <http://isipar2010.psy.unipd.it>.

You can also get information about the sponsoring organization—the International Society for Interpersonal Acceptance and Rejection—at www.isipar.org.

The Congress is interdisciplinary and will address research and practice on all aspects of interpersonal acceptance and rejection.

Internationalizing the curriculum: Lessons from a student service-learning project in Kigali, Rwanda

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Abstract

This article portrays the preparation and implementation of a service-learning project in Rwanda for doctoral clinical psychology students from Argosy University, Chicago. The project was developed in collaboration with Women's Equity in Access to Care and Treatment (WE-ACTx), a Rwandan NGO. The purpose of the service-learning project was to help provide needed services to Rwandan mental health staff and to provide an opportunity for graduate students in psychology to receive ethical, culturally-informed, international clinical experience. The work plan developed by the Argosy team and Rwandan counselors is described, with an emphasis on conducting cross-cultural focus groups and training and facilitating a self-care and secondary trauma retreat. Students' experiences regarding personal and professional development and learning are discussed.

Introduction

Upon arrival in Rwanda, one is struck by the country's remarkable beauty and serenity in the aftermath of atrocity. In 1994, close to one million Rwandans were massacred in the genocide against the Tutsi minority group, leaving millions more Rwandans displaced and without family (Straus, 2006; Gourevitch, 1998). Now, fifteen years later, many Rwandans suffer from poverty, complex traumatic symptoms, HIV/AIDS, grief, loneliness, depression, and anxiety (Kaberra & Sewpaul, 2008). There is also tremendous strength and resilience among the population, as is so often the case in the aftermath of human disaster.

In fall 2008, faculty and students of Argosy University, Chicago began to develop a service-learning program for graduate students in clinical psychology. The project was a collaboration between the University, Heartland Alliance International Programs, EDMC Foundation, and Women's Equity in Access to Care and Treatment (WE-ACTx) in

Rwanda. This article focuses on project development, preparation, structure, tasks, and lessons learned.

Planning

WE-ACTx is an NGO located in Kigali, Rwanda founded by US physicians in 2004 to respond to the growing service needs of HIV-positive women. In addition to medical services, the need for mental health, income generation, and legal services quickly became apparent, and professionals were recruited to provide training and consultation. As a result of one of the authors' (SGZ) affiliation with Heartland Alliance Marjorie Kovler Center and her prior consultation work with WE-ACTx, the idea of developing a service-learning program for psychology graduate students was presented to Argosy University, Chicago.

Literature on service-learning projects (Hagan, 2004; McClam, et al., 2008; Melland, 2004) highlights the importance of ensuring mutually beneficial and collaborative experiences for both students and the community served; additionally, proper preparation, culturally-appropriate action, and debriefing/reflections must be embedded into program development. Following such models, the rationale behind the Rwanda service-learning project was: (a.) to help provide needed services to WE-ACTx mental health staff including training and support, and, (b.) to provide an opportunity for graduate students in psychology to receive ethical (Sommers-Flanagan, 2007), culturally-informed, international clinical experience.

A committee of faculty and students was formed in October 2008 to plan and raise \$12,000 needed for the project. Fundraising was challenging; the committee researched foundations and sent proposals to the 15 foundations whose mission most closely matched that of the project, without success. A fundraising letter was sent to corporate and private donors and fundraising events commenced.

While fundraising efforts continued, several initiatives were implemented to educate the campus community on the project. Faculty and students began an international psychology journal club to discuss scholarly articles, initiated campus activities including viewing and discussion of a Rwandan genocide film, and hosted a colloquium by a Rwandan counselor. A course sequence was also developed; the first was a didactic course to introduce students to the fundamental principles and ethical considerations of international humanitarian work, the psychological consequences of genocide and HIV/AIDS, and the sociopolitical context of Rwanda. Students learned via case studies provided by WE-ACTx counselors, self-reflection exercises, discussion, and presentations emphasizing the importance of conducting well-informed, culturally sensitive, and collaborative humanitarian work. The course was essential in preparing students intellectually and emotionally for their experience in Rwanda. The second course included the service-learning trip. The service plan was developed in collaboration with WE-ACTx staff, supervisors, and consultants in Chicago. The goal was to provide needed assistance to WE-ACTx during the fifteenth anniversary of the genocide and to provide students with developmentally ap-

propriate learning experiences. It was emphasized throughout the planning that flexibility would be essential to successful international work, and that while a relatively detailed plan was established, it would be likely to change depending on the situation and needs once in Rwanda.

Project Work Plan and Execution

The plan included: (a.) assessing the applicability of the Child Depression Inventory, (b.) conducting focus groups, (c.) evaluating HIV-positive children enrolled in a nutritional program, (d.) assisting in children's support groups, (e.) leading secondary trauma processing groups for counselors, (f.) providing collaborative professional development trainings to counselors, (g.) touring local mental health care facilities, and (h.) engaging in a student exchange at Rwanda National University. Following will be examples of service-learning experiences.

Counselor trainings

Based on a list of training topics generated by WE-ACTx staff, students prepared several training modules from which counselors chose *Psychodrama* and *Couples Therapy*. Before each training, the Argosy team discussed ways to provide collaborative trainings, respecting local healing practices while enhancing expertise. The treatment team learned about Rwandan culture and treatment models, WE-ACTx's client population, and the nature of the counselors' work; thus, cultural learning was a continual process that happened in discussion between the visiting team and the local staff. For example, during training on couple's therapy, Gottman's Strong House Theory (2007) was collaboratively modified to suit the specific needs of WE-ACTx clients. Throughout the training, students invited discussions about Rwandan beliefs around marital life, gender roles, child rearing practices, and conflict management. This gave students a sense of how couples engage with one another and provided a starting point for working with local staff on adapting Gottman's model to WE-ACTx clients.

Focus groups with WE-ACTx clients and staff

The Argosy team was asked to conduct focus groups around Intimate Partner Violence (IPV) and HIV/AIDS to examine the needs of women and couples experiencing IPV and to provide ideas for additional services. Preparation consisted of readings (e.g., Nabors, 2001; Morgan, 1996; Munodawafa, et al., 2005) and planning meetings where the Argosy team discussed possible client perceptions/attitudes towards outside facilitators, building rapport, and reviewing informed consent, including facilitator roles, purpose, and outcomes. To avoid excessive agreeableness from cultural beliefs around welcoming outsiders, clients were informed by their counselors prior to the focus group and were given the choice to attend. During facilitation, co-leaders recognized cultural stigmas surrounding IPV and HIV/AIDS in Rwandan society and invited participants to share what felt comfortable/safe for them. Through the experience, graduate students witnessed the challenges WE-ACTx clients face, potential solutions to such

issues, and client strengths.

Secondary trauma processing group for counselors

Secondary trauma is defined as the therapist's internalization of the client's traumatic transferences, interfering with the therapist's feelings, memories, sense of self/other, and notions of safety (McCann & Pearlman, 1993). Most WE-ACTx mental health counselors are survivors of the genocide working with survivors. Consequently, there is unremitting interplay between workers' primary trauma and secondary trauma, where their own trauma can be triggered by their clients' stories.

The Argosy team was asked to facilitate an afternoon retreat and attend to the counselors' needs through discussing and participating in activities on secondary trauma and resilience. Students prepared exercises proposed by Pearlman and Saakvitne (1996). In one activity, titled *Silent Witness* (p. 93), students asked workers to write down three ways in which they were affected by their work. Together, participants silently read each others' experiences and a discussion followed. Counselors reported sleep disturbances, restlessness, fatigue, loss of motivation, sadness, isolation, irritability, anger, helplessness, and feeling overwhelmed by clients' needs. Following this exercise, counselors spontaneously and symbolically threw their worries into the lake, then transitioned to a Rwandan song and dance activity. This activity exemplified the integration of a planned intervention based on Western models of trauma with local ways of healing.

Lessons Learned

Students gained invaluable lessons from the service-learning project, enhancing their personal and professional development. Essentially, students learned to appropriately, sensitively, and ethically work cross-culturally. For example, students made the trainings collaborative rather than establishing the Western-as-expert paradigm (van Ommeren & Wessells, 2007). Students asked questions, continually solicited feedback, and focused on the strengths of mental health care workers and their clients.

Facilitating focus groups gave students a better sense of issues many WE-ACTx clients face, including domestic violence, stigma/isolation of women with HIV/AIDS, and discrimination and dating challenges of HIV-positive adolescents. Additionally, students were trained to effectively work with an interpreter, learning to succinctly convey their message and to work together to understand cultural nuances. In the process, students attended to the cultural, emotional, and interpersonal needs of clients.

The retreat on secondary trauma gave students insight into the vitality of creating a space for consultation, supervision, and self-care. Additionally, students gained awareness to the complex issues plaguing a nation recovering from genocide, including establishing a just nation, restoring trust, forgiving perpetrators, reconciling differences, and establishing peace. Students also understood the impact of rape and genocide on one's individual and cultural identity.

Students appreciated the importance of knowing the

country's history to truly understand the personal, interpersonal, and societal factors that construct the social fabric of Rwanda. It was equally important to understand students' own racial identity and the transference evoked by skin color; students engaged in difficult dialogues around race, processing their racial development and addressing assumptions, projections, transferences, and feelings.

The group found this work to be essential in debunking the Western-as-expert paradigm. Overall, the development of this program speaks to the ever-growing need for graduate students to receive supervised experiences internationally in order to competently and ethically work cross-culturally. Furthermore, it is important for students to develop an awareness of the role of psychology in the international arena.

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How can we “go global?”

Harold Takooshian and Elaine Congress,
Fordham University

“How can we become more involved in international activities?” On September 14, 2009, this question was the focus of a three-hour convocation at Fordham University in New York City. After a welcome, the 110 participants split into three 75-minute workshops, then later re-gathered at a gala reception to speak one-on-one with the 22 presenters.

Welcome. Participants were welcomed by messages from four organizers of international activities: Dean **Elaine P. Congress** and Professor **Harold Takooshian** of Fordham University, past-President **Florence L. Denmark** of the American Psychological Association (APA), and past-President **Susan Opotow** of the Society for Psychological Study of Social Issues (SPSSI). About half of the 110 participants were students, and half were professionals from the United Nations or other local universities.

Workshops. The convocation then divided into three simultaneous 75-minute workshops, each with a rapporteur to report the information for later publication: (1) **United Nations:** four UN reps updated others on the 62nd UN conference in Mexico City on 9-11 September 2009, on the theme “For peace and development, disarm now!” (2) **Human Rights:** five experts described how individuals and groups are promoting global human rights. (3) **Students:** seven experts advised students on how to be more involved in the UN and other international activities. The 55 participants included 30 students from the new International Studies course taught by Fordham Professor **Chris Toulouse**.

Reception. After these workshops, participants re-gathered for a gala reception, and one-to-one chats with the 22 presenters and each other. Professor **Robert Chazin** of Fordham Graduate School of Social Service was presented with an award to recognize his two decades of international work, including his recent design of a new graduate curriculum on human rights. On behalf of the United Nations and its Conference of Non-Governmental Organizations (CoNGO), President **Liberato Bautista** and NYC Director **Anita Thomas** described the important role of CoNGO since 1948, to coordinate the UN activities of its 560 member NGOs. They referred participants to their web list of 50 active CoNGO committees in New York, Geneva, and Vienna: www.ngocongo.org.

Film. **Mahroo Moshari** (mahroon@yahoo.com) kindly arranged the post-reception screening of Jeremy Gilley’s old new DVD, “The day after peace,” www.peaceoneday.org, which tells the true story of one man who successfully created an annual global day of non-violence. Since 2004, this was the sixth annual NYC international convocation in September, hosted this year by Fordham University and its International Studies Program, in collaboration with CoNGO, SPSSI, and the APA Division of International

Psychology. This year proved unusually lively, by bringing together three diverse groups—UN reps, international faculty and students from many schools, including Fordham. Once again the convocation was free to participants, thanks to the 22 presenters who volunteered their expertise. For any details, check the UN conference at www.unngodpconference.org, or www.internationalpsychology.net/ny, or contact takoosh@aol.com, or congress@fordham.edu.

(1) United Nations: Mexico City update Wismick Jean-Charles, *Fordham University* (wjeancharles@fordham.edu)

On 9-11 September 2009, hundreds of UN representatives converged on Mexico City for the 62nd annual DPI/NGO conference on the theme: “Peace and Development, Disarm Now.” Here at Fordham, four UN representatives reported the outcomes of this conference. The workshop chair, Fordham Dean **Elaine Congress**, began with a brief background on the 2008 Conference in Paris, focused on “Reaffirming Human Rights for all,” to honor 60 years of the Universal Declaration of Human Rights. She then introduced the three panelists to the 25 workshop participants.

Juanita Carrillo of Fordham (drijpcarrillo@gmail.com), an NGO representative to the United Nations for the International Association of Gerontology and Geriatrics (IAGG), reviewed the extensive process to organize the DPI/NGO conference—from selecting the topic nearly a year ago to the presentation of the Conference Declaration at the closing ceremony in Mexico City. She explained the role of the planning committee, the mission of the executive committee, the duty of the committee of experts, and the meaning of the visual identity of the conference (a plant emerging out of a grenade) symbolizing disarmament evolving into peace.

Martha Bial of Fordham (bial@fordham.edu) just returned from the Mexico City conference. She outlined the format of the three-day conference that included opening and closing ceremonies with keynote addresses, roundtables (plenary sessions), afternoon workshops, exhibits of peace work, and receptions. She noted that the 1,300 attendees were representatives of non-governmental organizations (NGOS) from around the globe. She also reported about the workshop entitled “Impact of Armed Violence on Vulnerable Generations” sponsored by IAGG, that focused on the effects of armed conflicts on older people. She offered guidelines and some recommendations to reduce armed conflicts while recognizing that advocacy on social issues takes a long time to effect change.

Florence L. Denmark of Pace (fdenmark@pace.edu), the main APA representative to the United Nations, described the upcoming “Psychology Day at the UN.” She presented the theme for this third annual psychology day conference: “Psychology and Diplomacy: Negotiating Peace and Human Rights.” The day will include two panels, one on “Negotiating for Humanitarian Access,” the other on “Organizational Diplomacy: Internal Negotiating”. She encouraged students and others to get involved in international

Current Issues Around the Globe, Announcements, and More

activities though NGOs at the UN, emphasizing how grass-roots civil society can work with agencies and governments to advocate for peace and to effect change for a better world.

The discussion following these presentations was exceptionally lively, including questions from faculty and eager students seeking opportunities to participate in United Nations-related activities. The enthusiastic attendees have left the room happily exchanging business cards and sharing comments about how the workshop was both informative and captivating.



CoNGO President Liberato Bautista addressed the international reception.



Professor Chris Toulouse addressed a SRO room of students interested in international issues.



Reception participants shared a huge international cake.



Dr. Bobbi Nassar of the UN moderated the roundtable workshop on human rights.

(2) Human rights

Samvel Jeshmaridian, *City University of New York*
(jeshmarid@yahoo.com)

This workshop was chaired by **Bobbi Nassar**, Chair of the NGO Committee on Human Rights, who introduced panelists Robert Chazin and Ani Kalayjian.

Professor **Robert Chazin** of Fordham Graduate School of Social Service (chazin@fordham.edu) differentiated four domains for social work. They are the World domain as reflection of Globalization; State domain referring to Governments; Community as the arena for practice; and the personal

domain, involving work with individuals, families and small groups. Social work with individual problems includes issues of sexuality, spirituality, bereavement, anger, alienation, depression, while families struggle with unemployment, poverty, schooling and housing. Professor Chazin discussed these domains in the light of human rights and social justice making accents on the importance of reaccreditation of human rights curricula.

Since Professor Chazin's is a social work educator, he stressed the principle of human rights for social work perspectives. He explained, "Today's national conflict regarding a public option for health care vs. those who want to maintain a private health care system is a good example of this conflict. Human rights advocates argue for inclusion of a public option to ensure medical care for all our citizens." Use of a human rights framework is an important shift from the profession's longstanding concern with human needs. He concluded that social work is and has always been a human rights profession.

Professor **Ani Kalayjian** of Fordham University (drkalayjian@gmail.com) talked on outreach activities and disaster intervention in different countries. All her illustrations were part of her own personal experience: hurricanes Katrina and Rita, various disasters in Armenia, Pakistan, Sri Lanka, and Sierra Leone. She explained the principles of the Biopsychosocial Approach in organizing the outreach and supporting people under disaster. Though these people have variety in their culture, language, religion, and human rights perception, the Biopsychosocial way of working with them is effective and helpful. Professor Kalayjian stressed The United Nation's positive role in the field of helping professions.

At the end of the panel, Dr. Nassar explained the peculiarities and differences between UN Resolution, Declaration, and Convention, their authoritative powers and moral orientations.

(3) Involving Students in International Activities: Why and How?

Kathleen S. Koltko-Rivera, *Fordham University*
(kathleen@psg-fl.com)

A full room of 60 students and faculty heard this panel of seven experts, chaired by **Harold Takooshian** of Fordham.

Patrick Sciaratta, of the Friendship Ambassador's Association (www.faf.org) stressed the importance of students' early involvement in international work. He noted the strong desire of today's students for hands-on experience and involvement—not just reading or hearing about international work. In August, 1,000 young people from the Pacific area, including 100 Chinese youth leaders, came together to work on international issues. Many students were only 15 to 16 years of age. A video of the U.N. Youth Assembly may be found on YouTube. Students may attend an upcoming three-day U.N. event, a great networking opportunity, that would normally cost \$1,000 to \$1,500 to attend, but which students may attend for a registration fee of \$45. Those in attendance

will include the son of Mahatma Gandhi, Jesse Jackson, Kathy Ireland, Angelina Jolie, and other key individuals and NGOs which are working on international issues.

Fred Campano of Fordham University (compano@fordham.edu), discussed two different paths that can lead to obtaining professional employment at the U.N. or an U.N. Internship. Typically the U.N. seeks only graduate student interns, or individuals who hold a master's degree or doctorate. Countries must have an available post before you may apply. The UN developed strict hiring procedures to depoliticize the hiring process. Country posts are now allotted based upon the percentage of the total U.N. dues that each country pays. For example, the U.S. pays 25% of the total U.N. dues, so the U.S. receives 25% of the U.N. posts. It may take two years to gain professional-level employment at the U.N. The process involves taking a competitive examination. Approximately six months after the exam, interview candidates are selected. Only a small percentage of applicants are hired. A popular, alternate path to obtaining a professional position at the U.N. is to begin one's career as a clerical employee. The downside to this approach is that you will not be involved in any professional work. However, the U.N. is a wonderful place to work: the salaries are excellent, the benefits are great, and you receive six weeks of vacation and sick leave in your first year of employment. After working in a clerical capacity for two to three years, the U.N. allows clerical employees to take the GSP exam, and those who earn a passing score may apply for positions within the U.N. professional ranks.

Jo Anne Murphy, the U.N. Program Coordinator at *Fairleigh Dickinson University* (joanne_murphy@fdu.edu), discussed the numerous international and U.N.-related opportunities that FDU creates for its students. When the U.N. General Secretary recently spoke at FDU, he referred to "the well-worn path between FDU and the U.N., that goes both ways." Dr. Murphy emphasized that, "students who are interested in receiving international experience and U.N. involvement must demand such programs and opportunities from their university." FDU has begun an exciting global learning initiative, a global virtual faculty program with 75 professors participating from all over the world. Recently, a nursing class at FDU participated in a virtual meeting with a world expert regarding global health who was located in Geneva. Students and professionals from all over the world may access this online resource library, and view teaching sessions and meetings at: www.gig.org. FDU's U.N. Pathways program provides students with a variety of opportunities to interact with U.N. ambassadors. There are also opportunities for students to attend U.N. briefings; interact with NGOs associated with the U.N., and participate in virtual meetings such as the recent Nuclear Non-Proliferation video conference. Obtaining an U.N. internship can be difficult and complicated, but FDU creates unpaid internships for students that allow them to establish person-to-person relationships with U.N. personnel.

Kelly Roberts, Assistant Director of the Fordham Office of International Service (keroberts@fordham.edu) spoke

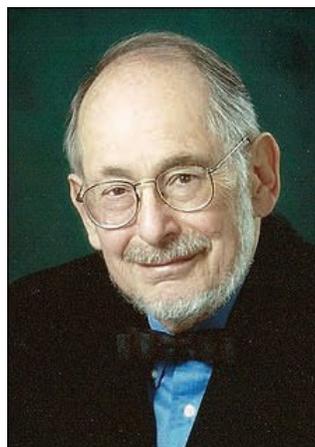
about international opportunities for Fordham students who wish to study abroad, through NAFSA; opportunities for students to attend U.N. briefings; and the assistance that Fordham provides to students interested to obtain internships with NGOs and the positions within the State Department. Ms. Roberts recently escorted two Fordham students and U.N. interns, Azizi Siexas and Sandra Choi, to Cuba's permanent mission to the United Nations. This enabled them to learn more about Cuba's new projects and policies and the kind of work they have been doing towards the Millennium Development Goals (MDGs).

Christopher Toulouse (Toulouse@fordham.edu) of Fordham University's Center for Teaching Excellence and International Studies Program, brought his class of 30 Fordham students. Dr. Toulouse stressed that the time for students to start thinking about becoming involved in international work is their first year of college. This strategy allows students to focus on where they wish to go internationally during their 3rd year, and collect international data for their thesis in their 4th year. Dr. Toulouse gave practical advice about the use of technology and international work: 1) Rely only upon authoritative sources of information found on the Internet, publications such as the New York Times, the Economist, the Atlantic Monthly, and the New Yorker. 2) Ask hard questions about what is going on in the world, and why. Be cautious, and ask hard questions especially when reading information on the internet. 3) When posting information to Facebook and blogs, use discretion rather than telling the world exactly how you feel. You never know when a host family, or unintended others, might read your post—feelings can be hurt and relationships permanently damaged. 4) Be aware that international work is not for the faint of heart or those who desire a quiet life.

Rivka B. Meir of CUNY and Fordham University (winsuccess@aol.com), Director of the APA International Liaison program, discussed the importance of joining international groups such as APA Division 52, International Psychology. The \$15 annual membership fee gives students information on new developments in international psychology, a connection with other students and psychologists from 89 countries abroad, and opportunities to collaborate on global data collection. She also encouraged attendees to "Adopt a Psychologist" from abroad who may lack the resources to pay annual APA membership dues.

Uwe P. Gielen, Director of the Saint Francis College Institute for International & Cross-Cultural Psychology (ugielen@hotmail.com) spoke about his research regarding Asians and Asian-Americans living in New York City. He also announced that the 21st Greater New York Conference on Behavioral Research will be hosted by St. Francis College in Brooklyn NY on November 6, with a deadline of October 13 for students and faculty to submit their research findings for presentation, at gnycc@fordham.edu.

Remembering Henry P. David (1923-2009)



Meaningfulworld Mission to Armenia: Empowerment, forgiveness, and transforming learning disabilities into challenges

Dr. Ani Kalayjian and Jennifer De Mucci

The Association for Trauma Outreach and Prevention (ATOP) of Meaningfulworld organized the third team of the Meaningfulworld Mission to Armenia from 18th to 27th of November 2009. The mission was a successful endeavor not only in the work conducted within the trainings, but the impact the soul of the country and the people had upon our team. From the first day in Armenia, the team noticed the unsurpassed hospitality of the people and their respectful, kind and gentle demeanor. It is not often that one is made to feel so comfortable and at home within a foreign land. We were immediately welcomed by our colleagues in Armenia and treated as family. Perhaps one of the most memorable experiences for the entire team came before the week of training, having been invited to a dinner in the home of Dr. Kalayjian's cousin. In addition to delicious homemade "yogurt soup" and hospitality, it was here that we first experienced the true heart and soul of the Armenians. At dinner we were educated on the country's rich history, and could sense the pride within our historian while he recounted these details. In his own words he was "An Armenian, whose dream is to see Historic Great Armenia, including Van, Tvin, Tigranakerk, all Kilikia (Cilicia), and Greater and Lesser Armenia; to live and die in the Holy Armenian land." It was clear to feel the essence of what it means to be Armenian, having lost and suffered so much through history, yet retaining a historical pride, resilience and sense of hope. It was at this time that the importance of our mission was made clear as we came to understand the heart of the country that would be our home for ten unforgettable days.

Dr. Ani Kalayjian and Jennifer De Mucci, President and Research Coordinator for ATOP, respectively, delivered the Empowerment portion of the mission to Armenia. Dr. Kathy Tiner and Kathryn Mendoza conducted the overcoming learning disability training programs. On the first day, Monday, 23rd November, we conducted the empowerment training project, and on the second day the Special Education Workshop. The team also delivered lectures, visited orphanages/children's centers, and set agendas for collaborative research and future trainings. This Meaningfulworld team conducted trainings at the Mental Health Foundation Center, and the FAR Children's Center. They also trained the personnel, social workers, and psychologists in preventative and restoration methods for treating children with trauma. Dr. Kalayjian's *Biopsychosocial & Eco-Spiritual Model* was utilized throughout the mission.

The team presented their work to the US Embassy office of Development and Reintegration programs in Yerevan. Follow up collaboration plan was set forth with local NGO's. The team visited various children's centers (previously called orphanages) as part of the third phase of a 10-year follow-up mission to observe progress and development. Donations of

clothing and school supplies from several generous individuals were given out at these centers.

The trip to Armenia was one which provided many rewards and challenges to the Meaningfulworld team. Throughout the trainings, the team was introduced to individuals in varying levels of empowerment, thus providing each day of training to be unique. At the first empowerment training at the Mental Health Foundation, the group consisted of young women eager to learn conflict resolution skills through the power of forgiveness. The first training was a success for all involved, and resulted in several participants planning to create a Chapter of Meaningfulworld in Yerevan, Armenia.

A special education workshop conducted by Dr. Kathy Tiner and Kathryn Mendoza was held on the second day of trainings at Bridge of Hope in Yerevan. The workshop was attended by psychologists, teachers and mothers of children with special needs. Dr. Tiner and Ms. Mendoza (translated by Dr. Kalayjian) instructed participants on various learning tools which are aimed to be helpful in working with children with Attention Deficit and Learning Disabilities. Emphasis was also placed upon integrating special needs children within the public schools.

The Meaningfulworld team traveled outside of Yerevan to conduct trainings in Apovian and Vanatzor. Perhaps one of the most enriching experiences of the mission was traveling to the city of Vanatzor, which provided the team with beautiful views of the country. In Vanatzor the team was greeted by Gevork Manoukian and his team at the Armenian Constitutional Rights -Protective Centre. In addition to Dr. Kalayjian's empowerment training, Dr. Tiner also presented on the future of integrating schools. ATOP's work in Vanatzor was much appreciated and the team received a very warm hospitality which will always be cherished.

At all trainings, the team was introduced to many individuals whose varied experience further enriched the meaning of our work in Armenia. Both the Meaningfulworld team as well as participants were able to learn and grow from one another in the trainings. Many individuals stated that they had never before experienced trainings such as the ones presented by Dr. Kalayjian emphasizing the *Biopsychosocial and Eco-Spiritual Model* and the power of forgiveness. The empowerment training included ancestral mediation followed by a healing circle in which participants were encouraged to share their feelings and experiences. The current protocols between Armenians and Turks resurfaced the generational impact of the Genocide, and many expressed difficulty to forgive the perpetrators' decedents who are engaged in denial. One woman stated that she was not ready to forgive as she still recalls stories of her grandmother's "nails being torn out by Ottoman soldiers." Although difficult emotions were conjured at the training, many participants reported feeling a sense of peace by the end of the day and gratitude for having been a part of this new kind of experience of transformation and forgiveness. One young woman stated that at the beginning of the day she was "in a bad mood with a headache and not wanting to be bothered by anyone;" however, by the end of the training she reported feeling uplifted and felt the benefits of forgiveness on her spirit.

She also spoke of her own experiences and feelings regarding the pain of Genocide memories of her grandparents and how her anger stemmed not simply from stories of what happened but the literature and songs taught throughout her childhood which addressed the Genocide. But after the training she reported learning the true value of forgiveness. Here it is seen that hope for finding empowerment through forgiveness and healing the scars of the Genocide may begin with the young generation.

In addition to trainings, the ATOP mission also visited several Children's Centers providing donations of toys, clothes, and school supplies. The children at these centers were filled with love and affection and left a lasting impression upon the hearts and minds of the Meaningfulworld team. Additionally, the gratitude expressed by the facilitators at these centers left the team with a feeling of contentment that we were able to make a difference, however small in the lives of these beautiful children.

As Dr. Tiner stated: "I was especially impressed with the kind and gentle nature of Armenian people. I am also very pleased at the progress of integration of children with special needs into the public school systems. All educators we met were very informed, thoughtful, conscientious, and knowledgeable of the special needs of the children."

While in Armenia, the team also disseminated questionnaires created by Dr. Kalayjian assessing the psychological impact of the recent Armenian-Turkish Protocols. Many Armenians reported feelings of disappointment and anger regarding the conditions placed within the protocols regarding the issue of Genocide recognition and the status of Karabagh. Clearly there is still much that needs to be changed before a fair agreement can be made between the two countries. The finding of this current research was presented by Dr. Kalayjian on 17 December at Fordham University.

The entire team was positively impacted by the mission to Armenia. Except for Dr. Kalayjian, for most of us it was the first time visiting the country and it proved to be more than we ever could have expected. The richness of the culture and the depths of its history can be felt on every corner and within every individual we met from Echmiadzin to Vanadzor from Bangladesh to Apovian. The warmth and genuine humanity and humility of the people are as beautiful as the country itself. The Meaningfulworld Team expresses sincere gratitude to the World Wide Network for Gender Empowerment of Fielding Graduate University, the Mental Health Foundation, Fund for Armenia Relief, Armenian Constitutional Protective Rights Centre, and all those who shared donations and toys for the children.

WNGE presents a workshop in Saudi Arabia

Dr. Ani Kalayjian

World Wide Network for Gender Empowerment of Fielding Graduate University was invited to take part in the International Nursing Symposium 'Building Connections for Global Nursing: Engage, Empower and Transform' which was held at the King Faisal Specialist Hospital and Research Centre, Riyadh, Saudi Arabia, 27-28 October 2009.

The profession of nursing is vital to the delivery of quality health care. Organizations depend on the education, experience and the caring nature of nurses to improve the quality of life for individuals, families and communities in our global society. The symposium focused on nursing leadership, practice, education, research, informatics and quality. Each area of interest was covered by presentations, workshops and poster sessions.

WNGE organized and presented a workshop entitled: "Education and Empowerment within the health care system." Workshop faculty were Dr. Anna DiStefano, Provost of Fielding Graduate University as well as the Chair of WNGE and who gave a summary of the goals and mission of WNGE; Dr. Andrea Zielke-Nadkarni, Professor of Nursing Science at Munster University, Germany, who presented on her research helping developing countries have easy access to cooking tools; Dr. Patricia Hinchberger, Professor at University of California, who discussed her research on work place violence, especially in hospitals; Dr. Elham Al Ateeq, Associate Dean for Clinical Affairs and Associate Dean for Academic Affairs, College of Nursing Alhasa, Saudi Arabia, who discussed her own dissertation based on her work on leadership in nursing, and Dr. Ani Kalayjian who presented her 7-step model, addressing how to prevent violence through the Biopsychosocial and Eco-Spiritual Model and through the practice of forgiveness. The workshop was very moving as stated by many participants. Participants asked thought provoking questions as to how to continue being in peace.

Dr. Al-Barnawi, the Chairperson of the symposium, stated that the symposium provided an opportunity for nurses, physicians, students and other health care professionals to learn innovative and creative ideas from national and international speakers. She specially thanked the WNGE panelists who created a wonderful space for people to hear about a spiritually moving method for caring, compassion, transformation, and meaning-making.

WNGE Core Members were also invited to a conference at Alhasa College of Nursing, which proved to be another productive and meaningful conference where participants disseminated valuable research based studies, and set forth plans for future international collaboration.

Geis Memorial Scholarship Award for Dissertation Research

Division 35 Society for the Psychology of Women
Natalie Porter, PhD, Chair

Application Deadline April 1, 2010

The annual Geis Memorial Scholarship Award for Dissertation Research offers \$15,000 for the 2010-2011 academic year to fund dissertation research in the Psychology of Women by an advanced doctoral candidate. Eligible research will:

- be feminist
- address a feminist/womanist issue
- use social psychology research methods to make a significant contribution to social psychology theory and research

Dr. Florence L. (Lindy) Geis was a social psychologist with a strong commitment to research on the Psychology of Women and to the mentoring of women graduate students. In her will, she left an endowment to fund doctoral students conducting dissertation research in feminist psychology.

Proposals will be judged on suitability, feasibility, and merit of research. Funding need not be used solely to fund the research project. More information can be found online at <http://www.apa.org/divisions/div35> under Awards and Grants.

For an application, e-mail nporter@alliant.edu

Natalie Porter, PhD
Professor
California School of Professional Psychology-Alliant
International University
Phone: (415) 955-2137

The Fourth International Conference on Psychology Education (ICOPE2010)

Following the tradition of ICTP2008 held in St. Petersburg, Russia, the conference will convene in Sydney, Australia from July 8-11, 2010, and be organized by the Australian Psychology Educators Network (APEN).

More information on the conference is available at <http://icope2010.psy.unsw.edu.au>

The Institute for the Study and Promotion of Race and Culture 2010 Diversity Challenge: Race and Culture in Teaching, Training, and Supervision

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 2010 conference is the examination of race and culture in teaching, training, and supervision. 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 in January 2010 when the Call for Proposals will be posted, www.bc.edu/isprc. General information about the conference including pre-registration will also be available on the website.



I Congress of Psychology and Behavior Analysis

The congress will be held at the State University of Londrina, UEL - Londrina, Parana, Brazil from May 13th to 15th, 2010. Themes include behavior analysis, clinics, forensics, education, health, institutional and others.

**Deadline for paper submission:
March 21st, 2010**

**Deadline for symposium submission:
February 5th, 2010**

More information on the congress is available at <http://www.uel.br/eventos/cpac/USicpacprinc.php>

Registration orders or further questioning should be directed to the Central Organizing Committee at CPAC_uel@yahoo.com.br c/o Celso Socorro Oliveira.

International Employment Opportunities

Michael J. Stevens, PhD, DHC
Illinois State University
mjstevenc@ilstu.edu

University of Victoria, Department of Psychology:

The Department of Psychology at the University of Victoria invites applications for a tenure-track appointment in cognitive neuroscience at the level of assistant professor to begin July 1, 2010. The ideal candidate will have a strong background and training in functional magnetic resonance imaging and in computational cognitive neuroscience techniques, but applications demonstrating competence in either of these methods will be considered. The candidate's research interests will add to the existing strengths of the department that include the study of cognitive control, attention, learning, memory, eyewitness testimony, visual cognition, motor control, development and aging. The successful candidate will play a key role in the development of a 1.5 T General Electric MRI system, presently being upgraded to be capable of acquiring functional data, at the Royal Jubilee Hospital located approximately 1 mile from campus. The candidate will also have access to Westgrid, a high-performance computing network that encompasses 14 partner institutions across four provinces. Duties include the maintenance of a successful program of research (as evidenced by publications and external grant support), teaching at the undergraduate and graduate levels, and contributions to the collegiality, reputation, and day-to-day operation of the Department and the University (e.g., collaborative research, curriculum development and committee service). Applicants must have a PhD in cognitive psychology, cognitive neuroscience, neuroscience, computer science, or a related discipline. The deadline is December 7, 2009, but applications will be reviewed until the position is filled. To apply, submit a letter of application (including a statement of research interests and accomplishments and a statement of teaching interests and experience), a curriculum vitae, copies of publications, evidence of teaching experience, and arrange for three confidential letters of reference to be sent to: Cognitive and Brain Sciences Search Committee Department of Psychology University of Victoria PO Box 3050 STN CSC Victoria, British Columbia V8W 3P5 Canada.

Children and Youth in the Cypress Health Region,

Child and Adolescent Clinical Psychologist: As a member of the Community Health Services Child & Youth Mental Health team, the psychologist provides treatment, consultation and referral services for Children and Youth in the Cypress Health Region. Other duties include consultation to community agencies, public seminars and lectures. Must

possess a master's degree or a PhD in psychology (master's = \$31,756 - \$38,842 per hour; PhD = \$40,005 - \$48,928 per hour). Must be registered with the Saskatchewan College of Psychologists, extensive clinical experience in child and youth mental health services, good working knowledge of relevant legislation, extensive knowledge in psychotherapeutic techniques and the administration, scoring and interpretation of a wide range of psychological tests, knowledge of concepts of mental illness and proven ability to formulate diagnoses based on the DSM IV, and ability to design and deliver prevention and promotion programs to professionals and public. Valid driver's license required. In addition to an excellent benefit plan and strong community advantages, the Cypress Health Region also offers assistance in locating spousal employment opportunities. Our incentive package includes relocation funding of \$5,000. Successful applicants may also be eligible for up to \$10,000 in grant funding from Saskatchewan Health. Employer will assist with relocation costs.

IWK Health Centre, Provincial Child and Youth Forensic Services:

The Provincial Child and Youth Forensic Services team, a service operated under the Mental Health and Addictions Program at the IWK Health Centre, has a position for a clinical psychologist. The mission of Provincial Child and Youth Forensic Services is to provide evidence-based best practice Health and Mental Health Services to children, youth, and families involved with Justice Services. The clinical psychologist will work with the expanding and dynamic Youth Justice Assessment Services Team which provides specialized, comprehensive, interdisciplinary assessments for the judicial system, specifically in the relation to matters before the Youth Justice Court. The Clinical Psychologist conducts court ordered assessments under section 34 of the Youth Criminal Justice Act as well as risk assessments for the Criminal Code Review Board. The assessment report provides the court with rehabilitative recommendations for sentencing purposes and recommendations around risk management. These assessments require the ability to work within deadlines and to work effectively with other members of the assessment team to meet standards for quality control. This position will require some travel to other parts of the province which is compensated. The clinical psychologist works collaboratively with social work to conduct interdisciplinary assessments. The clinical psychologist also consults with other teams within the Mental Health and Addictions Program around Forensic case management and risk assessments. The Residency Program in Pediatric and Child-Adolescent psychology at the IWK Health Centre is both APA- and CPA- approved. The successful candidate will be expected to actively participate in training residents. Candidates with appropriate credentials may be considered for academic adjunct appointment in an appropriate university department at Dalhousie University. Further information about this position can be obtained from Vicky Veitch Wolfe, PhD, Psychology Professional Practice Chief, at 902-470-8458 or vicky.wolfe@iwk.nshealth.ca. Applicants must specify the

competition number and include a copy of his/her curriculum vitae, pertinent scientific publications and three letters of recommendations from professionals attesting to the applicant's clinical training, clinical skills and character. For individuals with less than 3 years of experience, an additional letter must be provided, from the Director of Clinical Training, at the institution where the applicant completed his/her clinical internship.

Qualifications:

- PhD / PsyD in clinical psychology from an accredited university program
- Registered, or eligible to be registered, with the Nova Scotia Board of Examiners in Psychology
- Minimum 5 years of formal training and clinical experience in child/adolescent mental health
- Demonstrated ability to consult with professional and paraprofessional staff
- Demonstrated ability to diagnose and formulate treatment protocols for a wide range of adolescent mental health problems
- Demonstrated ability to effectively consult with other health, social service and education agencies
- Demonstrated knowledge in the area of ecological intervention preferred
- Demonstrated ability to work well as part of an interdisciplinary team required
- Demonstrated excellent verbal and written communication skills required
- Ability to participate in the clinical training activities of the psychology discipline
- Education, experience, or training in the related subspecialty area preferred
- Competencies in other languages an asset; French preferred

Interested parties are asked to submit a current resume including month and year of employment in past positions and a cover letter outlining their qualifications for the role. Please include the competition number, and if you are an employee of the IWK Health Centre, in the subject line of your email or within your cover letter and send to:

Email: Human.Resources@IWK.nshealth.ca (preferred method)

IWK Health Center, Human Resources, 5850/5980 University Avenue, PO Box 9700, Halifax, NS B3K 6R8, Canada; Tel: (902) 470-8012, Fax: (902) 470-6612

International Max Planck Institute for Human Cognitive and Brain Sciences; 15 positions: The Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig, Germany, Department of Social Neuroscience (Director: Prof. Tania Singer), invites applications for group leader, senior researcher, postdoctoral, and PhD student positions in the following fields:

A. Social Neuroscience (social cognition, decision making, neuroplasticity, development)

B. Psychopathology (social cognition in individuals with autism, alexithymia, psychopathy)

C. Psychobiology (stress physiology, biomarkers)

D. Psychology (subjective affect, motivation)

The positions are part of a new interdisciplinary department (to be opened in 2010) that will investigate the foundations of human social behavior and, more specifically, the developmental, neural, and hormonal mechanisms underlying social cognition and social emotions. Most of these positions will be involved in a longitudinal study on the effects of cognitive and affective training on the brain, health, subjective well-being, and behavior. These positions are primarily devoted to research, with no teaching and minimal administrative duties, and will begin no later than September 1, 2010.

Successful candidates for the group leader and the senior researcher positions have research experience as a postdoctoral fellow in one of the above-mentioned fields and show evidence of scholarly promise in the form of publications and other achievements.

- Positions in fields A and B require a background in structural and functional MRI (preferably with SPM, Matlab) and behavioral analyses. Knowledge of other neuroscientific methods (e.g., TMS/tDCS, EEG) would be advantageous.

- Positions in field C require experience in using biological markers (e.g., cortisol assays, stress physiology, genetic markers) in conjunction with neuroimaging paradigms.

- Positions in field D require experience with motivational and social psychological paradigms, and preferably with structural equation modeling (or latent growth modeling of longitudinal data) and event-sampling methods.

The Max Planck Institute in Leipzig (<http://www.cbs.mpg.de>) offers an international research environment, with English being the language spoken in the laboratory. It brings together a large number of researchers with diverse backgrounds, who are united by their interest in the human brain and methods for its exploration. Moreover, it offers a friendly and generous environment with an excellent infrastructure (e.g., three human 3T and one 7T MRI, rt-fMRI, EEG, TMS/tDCS, MEG, pharmacology laboratory, behavioral laboratory). The Department also has additional laboratory space in Berlin, which is located just an hour by train to the north of Leipzig. For further details, see <http://www.cbs.mpg.de/singer> or contact Tania Singer (singer@iew.uzh.ch). Applications (including a CV, list of publications, statement of research interests, and contact information of 3 referees) should be sent as a single PDF file, with your name as the file name, to Tania Singer (singer@iew.uzh.ch) and Tamara Herz (therz@access.uzh.ch). Review of applications will begin immediately and continue until the positions are filled. Short-listed candidates will be invited to meet Tania Singer in Zurich or at the CNS Meeting in Montreal (April 2010) or the HBM Meeting in Barcelona (June 2010).

Germany, Clinical Psychologists: Adult psychologists needed to work with active duty military members and their families in Landstuhl, Germany, on a contract basis. Minimum 1-year commitment, paid relocation, tax incentives, and

International Employment Opportunities

paid malpractice insurance. Position includes on-base privileges such as commissary and exchange, gasoline, officers clubs, recreational facilities, etc. Must be licensed in any state, and have completed an APA-accredited internship in clinical or counseling psychology. For more details, send curriculum vitae to Mary Holland at mholland@neshold.com. Fax is (757) 420-6616.

Ben-Gurion University, Department of Psychology:

The Psychology Department, Ben-Gurion University, Israel (www.bgu.ac.il/psychology) offers tenure-track positions in clinical, clinical-neuropsychology, and clinical child/infant psychology. Please send description of research agenda, CV, pdfs of representative publications, and email addresses of references to Prof. Nachshon Meiran, nmeiran@bgu.ac.il.

Align Recruitment, Forensic Clinical Psychologist:

We have full-time clinical psychologist vacancies to fill for community mental health and other service organizations. You must have a PhD in clinical psychology, current practicing license, minimum of 2 years post-supervisory experience, the ability to receive your New Zealand psychologist registration with clinical scope, and the desire to commit 2 years or longer. E-mail office@alignrecruitment.com; Tel: +64 3 366 8779; Fax: +64 3 377 6770; Web www.alignrecruitment.com. An expatriate American is available to assist with all enquiries.

King Fahd University, Department of General

Studies: The Department of General Studies at King Fahd University of Petroleum & Minerals (KFUPM) in Dhahran, Saudi Arabia, invites applications for full-time faculty positions at the rank of assistant/associate professor in psychology. Applicants are expected to hold a PhD degree with a strong commitment to research and teaching as well as serving the university. Applicants are also expected to have superior ability to teach in English (as the language of instruction at KFUPM is English). Candidates with Middle Eastern expertise are strongly encouraged to apply.

Salary and Benefits:

These positions are full-time, 2-year renewable contracts with competitive tax-free salary based on qualifications and experience, free furnished air-conditioned on-campus housing unit with free essential utilities and maintenance. Subject to University policy, the appointment includes the following additional benefits: air ticket/s to Dammam on appointment; annual repatriation air tickets to Dammam for the faculty and up to three of his dependents; tuition fees for school-age dependent children enrolled in local schools; local transportation allowance; 2 months' paid summer vacation, end-of-service benefits, and free access to recreation facilities. KFUPM campus has a range of facilities including medical and dental clinic, and teaching and research support facilities, such as extensive library acquisitions and library databases, computing facilities, smart classrooms, and research and teaching laboratories. The campus is within a very short distance from the cities of Dammam and Al-Khobar.

Review of applications will continue until the positions are filled. To apply, send (preferably by e-mail) cover letter, detailed resume, completed KFUPM application form with copies of credentials (academic degrees and transcript/s) and three referees to the following address:

Dean of Faculty & Personnel Affairs, Dept. Ref. No. DGS-PSY-010, KFUPM Box 5005, Dhahran 31261, Saudi Arabia; E-mail: faculty@kfupm.edu.sa or c-gsd@kfupm.edu.sa; Fax: +966-3-860-2429 or 860-2442

To download the KFUPM Application Form, click on the link <http://www.kfupm.edu.sa/fpa/serv/InfApplicFacPosi.mht> For more information, please visit the KFUPM web site: <http://www.kfupm.edu.sa>

Institute of Mental Health, Research Officer:

You will be part of a multidisciplinary team conducting translational research in psychiatry. You will be trained in relevant assessments and assess research participants on clinical and neuropsychological scales. You will also be tasked to undertake recruitment and collect data from case-records/patient interviews. You will have opportunities to attend courses and conferences as well as to co-author papers for publications and make presentations at local and overseas scientific meetings.

Duties and Responsibilities:

- Psychological testing and diagnostic assessments
- Subject recruitment
- Data collection and management
- Analyses and reporting of study data
- Completion of appropriate research clinical trainings and engaging in general activities pertaining to the planning and execution of research studies.

Requirements:

- Master's degree in psychology
- Training and experience in conducting psychological testing (neuropsychological testing an asset)
- Strong communication and presentation skills

To apply, email your detailed resume, stating your current and expected salary to:

The Human Resource Department, Institute of Mental Health / Woodbridge Hospital, 10 Buangkok View Singapore 539747; E-mail: careers@imh.com.sg, www.imhresearch.com.sg

Singapore Management University, School of Social

Sciences: The School of Social Sciences (SOSS), Singapore Management University, invites applications for tenure-track positions in psychology at the assistant, associate, or full professor rank, to begin in July 2010. Positions are available in cognitive psychology (with focus on judgment and decision making) and industrial/organizational psychology. The positions require a doctorate in psychology by the date of appointment. We are seeking candidates with a demonstrated record of, or high potential of, scholarly research commensurate with the rank and a strong ability or aptitude to teach a wide range of undergraduate and postgraduate courses. The SOSS,

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which has a strong record of attracting the best students in Singapore and the region, is committed to an interdisciplinary and integrated undergraduate curriculum. The ideal candidate will have a strong commitment to excellence in research and teaching at both undergraduate and postgraduate levels (the PhD in psychology program will begin with its first student intake in August 2010). A research interest in Singapore and the Asian region will be an advantage. The teaching load is light compared to many research universities. The research support is excellent and salary and benefits are highly competitive.

Full evaluation of applications will start December 1, 2009 and on-campus interviews will typically be conducted in the period from January to March 2010. However, submission of applications is open and evaluation will continue until the positions are filled. Applicants must submit, in electronic form (Word or PDF file), a detailed curriculum vitae, a description of research interest and philosophy, and a statement of teaching interests and philosophy to the following address: socialsciencescv@smu.edu.sg. Applicants should also send hardcopies (if not available in electronic form) of selected publications and teaching evaluations. Applicants should arrange for three confidential letters of recommendation to be sent directly to: The Dean's Office, School of Social Sciences, Singapore Management University, 90 Stamford Road, Level 4, Singapore 178903. Information about the University and the School can be found at www.socsc.smu.edu.sg.

University of Exeter, Department of Psychology: The Department of Psychology at the University of Exeter in the UK is seeking to fill a permanent (equivalent to tenure track) faculty position in clinical psychology, starting in September 2010. The position provides 80-100% dedicated research time for the first 3 years to support the appointee in generating a sustainable externally funded research program. We particularly welcome applications from people who can build on existing strengths in the Mood Disorders Center <http://centres.exeter.ac.uk/mood/>, and ideally bridging with work on health behavior, primary prevention, health services research, public health, and/or chronic disease (e.g., diabetes, obesity, cardiovascular disease). The Department includes an accredited doctoral clinical psychology program, master's-degree programs in cognitive behavioral therapy and mindfulness-based cognitive therapy, and a clinic that is fully integrated with out research and teaching. The starting salary for Lecturer will be circa £32,000 [US \$50,718] per annum on University pay scale Grade F, with progression possible to £38,757 [US \$61,427] and for Senior Lecturer will be circa £39,000 [US \$61,812] per annum Grade G, progression possible to £52,086 [US \$82,552]. For a clinically qualified person a market supplement of currently £11,139 [US \$17,655] per annum will also be paid (subject to annual review) in accordance with the University's agreed policy on market supplements. This allowance is pensionable and will be reviewed in August each year. These figures will vary depending upon the exchange rate. The University can offer an excellent range of staff benefits and facilities including final

pension salary scheme. Contact Professor Willem Kuyken by e-mail at w.kuyken@exeter.ac.uk or any member of the Mood Disorders Center Faculty. Applicants interested in applying can download an application pack from <http://www.admin.ex.ac.uk/personnel/jobs/H80N1931.pdf>. The closing date for completed applications is 12 noon February 12, 2010.

Bermuda Hospitals, Child and Adolescent Services: The Bermuda Hospitals Board is an innovative multidisciplinary healthcare system, dedicated to excellence, and committed to patient-centered care. Our supportive environment celebrates diversity in the workplace and places great emphasis on professional and personal development of all our staff. We invite applications for clinical psychologist child and adolescent services. You will be responsible to provide psychological services to individuals and/or groups, evaluate and improve current services and programs, conduct research projects, and consult with other child friendly organizations. An effective communicator, able to work harmoniously in a demanding and diverse environment, you will provide clinical supervision to junior staff and assist with in-service training programs. You have a terminal degree in clinical psychology recognized by country of training as a requirement for independent practice (e.g., master's in UK, doctorate in US), a minimum 4 years post-qualification experience with at least 2 years specializing in child and adolescent services, and the appropriate professional affiliations. Eligible for registration as an independent psychologist under the Bermuda Psychologists Practitioners Act 1998, you have sound knowledge of other local agencies providing services to children and adolescents. Able to work collaboratively with interdisciplinary and multidisciplinary teams, you have excellent interpersonal, organizational, written, and verbal skills. Apply directly online, quoting posting to: www.bermudahospitals.bm. Pre-employment substance abuse screening is mandatory for all successful applicants. Web site: www.bermudahospitals.bm

McGill University, Department of Educational and Counseling Psychology: The Department of Educational and Counseling Psychology (<http://www.mcgill.ca/edu-ecp>) invites applications for a tenure track position at the assistant, associate or full Professor rank, effective August 1, 2010. Our counseling psychology program offers three degrees: two MA non-thesis programs (internship and research) and a PhD program accredited by the CPA, the APA, and the OPQ (licensing body of psychologists in Quebec). The programs operate from a scientist-practitioner model. Current faculty have expertise in health and wellness; feminism, multiculturalism, and career psychology; and psychotherapy processes and outcomes. We are searching for a candidate with a strong counseling psychology identity whose research and teaching interests are in the areas of career counseling and/or multiculturalism. The successful candidate will have an earned doctorate in counseling psychology or related discipline at the time of appointment, be a licensed or license-eligible psychologist (in Quebec), demonstrate evidence of scholarly

productivity and publication commensurate with rank at a research-intensive university, have demonstrated competence in counseling and teaching, and be able to supervise master's and doctoral students. The ability to liaise with the Quebec licensing body of career counselors (OCCOPPQ) would be an asset. The application deadline is January 15, 2010, or until the position is filled. Persons wishing to be considered for this position should forward a statement of research interests, a statement of teaching philosophy and interests, a curriculum vitae, and samples of research, and arrange to have three letters of recommendation submitted directly to: Professor Alenoush Saroyan, Chair, Department of Educational and Counseling Psychology, McGill University, 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2. Electronic submissions are accepted and should be forwarded to: ecp@mcgill.ca. Please enter "Counseling Search" and your name in the subject field.

McGill University, Department of Educational and Counseling Psychology: The Department of Educational Counseling and Psychology (<http://www.mcgill.ca/edu-ecp>) invites applications for a tenure track position in the learning sciences program at the assistant or associate professor rank, effective August 1, 2010. The successful candidate will have an active program of interdisciplinary research, investigating learning as it happens in real-world settings (schools, workplace and informal settings). Research interests can include, medicine, mathematics and science, computer science, anthropology, sociology, information sciences, neurosciences, and design studies. Applicants should have an earned doctorate in the cognate fields of the learning sciences at the time of appointment, demonstrate evidence of scholarly productivity and publication commensurate with rank at a research-intensive university, and demonstrate competence in teaching and graduate supervision. The successful candidate will be expected to teach at graduate and undergraduate levels and supervise master's and doctoral students. The application deadline is January 15, 2010, or until the position is filled. Persons wishing to be considered for this position should forward a statement of research interests, a statement of teaching philosophy and interests, a curriculum vitae, and samples of research, and arrange to have three letters of recommendation submitted directly to: Professor Alenoush Saroyan, Chair, Department of Educational and Counseling Psychology, McGill University, 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2. Electronic submissions are accepted and should be forwarded to: ecp@mcgill.ca. Enter "Learning Sciences Search" and your name in the subject field.

Redeemer University College, Department of Psychology: Redeemer University College invites applications for a tenure-track position (any rank) in any area of experimental psychology, beginning July 1, 2010. We prefer candidates who can teach courses in personality, principles of learning, and social psychology, although applications from candidates with expertise in any area of experimental psychology will be

seriously considered. As a liberal arts and sciences university college rooted in the Reformed tradition of Christianity, we seek candidates who are committed to teaching and pursuing scholarship from this perspective. Applicants should possess, or be near completion of, a PhD. Interested applicants should submit a curriculum vitae, three letters of reference, evidence of teaching quality, and a one-page or two-page statement describing their own faith commitment and how it shapes their academic work. The deadline for applications is January 31, 2010, or until the position is filled. Direct general inquiries and applications to: Dr. Jacob P. Ellens, Vice President, Academic, Redeemer University College, 777 Garner Road East, Ancaster, ON L9K 1J4 Canada.
E-mail: jelens@redeemer.ca

Cape Breton District Health Authority, Eating Disorder Clinic: Reporting to the Manager of Emergency & Acute Outpatient Mental Health Services, the psychologist provides assessment and treatment to adult patients aged 19 yrs and older with a variety of mental health disorders. The psychologist will function as a primary therapist within a multidisciplinary team and will be involved in the planning, development and evaluation of treatment for patients utilizing both individual therapy and group treatment models. Development of group treatment programs for adult services is a key component of the position. The successful candidate will have a doctoral degree in clinical psychology from an educational institution acceptable to the Nova Scotia Board of Examiners in Psychology. He/she must be registered or eligible for registration with the Nova Scotia Board of Examiners in Psychology.

Requirements

- Doctoral degree in clinical psychology from an educational institution acceptable to the Nova Scotia Board of Examiners in Psychology
- Registered, or eligible for registration with the Nova Scotia Board of Examiners in Psychology
- 5 years clinical experience in an inpatient/outpatient mental health setting, providing independent assessment and treatment of adult mental health disorders
- Specialized expertise in the treatment of eating disorders involving independent assessment, consultation, diagnosis and treatment
- Experience in the development of effective linkages with other health, social service and community agencies as appropriate
- Training or experience in crisis intervention and suicide risk assessment
- Willing to participate in clinical training activities
- Valid driver's license and access to reliable transportation
- Physical ability to perform the duties of the position
- Good attendance and work record

Please send your resume and cover letter to: Kim Dilney, Employment Coordinator, Human Resources Department, Cape Breton District Health Authority, 1482 George Street, Sydney, NS B1P 1P3, Canada; Fax: (902)567-7224

Bremen International Graduate School, Social Sciences: The Bremen International Graduate School of Social Sciences (BIGSSS) invites applications to its PhD and postdoctoral programs. BIGSSS is an inter-university institute of the University of Bremen and Jacobs University, and is funded by the German Excellence Initiative. The program provides close supervision of dissertation work within a demand-tailored education and research framework. BIGSSS is part of an international network of highly acknowledged graduate programs. It supports its doctoral and postdoctoral fellows in achieving early scientific independence and provides funds for the conduct, presentation, and publishing of their research. The language of instruction is English. Successful applicants for the PhD and postdoctoral fellowships will pursue a topic in one or more of BIGSSS' five thematic fields: global integration; integration and diversity in the new Europe; social integration and the welfare state; attitude formation, value change, and intercultural communication; and life-course and lifespan dynamics.

20 PhD stipends/fellowships - BIGSSS seeks candidates with strong academic abilities and a master's degree (or equivalent) in political science, sociology, or psychology. Applicants with a degree in law, economics, or other social science disciplines are also welcome. We offer PhD stipends of € 1250/month for 36 months, contingent on successful completion of each year.

4-6 postdoctoral stipends/fellowships - We seek candidates pursuing English-language publication projects based either on their dissertations (by making findings available to an international audience through a book or journal article) or new research. Postdoctoral stipends of € 1750/month may run for between 6 and 24 months. The competition is open to candidates who have received a doctorate in political science, sociology, psychology, law, economics or other social science disciplines within the last 3 years and to those who can be expected to finish prior to commencing their postdoctoral stay.

PhD fellowships will start September 1, 2010. Postdoctoral fellows may plan their stays to begin later. Non-German students are strongly encouraged to apply. Applications will be submitted online under "Admissions" at www.bigsss-bremen.de until March 15, 2010. More information as well as lists of required application materials can be found at www.bigsss-bremen.de. For additional inquiries, please check the online FAQ and feel free to contact our admissions officer at admissions-officer@bigsss-bremen.de

University of Hong Kong, Department of Psychology: Applications are invited for the appointment as assistant pro-

fessor in school / educational psychology in the Department of Psychology, from September 1, 2010, or as soon as possible thereafter, on a 3-year fixed-term basis, with the possibility of renewal. Applicants should possess a doctoral degree in school / educational psychology or an equivalent qualification, with relevant work experience, and be eligible for professional practice in school / educational psychology. Knowledge of Chinese community and familiarity with the local community are preferred. Applicants should also have a strong record of research and teaching. The appointee is required to contribute to the teaching and administration of a professional graduate program in school / educational psychology. He/she is also expected to maintain an active research program and will be responsible for teaching both graduate and undergraduate courses, and supervising research. Information about the Department can be obtained at <http://www3.hku.hk/psychodp/>

Annual salary for an assistant professorship will be in the range of HK\$504,480–779,640 (approximately US\$1=HK\$7.8) (subject to review from time to time at the entire discretion of the University). The appointment will attract a contract-end gratuity and University contribution to a retirement benefits scheme, totaling up to 15% of basic salary, as well as leave, and medical/dental benefits. Housing benefits will also be provided as applicable. At current rates, salaries tax does not exceed 15% of gross income. Further particulars and application forms (152/708) can be obtained at <http://www.hku.hk/apptunit/> or from the Appointments Unit (Senior), Human Resource Section, Registry, University of Hong Kong, Hong Kong; Fax: (852) 2540-6735 or 2559 2058; E-mail: senrappt@hku.hk. Review of applications will begin immediately until the post is filled. Candidates who are not contacted within 3 months of the date of their application may consider their application unsuccessful.

Lingnan University, Department of Sociology and Social Policy: Lingnan University, a distinctive liberal arts institution in the Hong Kong Special Administrative Region, is committed to the provision of quality education distinguished by the best liberal arts traditions. Adopting a whole-person approach to education, it offers a wide range of honors bachelor's degrees and postgraduate programs up to the doctoral level in the disciplines of arts, business, and social sciences. Lingnan University is fully committed to the pursuit of excellence in both teaching and research. Applications are invited for the following position, which will be tenable from mid-August 2010 or by mutual agreement thereafter:

Assistant Professor:

The Department of Sociology and Social Policy (<http://www.LN.edu.hk/socsp/>) combines teaching and research in sociology, social policy, and behavioral sciences. It contributes with the Department of Economics and the Department of Political Science to the integrated Social Sciences Program in the University. Applicants are recommended to visit the

departmental web site and program web site (<http://www.LN.edu.hk/progs/ssprog/>) for more information. The appointee should have a PhD degree in psychology, with particular experience in behavioral science and social psychology. Areas of teaching specialization are open, but willingness to teach in at least two of the following is preferred: Introduction to Behavioral Science, Human Development and Psychology of Adulthood, Exploring Psychology in Western and Chinese Cultures, Positive Psychology, Abnormal Psychology, Stress Management & Life Balance, Environmental Psychology, and Social Psychology. The ability to contribute to introductory courses in research methods and statistics in social sciences will also be an advantage.

Applicants are required to provide information on their research records and evidence of quality teaching. Excellent communication and presentation skills are essential. Administrative experience will be a distinct advantage. The successful appointee is expected to have a strong commitment to teaching excellence and services to the Department and the University community, and to engage actively in quality research and publication. The monthly salary will be around HK\$45,300 - HK\$71,400 (approximate exchange rate: US\$1 = HK\$7.8). The remuneration will be commensurate with qualifications and experience. Fringe benefits include annual leave, medical and dental benefits, mandatory provident fund, gratuity, and, if applicable, housing benefits and incoming passage and baggage allowance for the eligible appointee. Appointment will normally be made on an initial fixed-term contract of 3 years, renewable subject to mutual agreement. Applicants are invited to forward their dossier together with a personal data sheet (Form R1), which is obtainable from the University's web site at <http://www.ln.edu.hk/hr/application-forms>, to the Human Resources Office, Lingnan University, Tuen Mun, Hong Kong by post, by Fax at (852) 2891-5782, or by Email to recruit@LN.edu.hk (as attachment in MS Word format). Applicants should supply at least three names and contact information of referees having the applicant's prior consent to provide reference. Applications will continue to be received until the position is filled, but review of applications will begin in mid-December 2009. The University reserves the right not to fill the post or to fill the post by invitation or by search. Further information on the University and its programs and activities can be found on the University's web site: <http://www.LN.edu.hk>. Enquiries can be directed to recruit@LN.edu.hk.

Sabanc University, School of Arts and Social Science:

Sabanc University, invites applications and/or nominations for a faculty position in social cognitive psychology. The position is open as of September 2010, to mid-career candidates as well as candidates who have recently completed their PhD or are near completion. We seek a scholar with a PhD in psychology, with strong specialization in social cognitive psychology, applied cognitive science, applied decision making with a solid theoretical background. Further specialization in one or more of the following areas is preferred: con-

lict analysis and resolution, social psychology, political psychology, self and identity, social cognition, naturalistic decision-making, and psychology of education and learning. The successful candidate must have a strong record and potential for top quality scholarly publication, as well as promise of outstanding teaching at both the undergraduate and graduate levels.

Sabanc University is a private, department-free, innovative academic institution. It is strongly committed to interdisciplinary research and teaching both at the undergraduate and graduate levels. To meet this challenge, the School of Arts and Social Sciences is organized around multidisciplinary degree programs including conflict analysis and resolution (MA), cultural studies (BA, MA), economics (BA, MA, PhD), European studies (MA), history (MA, PhD), management (BA), political science (MA, PhD), social and political sciences (BA), Turkish studies (MA), visual arts & communication design (BA, MA), and the Faculty of Management offers degree programs in management (BA), finance (MA), MBA, executive MBA, leaders for industry (a dual degree offered with the Faculty of Engineering and Natural Sciences) and PhD in management and organizations, operations management, and finance. The university admits top-ranking students for its undergraduate programs through a centralized university entrance examination. Faculty members are provided with excellent support, including housing facilities on its modern campus if available or a housing stipend.

Applicants are asked to complete an online application form through the university website (Applicant Tracking System): http://www.sabanciuniv.edu/eng/?aday_calisanlar/akademik_is_basvurulari.html

Additionally, a curriculum vitae, a clear statement of current and planned research and teaching activities, and at least three letters of reference should be sent via email to: Mehmet Bac, Dean, Faculty of Arts and Social Sciences, bac@sabanciuniv.edu with Cc: Inci Ceydeli, Faculty Administrative Manager, inci@sabanciuniv.edu

New York University at Abu Dhabi, Interactive Media and Technology:

New York University has established a campus in Abu Dhabi with the ambition to become the leading institution of global higher education in the 21st century. NYU Abu Dhabi invites applications and nominations for one or more tenured or tenure-track positions in digital media design for the Arts and Humanities. We are seeking experienced individuals with an interdisciplinary interest in technology, digital media, and science, i.e., in the theoretical and practical aspects of their interrelation, and a completed doctorate in one of these fields. Specific research interests may range from cinema and film studies and visual culture to the learning sciences and memory and cognition. Preferred candidates will have an active agenda and proven track record of research, publication, and undergraduate teaching.

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NYU Abu Dhabi is recruiting faculty of international distinction committed to active research and the finest teaching, to building a pioneering global institution of the highest quality, and to forging an international community of scholars and students. To accomplish these goals, NYU Abu Dhabi is committed to providing outstanding resources and facilities for faculty research and teaching. Alongside its highly selective liberal arts college, NYU Abu Dhabi will create distinctive graduate programs and a world-class institute for advanced research that fosters creative work across the Arts, Humanities, Social Sciences, Sciences, and Engineering. Situated at a new global crossroads, NYU Abu Dhabi has the resources and resolve to become a preeminent center of collaborative intellectual pursuit and impact. NYU New York and NYU Abu Dhabi are integrally connected. The faculties work together, and the campuses form the foundation of a unique global network university, linked to NYU's other study and research sites on five continents. Major research projects and public programs are underway. We have recruited our first cohort of faculty across many disciplines and the first class of students of remarkable potential from across the world will arrive in Fall 2010. The international character of NYUAD is reflected in the global composition of the faculty and the student body as well as the research agenda and curriculum, which have been designed to promote inventiveness, intellectual curiosity, multidisciplinary interest, and intercultural understanding.

The terms of employment are competitive compared to U.S. benchmarks and include housing and educational subsidies for children. Faculty may spend time at NYU in New York and at its other global campuses. The appointment might begin as soon as September 1, 2010, or could be delayed until September 1, 2011.

Review of applications for the positions listed above will begin immediately, with a final deadline of January 31, 2010, for receipt of applications. Applicants need to submit the following documents in PDF format to be considered: curriculum vitae, statement of research and teaching interests, representative publications, and three letters of reference. For more information on the Arts and Humanities searches and for instructions on how to apply, please visit our web site at <http://nyuad.nyu.edu/human.resources/open.positions.html>. If you have any questions, please Email: nyuad.itp@nyu.edu

Department Chair, International Psychology

The Chicago School of Professional Psychology –

Chicago Campus: The Chicago School of Professional Psychology (www.thechicagoschool.edu) is an independent, regionally accredited not-for profit graduate school providing education for careers in psychology and related behavioral and health sciences. The Chairperson of the International Psychology Department is responsible for providing visionary leadership for the academic direction of the department. The Department Chair must be an optimistic, action-oriented leader who will motivate faculty to embrace these values in

the classroom and within the institution. Responsibilities include curriculum quality and development, scheduling, preparation for programmatic accreditation, assessment of student learning and program improvement, and supervision of faculty and department administrators.

The International Psychology PhD was launched on line in 2009. The Department Chair is being brought in to lead and grow the campus-based version of the program.

Position Qualifications:

- A doctoral degree in psychology, concentration open, with a license or license eligibility desired.
- Teaching and academic administration at the post-secondary level as well as professional experience is required.
- Extensive international experience in at least one of the following areas is essential: international field work (e.g., Fulbright Scholar; visiting professor); international research including partnering with international scholars and/or collaborating on-site in data design, collection, and publication; international professional association work (e.g., officer with one of the international associations such as International Council of Psychologists).
- Solid people development skills with a focus on providing opportunities for faculty and staff to excel.

Why consider the opportunity?

- Healthy institution in growth mode. It is an exciting time to be a part of the institution. Opportunities are unlimited.
- The International Psychology program is the first of its kind in the US. You will help build and grow the campus-based program.
- Culture. The Chicago School offers a culture of innovation and excellence. It is a fast-paced, fun place to work. Bright, hardworking, ambitious employees are valued and rewarded. TCS was named one of the "best colleges to work for" by The Chronicle of Higher Ed in 2009.

For more information or to apply, contact:

Beth Baldino
Sr. Consultant
Summit Search Solutions, Inc.
Direct dial 609-730-1277
bbaldino@summitsearchsolutions.com

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