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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 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at optimal@optimal.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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SUBMISSION DEADLINES
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 3,000 words (negotiable) 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

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Psychology is Getting Very International – Again!

John D. Hogan, PhD
President, Division 52

I am deeply honored to serve as president of APA Division 52 for 2011. For those of you who don't know me, I'd like to tell you a little about my background and interest in international psychology.

I've been a member of Div. 52 since its beginning. I've served in many roles during my years with the division, including program chair, member-at-large, and historian. One of the most satisfying aspects of participating in the division governance is the opportunity to interact with so many hard-working and distinguished people.

My introduction to international psychology came through a faculty colleague, Virginia Staudt Sexton, almost 25 years ago. Virginia had retired from Lehman College of the City University of New York and immediately joined the faculty at St. John's University where I have taught since receiving my doctorate from Ohio State University. Virginia and I became good friends very quickly although I did not expect that she would have such an impact on my professional life. Prior to coming under her influence, I did not think of psychology in international terms. My generation was taught to view U.S. psychology as the only worthwhile psychology. And while there may have been a few important contributors from other countries – Jean Piaget was one clear example – cutting edge psychology was believed to be a local product.

Virginia changed that attitude for me. She pointed out that psychology had been decidedly international from its beginnings. The first international congress of psychology, held in 1889, only ten years after the founding of Wundt's laboratory in Leipzig, attracted representatives from twenty countries. Indeed, she argued, many of the most important ideas in psychology, had come from outside of the U.S. In fact, the very style and approach of American psychology, with its emphasis on individual differences and adaptation, owes more to an Englishman, Francis Galton, than to any local pundits. The entire testing movement, sometimes thought of as the signature contribution of psychology, and wildly popularized by Americans such as Cattell, Goddard and Terman, originated in Europe with Galton and Binet.

For decades mainstream U.S. psychology was held captive to a kind of rigid behaviorism, a school that originated in

the U.S., but which did not permit the exploration of ideas that deviated too much from the mainline. It certainly was not interested in "foreign" ideas. Indeed, it was impossible for any non-behavioral approach to gain a foothold in American academic psychology. Gestalt psychology never developed much of a local following. Psychoanalysis existed almost entirely outside of the academic psychology community. Existential psychology was too much like philosophy. Even cognitive psychology was shunned as too mentalistic. But sometime in the 1950s, American psychology started to wake up to the limitations that it had imposed on itself and began to explore other possibilities, including international ones. Still, the change was slow in coming.

In 1976, Virginia and her frequent collaborator, Henryk Misiak, published *Psychology Around the World* (Brooks/Cole), a book that has been described as the most important work in internationalizing psychology. Their edited book described psychology in thirty-one countries or regions and helped to bring psychology in other countries to the attention of psychologists in the U.S. In 1992, Virginia and I published a follow-up to that volume, titled *International Psychology: Views From Around the World*

(University of Nebraska Press). It included descriptions of psychology in forty-five countries, with most chapters written by natives. A more recent volume, edited by Michael J. Stevens and Danny Wedding, both past-presidents of Division 52, was titled *Handbook of International Psychology* (Brunner-Routledge, 2004), and continued the update of psychology around the world. International psychology has changed a great deal since I first became interested in it. Apart from the founding of our own division – a clear sign of interest in the topic – many other divisions of APA have formed committees or subgroups with an international perspective. Editors of major journals have

begun to include more international consultants as editors. Our division is about to launch its own journal, a major event for the division and for psychology. Even the history of psychology, a special interest of mine, has seen several books published recently with an international focus. One of them is by Wade E. Pickren, a former program chair for Div. 52, and his wife, Alexandra Rutherford, titled *A History of Modern Psychology in Context* (John Wiley, 2010). It seems clear that the "new" international psychology is entering a more mature phase. And we are all a part of it.

One of the goals of our division is to promote an international perspective throughout psychology. If you are interested in joining one of our committees, or forming your own, please contact me at hoganjohn@aol.com. In the meantime, please know that I continue to be grateful for the opportunity to serve you and the division. I hope I can do justice to your faith in me.



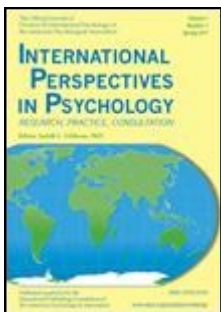
John continues his international recruiting: Geiranger, Norway

**Division 52 Proudly Announces
Its New Journal:
*International Perspectives in Psychology***

To facilitate the dissemination of research that is contextually informed, culturally inclusive, and dedicated to serving global societal needs, Division 52 (International Psychology) and the American Psychological Association (APA) have joined together to launch *International Perspectives in Psychology: Research, Practice, & Consultation*.

Multidisciplinary in perspective, this new journal publishes conceptual models, quantitative and qualitative research findings, and methodologies to help study and understand human behavior and experiences around the globe from a psychological perspective.

International Perspectives in Psychology: Research, Practice, & Consultation was originally conceptualized as a public health and prevention journal. The September 2009



call for editorial nominations expanded on that by adding inter-group conflict, societal transformations and national development, threats to the natural environment and recovery from national disasters, delivery of mental health care, and psychological aspects of physical health problems as additional topics that will be addressed in the new journal. Many of these topics will address the contributions of psychology to education, economic development, service capacity building, and environmental issues. Thus, the journal's mission has broad parameters for research, application, and intervention.

The journal will promote psychological science and practice around the world, exploring topics as they manifest themselves across any array of countries and cultures. Contributions will focus on topics and variables relevant to psychologists and other professionals in a range of disciplines.

International Perspectives in Psychology: Research, Practice, & Consultation will begin receiving manuscripts on January 1, 2011 via its own website that will appear within the APA Journal website system on that date, and reached via <http://www.apa.org/pubs/journals/index.aspx>.

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<http://www.sccr.org>

Translators Wanted

A one-page overview of the history of the APA Division of International Psychology was co-authored by its Presidents John Hogan and Harold Takooshian. We now seek global colleagues to translate this sheet into other languages, with themselves as the author, to circulate to colleagues and students in their nation. As of December 2010, this sheet appears in 12 languages: Chinese (Mandarin), Dutch, English, Estonian, French, Greek, Hindi, Korean, Polish, Russian, Somali, Spanish.

Can you translate this into another language this month? If so, contact the Chair of International Liaisons, Rivka B. Meir, at: winsuccess@aol.com

Be sure to “stay connected”

Our webmaster Richard Velayo sends out his listserv monthly, rich with useful news, <http://www.rvelayo.com/Div52Announcements>. Are you missing this? If you are not now receiving this monthly, be sure to register with Keith at APA today: kcooke@apa.org.

To find out about free international activities in greater New York, check Richard's “NY52” webpage at: <http://web.mac.com/rvelayo/Div52/Div52-NY.html>.

Would you like to see the history of our D52 in over 10 diverse languages, from Hindi to Somali? If so, check: <http://web.mac.com/rvelayo/Div52/Div52HistoryTranslations.html>

Thank You Reviewers

International Psychology Bulletin would like to acknowledge the following reviewers. Thank you for your service!



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Readers who are interested in reviewing in the future should contact Grant Rich, Editor, at optimalex@aol.com, indicating relevant background, training, and interests.



Grant J. Rich
University of
Alaska Southeast

Editor's Note: This issue completes my first year as the Editor of our *APA International Psychology Bulletin*. I warmly thank all of our dozens of fine contributors for making our Bulletin the unique resource it has become, filling important gaps in international psychology—by combining timely news, Division reports, book reviews, feature articles, and peer-reviewed research. My work benefits from the kind cooperation of several leading experts in the USA and other nations who generously step forward, to share their expertise to review research manuscripts. Please join me here to acknowledge and thank our expert reviewers who served in 2010 to produce volume 14 of the Bulletin.

Four New Officers Elected for 2011



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Division 52 Membership Survey

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.

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.

Mentoring Needs of International Students in Counseling or Clinical Psychology Programs in the USA: A Preliminary Report and Reading of the Data

Marco Gemignani, PhD and Reena Sheth, MA
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International students of clinical or counseling psychology in the United States were invited to participate in an online survey on their mentoring needs. Through a qualitative analysis, four main areas of concern were identified: professional development, personal and social experiences, culture and identity, and constructions of advising and mentoring. We linked the dominant dynamics in these areas to aspects of psychological acculturation and, for the unique population of international students in counseling and clinical psychology, to the experience of embracing their cultural identities as they emerge in their professional development. This study promotes awareness about concerns and areas of dialogue in mentoring relationships with international students in mental health programs.

Keywords: mentoring, advising, international students, counseling, clinical, training, graduate, doctoral

Introduction

The work of clinical or counseling psychologists cannot simply be learned in manuals or handbooks. Besides the application of accepted knowledge, practices, and standards, this profession requires the ongoing development of abilities and praxes that are lived by the clinician, who moves and changes together with the clients. So, rather than performing an intervention, a psychologist engages and collaborates with clients. From such professional engagement, the psychologist learns both about clients and about her or himself. The relational aspect of therapy is crucial for its outcomes (Safran, Muran, Samstag, & Stevens, 2002). It cannot transcend the development of reflexive skills, through which the clinician's knowledge about his or her identity becomes instrumental to promote professional growth. In this sense, the expertise of the mental health psychologist is more than detached, objective, technical performance.

The unique mix of art and science in psychotherapy and counseling suggests that the therapist's subjectivity is part of his or her training and professional work. To an extent, the role of subjectivity can be controlled and limited, e.g. through manualized treatments. In clinical practice, however, it would be impossible and even counterproductive to ignore the presence or eliminate the role of the therapist's subjectivity in the therapeutic relationship. The formation and embracing of the therapist's subjectivity is ongoing and occurs through key processes of training and practice, like cultural awareness, reflexivity, and positioning. Especially when mental-health psychologists stop aspiring to universal and objectivist claims, the field emerges as embedded in identities, relationships, cultures, and discourses of power and knowledge

(Gergen, 2009) which determine the training standards (e.g., multicultural competency; APA accreditation; individualistic views of psychopathology) and modalities (e.g., the distinction between PsyD and PhD programs; direct contact with clients since early stages of training; the counseling room as privileged therapy setting) that are dominant in a specific historical period and cultural context.

If the process of learning to be a psychologist is situated in time, space, and relationships, its cultural and context-based dimensions present unique challenges and opportunities, especially for students who, as non-U.S. citizens, may not agree with or fit into granted dimensions of Western or U.S. psychology and therapy. In other words, international students (IS) may not share some of the values, practices, and dynamics that are assumed in the knowledge and practice of counseling or clinical psychology in the United States (Patel, 2003; Pederson, 2003; Wedding, McCartney, & Currey, 2009).

The Study and its Research Question

Starting from the above assumptions about the subjective dimensions of learning and practicing therapy and the cultural location of knowledge, we anticipated the mentoring relationship to be a privileged sounding board in which IS would voice concerns and, at the same time, guide their personal development and training in directions consonant with their cultural sensitivity and identity. We expected these concerns about culture, training, and development to emerge as needs and expectations in the advising relationship.

The relationship between student and advisor or mentor¹ is central to assisting IS in developing a professional praxis

that extends beyond the mere acquisition of knowledge or application of techniques. As “the relationship with the advisor is one of the most relevant factors of graduate student success in U.S. university environment” (Rice et al., 2009, p. 376), it is likely to significantly influence the student’s psychological involvement, personal and professional development, and, for IS, acculturation processes (Berry, 1997). For instance, the advising relationship may be crucial to reflect on and to negotiate the ways in which acculturation can develop as a mutual, intercultural dialogue that is both psychological and social, and that may be instrumental in the professional development of the therapist (Trotter, Koch, Sanger, & Skovholt, 2010). Issues of psychological acculturation, graduate education, and professional growth merge to possibly create unique mentoring needs for IS in mental-health training programs.

Despite the general agreement on the importance of the advising relationship for graduate student success (Forehand, 2008), we were unable to find empirical studies in the literature that focused on the advising or mentoring of international students in clinical or counseling psychology. Schlosser and colleagues (2001, 2003, 2005, 2007) researched the advising relationships for students in counseling psychology programs, but their work did not focus specifically on IS. On the other hand, Rice et al. (2009) conducted an empirical study on the advising relationships of international students in all graduate programs at one particular university. The current study brings together these two areas of interest by exploring the advising relationship of IS in counseling and clinical psychology programs.

Method

Participants

Participants were recruited through the electronic list-servers of APA divisions 32, 45, and 52 and through direct contact with doctoral programs in counseling or clinical psychology in the United States. In total, 110 doctoral programs were contacted. Fifty-four international students from 36 (40%) universities participated in the study. On average, the participants had been in the USA for 6.4 years and were in the third year of their graduate program. Their average age was 29 years. Of the 54 participants, 20 were male and 34 were female. The participants reported being enrolled in the following mental health programs: clinical psychology (24), counseling psychology (15), clinical child psychology (3), clinical health psychology (3), clinical neuropsychology (3), and counselor in education (2). Forty-one percent (22) of the students were from Asia; 30% (16) from Europe; 20% (11) from Canada, 7% (4) from the Middle East; and 2% (1) were from Central or South America.

Data Collection

Participants answered ten questions in an online survey. Six questions concerned demographic information, and four open-ended questions asked about personal experiences, perceptions, and needs. The four essay questions were as follows:

1. What are your needs as an international student of counseling/clinical psychology?
2. What would you like to achieve from your advising relationship? (If you do not have an advisor, or your advisor is somehow unable to meet your expectations, how do you fulfill your advising needs?)
3. What are the important aspects in your life (including your cultural background) that you feel you can or should share with your advisor? What aspects do you feel you cannot or should not share with your advisor?
4. Please talk about some of the most positive AND some of the most negative experiences you had with your advisor.

Data Analysis

A thematic analysis was performed to code the data and identify common themes, experiences, and patterns (Braun & Clarke, 2006). After coding the data individually and separately, the two authors discussed the relevance of the identified themes to the research question. Common themes and experiences were expanded and clustered into overall areas of concern and recurring patterns. As researchers and as international students, we were especially interested in exploring the participants’ responses that concerned the advising relationship, acculturative stress, professional development, and dynamics of cultural identity.

Themes that appeared in just one or few participants were also analyzed as possible sources of complexity and reflection. In order to assign themes to the correct cluster and to ensure that the identified links corresponded to the participants’ words and experiences, we systematically “grounded” (Charmaz, 2000) our observations and interpretations in the original data.

Observations and Interpretations of Results

From the answers the participants provided, four main areas of concern emerged as most relevant for the advising or mentoring of IS in counseling or clinical psychology programs. In presenting each dimension, we provide examples of codes and, whenever possible, we include in italics brief quotes used by the international students who took part in the study.

Professional Development

Financial issues & research. It is important for mentors and colleague to realize that financial support through the educational program is a frequent (25%) source of stress for IS. For our participants, financial concerns were not so much about primary support, but about the ability to gain opportunities, experience, and support to conduct research. Because the participants considered research the best predictor of future professional success, they saw the lack of funding as having a long-term impact on their careers. Along the same lines, when asked about their expectations and goals for their advising relationship, 19 participants (35%) expressed the desire to be involved in research practices. This desire was especially the case for IS enrolled in research-oriented doctoral programs.

Despite this emphasis on research, national fellowships and grants are rarely open to non-permanent residents. In this regard, IS find themselves in a position of disadvantage with respect to their US peers. Participants frequently felt that it was harder for them to meet their own and their department's professional research expectations.

It is therefore thoughtful and caring for academic advisors to seriously address the perception and reality of the IS's disadvantage when it comes to research funds and opportunities. Advisors could both normalize their advisees' concerns about the challenges of doing research and lobby within the department for the involvement of IS in research groups and for distributions of funding that take into consideration the IS's limitations on employment and external funding.

In light of the central role that research plays in many doctoral programs, obstacles in this area may likely extend to other fields of experience and identity for students. The centrality of this need is evident in the expectation by all of the participants who expressed interest in research that their advisors would provide training or consultation on research skills, professional networks, career paths, and publications.

Taken for granted knowledge. One fifth of the participants reported needing to learn knowledge that is commonly "taken for granted" by instructors and peers, like the structure of the US educational system or the use of medical insurance. In this regard, advisors can make a significant difference by taking the initiative to explain processes that may appear obvious to an American. Especially for those students who recently moved to the United States, advisors should consider that the first period of acculturation tends to be characterized by steep learning and higher stress levels (Ward, Bochner, & Furnham, 2001).

Because some participants reported feeling embarrassed to ask questions on topics that everybody else seemed to know, it is critical for mentors to establish a climate of trust and openness. In addition, advisors could help IS understand the cultural, historical, or pragmatic location of specific mental health practices in the United States. For instance, it may be difficult for an international student who is not familiar with US history to understand the racial stratification of US society and the contemporary emphasis on cultural and multicultural psychology. Similarly, students may not understand why they are asked to see clients beginning in their first year of study, whereas in their home country psychological training programs do not allow students to see clients until internship.

The advisor as cultural referent. Besides its academic and professional role, for many IS the academic advisor is a major cultural referent from whom they can learn about cultural "differences," "norms," "perspectives," "experiences," and "sensitivities" in the USA as they emerge "in conflict" or in dialogue with the IS's home cultures. It is important to underscore that, here, IS are not asking for information that can simply be given, like a bullet-point list of cultural values or habits. Rather, IS are immersed in significant and intense processes of cultural reflexivity and personal growth in which referents and traditions are re-interpreted and often ques-

tioned, in regards to both the home and host country. In other words, rather than looking for correct answers, IS are asking for guidance on how to formulate constructive and exploratory questions (Gemignani & Peña, 2008).

Transferability of knowledge. Lastly, a practical issue for many participants was the transferability of professional titles to their country of origin. This matter was an interesting combination of bureaucratic (e.g., related to the possibility of getting a work permit in the USA or licensure requirements in the home country) and cultural dimensions, like the transferability to the home country of knowledge gained in the USA. For instance, two participants expressed concern about the applicability of Western psychotherapy, which is typically based on individualistic views, to their home cultures (Patel, 2003). It is along these lines of concern that we read the words of a woman from South East Asia: "I would like my advisor to be more sensitive to the fact that our training and practice in our home countries need not necessarily [to] map onto the way the system works in the USA." Especially in social or human disciplines, the transferring of knowledge outside of the cultural contexts in which it was produced is a significant topic of critical reflection (Pedersen, 2003). This process entails reflections on political questions (e.g., about cultural imperialism, ethnocentrism, and neo-colonial dynamics of knowledge and power), epistemological positions (e.g., knowledge about psychological issues comes from individual accounts, relativism of scientific methods and findings), and the ways in which individual students might have changed not just professionally but also psychologically during their sojourn in the USA (Said, 1994; Tuhiwai-Smith, 1999).

Personal and Social Experiences

Learning to be a graduate student in the United States. In discussing their advising needs, approximately 70% (n = 38) of participants pointed to the challenge of navigating a complex web of roles and relationships with advisor, peers, faculty members, and other international students. This challenge concerned both professional and personal aspects of their life. For instance, many IS wrote about needing to learn how to be a graduate student of psychology at a U.S. university. Although feelings of anxiety about class participation, research requirements, or seeing clients are common among students regardless of nationality, many of our participants felt that they were facing these challenges from a position of disadvantage, especially concerning their diversity or uniqueness within their departments. A male student from Taiwan "would like the department to be more attentive to the difficulties of international students. The difficulties that an international student faces sometimes open the door for critical examination of the taken-for-granted assumptions of the clinical training." A position of cultural integration rather than assimilation or marginalization (Berry, 1997) would encourage ongoing and mutual cultural dialogue among IS, faculty, and peers. According to the participants, such a dialogue would help counter views of diversity and uniqueness as either invisible (i.e., every student is the same) or negative (i.e., the neediness of IS). IS wanted their diversity to be valued as

an asset for both their department and their own training. This topic will be further explored below, in the section “Constructions of culture and identity.”

The majority of participants saw the advisor as a main source of knowledge and skills to deal with a variety of academic and professional challenges. Especially for those students who recently moved to the United States, their existing social networks (e.g., friends, former teachers, counselors) may not be knowledgeable about these challenges. It is therefore important for the advisor to offer *guidance, advice, collaboration, and constructive criticism* as well as psychological support. Some of the participants hoped to receive help on the development of their professional identity and the integration of multiple professional roles such as student, teacher, therapist, and researcher. Interestingly, they also pointed out that the advisor could be instrumental in helping them to reflect on their experience as IS.

Isolation. This search for the advisor’s psychological support is in contrast with the immigration label “non-resident alien,” which aptly captures the feelings of alienation and isolation IS face while in graduate school. Many participants wanted their advisors to understand the psychological and social challenges associated with being an immigrant student. Reflecting on his experience in the graduate program, one of the participants wrote that “*Sometimes, I feel that I am not treated in the same way that other students are treated in the lab. At times, it feels that I am an outsider.*” Because the field of mental health psychology is heavily conditioned by political discourses and social norms, professional abilities develop significantly through frequent dialogues with peers about viewpoints and hermeneutics, for instance about the interpretations of clinical or ethical cases. Personal isolation and cultural marginalization can undermine the development of a complex view of mental health.

In addition, the peer group serves as support and as a cultural referent for IS, who can consult with other students about cultural phenomena and dynamics. However, some participants struggled to find peer support in their cohort. They attributed their isolation and marginalization to their difference from their American counterparts and their general indifference toward the IS’s cultural background. This sense of cultural invisibility led a male student from China to wish that his “*cohort group were interested in understanding people from other country.*” In regards to isolation, the advisor might help by modeling relational styles that are more consonant with the IS’s culture. For instance, one female student from China wished that her advisor would “*not just use individualistic way to interact with international students.*”

Culture and Identity

Despite being obvious representatives of cultural diversity, approximately half (45%) of the IS who participated in the study complained about the invisibility of their cultural background within their programs of study or in their relationship with their advisor. As a male student from Iran wrote, “*I need genuine interest for my culture.*” A female student from Taiwan wished that her “*American peers can find more interest*

in international students.” As seen above, some participants described this perceived indifference as “*lack of cultural curiosity*” and “*openness*” in faculty and peers. It was frequently associated with a sense of social isolation, disrespect, and, for two participants, helplessness and ethnic discrimination.

IS whose first language was not English would like their advisors to compassionately understand the challenges in studying in a different language and country. Yet the tendency to understand the challenges of IS exclusively in terms of language proficiency and cultural adjustment runs the risk of being over-simplifying. Even if these two aspects are important, the main challenge concerns the diversity of broader systems and frameworks of meaning. For instance, a Mexican female student wished her advisor to be “*aware of the unique cultural aspects that make my studies challenging, and different.*” For her, the learning and training processes are not just more difficult: they are also qualitatively distinct from those which her U.S. peers experience. Although we do not know the specific meanings she gives to the word “different,” the context in which she uses it suggests that she would most benefit from an environment in which diversity is embraced as an asset rather than ignored.

The development of clinical or counseling skills is the result of relationships and experiences – two dimensions that can hardly be considered separate from one’s culture and the contexts of learning and practice. The same Mexican woman we quoted above also writes, “*this degree is in my second language: I need more awareness and recognition about the specific and unique challenges that this presents. The same applies to style of writing, and style of interpersonal interaction.*” This awareness does not refer so much to the disadvantages of being a foreign student (as many of the participants’ experiences seem to entail), but rather to the recognition of the different values, cultural aspects, and viewpoints that are part of the IS’s contributions.

IS would like international and linguistic diversity to be valued as an asset they bring to the department, rather than a burden that needs to be corrected through, as their advisors suggested, “*English-language classes,*” “*writing tutorials,*” or “*grammatical checks.*” Similarly, a woman from Libya found “*very little opportunities to see her multilingualism as a strength, rather than a burden in the relationship [with my advisor] and in my academics.*” Accents and multilingualism may well offer rich occasions to reflect on cultural positioning, rather than as obstacles to learning. A participant wrote that “*her advisor was not very patient when it came to helping me adapt to the writing style in the US. She readily attributed the difference to cultural differences, assuming that people in India do not have a good command over English, instead of working on my writing as a personal area that had scope for improvement.*”

Along similar lines of cultural respect and valorization, a Taiwanese male student would like his “*advisor to appreciate and understand how my cultural difference contributes to my research.*” If cultural understanding and respect of difference do not occur, then IS are simply asked to uncritically assume

the international relevance and applicability of therapeutic theories and practices. This unidirectional claim of the universality of “American” psychology entails an imperialistic position which left a female student from Belgium with the “feeling that I am being indoctrinated, with little understanding or respect of my values.” As Pedersen (2003, p. 400) remarks, “American psychologists know far less about psychology in other cultures than international psychologists know about us.” For instance, it was significant that five participants wrote that one of their mentoring needs was to critically reflect on the individualistic bias of their trainings in psychotherapy and their social interactions within their university department.

On the other hand, students whose advisors were “genuinely interested in their culture,” “able to appreciate cultural differences” and “tried to learn who I am and to understand some important aspects of me” felt supported and empowered. A female IS from Cyprus felt supported by [her advisor’s and peers’] “willingness and openness to learn about my experiences, values learned in my culture, and overall background.” These helpful advisors attuned to the IS’s isolating experiences and actively demonstrated an interest in knowing about aspects of their advisee’s culture, such as culinary traditions, music, literature, histories, and movies. For these IS, their advisors were important referents not just about the US culture, but also about the ability to communicate inter-culturally in reflexive, open, and interested ways.

Constructions of Advising or Mentoring

In order to achieve such significant levels of openness and collaboration, approximately half of the participants expected the advising relationship to be built on “trust,” “emotional support,” “understanding,” “encouragement,” “care,” “respect,” “validation,” “dedication,” “mutual understanding,” “acceptance,” and “recognition of unique cultural needs” of the student by the advisor. These expectations are consistent with findings from a study on advisee perspectives on graduate advising relationships by Schlosser, Knox, Moskovitz, & Hill (2003). In this study, a strong emphasis on the interpersonal connection between advisor and advisee was instrumental to the advisees’ satisfaction of the mentoring relationship. In other words, IS would like an advisor who, in addition to being a mentor, is or can be a confidant and ally that provides guidance and advice both academically and personally, in areas such as *family in the home country, social life, marriage, and religious beliefs*. A study conducted by Rice, et al. points out the similar importance of “being mindful of the advising relationship as a form of social support with significant implications for international graduate students” (2009, p. 389).

The ideal mentor provides a “warm and caring environment” that is similar to a “friendship.” About her excellent relationship with her advisor, a Canadian female student wrote: “She not only advises me on academic and clinical issues, but also helps me to negotiate becoming a professional while meeting my personal needs (e.g. family, marriage, social life).” For IS, the ability to bridge the personal and the

professional is a relational achievement that, both symbolically and practically, entails care and support to face the social and academic challenges of being an IS. Furthermore, many participants viewed their advisor as a counselor. When speaking on behalf of the hypothetical community of IS, some of the participants wrote that IS want to feel “appreciated for their achievements” and “to feel that their struggles are normal.”

The advisor is expected to “provide encouragement.” For many of the participants, the most positive experiences with their advisor came from research collaborations and co-authorships. Close collaborations with their advisors offered direct opportunities to learn and develop professionally. A Turkish woman in her 5th year, for instance, praised her advisor for not “giving up on me, even if I procrastinated a lot and did not meet the deadlines. He helped me to process my thinking and feelings toward writing process. I was empowered a lot, and the fears were normalized.” This sense of empowerment is, perhaps, one of the most important accomplishments for a mentor who cares about the student’s identity and life, and not just about her academic success. IS want their advisors to realize and empathically understand “how much more stressful and intimidating some of the routine requirements of the program are for IS.”

Some participants directly said that they wished their advisors to be interested in their cultures, past and current experiences, family backgrounds, and personal growth. The sharing of personal information, however, can be an ambiguous and complex process. Setting up relational boundaries that remain flexible requires advisors to be sensitive to the experience of IS and to establish an open dialogue about reciprocal expectations and dynamics of power and responsibility. For some of the participants, it was challenging to understand whether aspects of their personal life could be shared with the advisor. Although most participants welcomed the open sharing of more personable content, this was not the case for all of the IS.

Openness and closeness in the advising relationship are not a panacea for all IS. In response to the question about which important life aspects students feel they can or cannot share with their advisors, three participants (two from Asia and one from North Europe) stated that they wanted to confine the relationship to work-related domains. Therefore, it is recommended that advisors and advisees openly talk about the content, style, and boundaries of advising. As He and Heppner (2008, p. 89) write, advisors should not be afraid to explicitly “ask the students what a comment or situations means for him or her.” Advisors would benefit from keeping a flexible attitude in order to allow for the adaptation of advising to the unique student and the cultural contexts of training.

Discussion

The participants in this study highlighted general concerns about academic learning and professional development, issues and dynamics of acculturation, and dimensions that are specific to IS in clinical or counseling psychology. The pro-

professional and personal growth that comes with the successful undertaking of a Ph.D. program in counseling and clinical psychology draws a significant link between practical concerns and the development of the students' identities in relation to the multiple cultural environments to which they belong. In the introduction to this manuscript, we pointed out the necessary link between practice and subjectivity in the work of therapists. In the case of IS, experiences of social isolation and cultural adjustments are not isolated phenomena that will be overcome with time. Rather, acculturation is a never-ending process that is interwoven with the development of the trainee's personal and professional identity. For IS, to be recognized for their uniqueness is critical for their professional development, as this recognition allows for the development of critical positioning and consciousness toward their work and identities as therapists, researchers, teachers, and learners. This need counters the general attitude of indifference and cultural invisibility that many participants described as prevalent among the faculty and students of their departments. In the IS's eyes, the lack of interest toward their cultural background meant that the people and sites for which they came to the United States did not care to know about them. Although virtually any single counseling or clinical department underscores the importance of multiculturalism, in practice the unilateral positions of power and knowledge adopted in many of our participants' departments seemed to counter this political commitment to culture and diversity. This observation resonates with Wedding, McCartney, and Currey's (2009, p. 190) experience that "psychologists often feel ill prepared to deal with the rich but sometimes exigent cultural needs of international students."

In regards to dynamics of power and acculturation, the academic advisor or mentor plays an especially important role. Participants pointed out the need for a compassionate understanding of the challenges they face by learning in a second language and cultural context. For instance, the advisor may be instrumental in tutoring students through concepts that are frequently taken for granted by native students and in helping the IS to reflect on their learning experience as it emerges in relation to their specific cultural background. Most (but not all) IS looked for a personable and caring relationship with their mentor. At the same time, because the distinction between advisor and mentor is frequently unclear, it is the responsibility of the faculty member to discuss local and cultural meanings, clarify and negotiate reciprocal expectations, and encourage open dialogue and trust. Relational boundaries and dynamics are especially delicate for IS who, first, do not typically have the support network and capital that are more likely available to their U.S. counterparts and, second, tend to be unfamiliar with expected roles and relational styles of U.S. universities. Of course, neither IS nor U.S. academic departments are monolithic or homogenous entities. It becomes therefore crucial for mentors or advisors to enter into an active and collaborative dialogue with their international students – a dialogue that needs to allow room for negotiations and flexibility from both parties.

It is especially in regards to cultural assumptions and

dominant practices that IS in counseling or clinical programs would benefit from a strong and trustworthy relationships with their mentors. The mentor's cultural sensitivity can be instrumental in avoiding mere reproductions of Western knowledge and US-based science in cultural settings that do not necessarily participate in the epistemic, historical, and ideological positions that guided the creation of scientific knowledge and its applications. It is therefore important for advisors to be aware of mental health assumptions that are dominant, and thus frequently invisible, in graduate trainings in mental health. Secondly, mentors of IS should be open to discussing these assumptions with their mentees and to exploring the implications of these assumptions in the practice of therapy, research, teaching, and learning. This openness requires the mentor to tolerate ambiguity and welcome perspectives on knowledge and practice that may be different from the established ones (Cadieux & Wehrly, 1986). In other words, the experiences and wishes of the participants seem to suggest that good mentoring is not just based on the transmission of knowledge (e.g., about course content, research, funding, cultural differences, linguistic challenges), but also on ongoing reflections on the origins, applicability, and implications of this knowledge as it is taken in and up by IS, who in their learning of the art of therapy become expert not so much through accumulating external knowledge but through experience and subjective reflection.

¹ In this manuscript, we use the words mentor and advisor interchangeably. Although these two terms carry distinct meanings, we did not want to assume that our participants were familiar with the distinction.

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The Human Dimensions of Globalization
Book Review: *The Psychology of Global Mobility*

Carr, S. C. (Ed.). (2010). New York, NY: Springer.
 ISBN 978-1-4419-6208-9; Price: US \$169.00

Reviewed by Uwe P. Gielen, Ph.D.
 Institute for International and Cross-Cultural
 Psychology, St. Francis College, New York, U.S.A.

According to the International Association for Migration (IOM, 2009; see also UNDP [2009]), more than 214 million persons lived or worked abroad in 2008. This number includes 16 million international refugees, 2.7 million students studying abroad, numerous persons on international business, humanitarian or political assignments, and a very large number of immigrants creating new lives for themselves in a new country. Moreover, an estimated 1 billion people annually explore foreign lands as tourists. Many others, while staying at home, use the worldwide web or the mass media to inform themselves about global developments. At no other point in history has the world been so connected through relentless and ever increasing global flows of information, people, and goods.

Stuart C. Carr's ambitious edited volume, *The Psychology of Global Mobility*, introduces the reader to the newly integrated field of the psychology of global mobility by bringing together the contributions of 24 authors hailing from 9 countries. The chapter authors come from North America, Europe, and several Pacific Rim countries although indigenous authors associated with Latin American and African institutions are missing.

Following a concise and well organized introductory chapter by the editor, the volume proceeds with 15 chapters that, in turn, are divided up into four sections entitled, respectively, Context, Motives, Adjustment, and Performance. In the first section ("Context"), Adrian Furnham introduces his typology of travelers and discusses their various adaptations to a new environment, Kenneth E. Miller outlines some

mixed-methods approaches to doing research in settings of armed conflict and natural disasters, and Graham R. Davidson points to some ethical conflicts that psychological practitioners may have to face as they interact with mobile persons and groups.

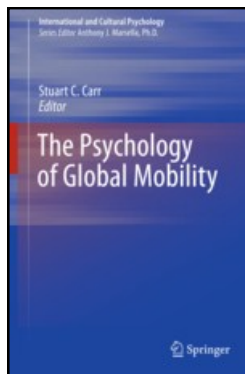
In the second section ("Motives"), Irene Hanson Frieze and Man Yu Li summarize some research delineating the personality patterns of mobile persons while contrasting them to some personality patterns commonly encountered among their more stationary counterparts. Their contribution is followed by Phyllis Tharenou's essay reviewing questions of identity and Stuart C. Carr's contribution that centers on questions of work psychology. Wendy Ager and Alastair Ager's chapter summarizes some work on international refugees while Jan Selmer tells us in his essay that well-structured cross-cultural training programs do indeed help individuals to interact more effectively with members of another culture.

In the third section ("Adjustment"), John W. Berry discusses his highly influential model of acculturation strategies and introduces some pertinent data from a large-scale study investigating the adaptation and acculturation of immigrant youth. Douglas C. Maynard, Bernardo M. Ferdman, and Tabitha R. Holmes review some factors that influence the inclusion or marginalization of new settlers in their new environment while Sonia Hernández-Plaza, Manuel García-Ramírez, Carlos Camacho, and Virginia Paloma employ a liberation psychology approach to outline and hopefully ameliorate the manifold forms of discrimination and prejudice that Moroccan workers encounter in the province of Andalusia, Spain.

In the fourth section ("Performance"), Kerr Inkson and Kaye Thorn review some work on international career patterns while Astrid Podsiadlowski and Colleen Ward's chapter points to a variety of work-related biases that new settlers encounter only too frequently in their search for satisfying work. The book concludes with a chapter by Lori Foster Thompson and Stephen G. Atkins that traces links between modern forms of technology, mobility, and poverty reduction.

How successful is this edited volume in advancing our psychological understanding of global mobility? On the whole, I believe, it makes a distinct contribution to establishing some parameters for a new field that links together theoretical and practical concerns of potential relevance to a very large number of persons. These include cross-cultural and international psychologists, sociologists exploring the "world system," policymakers, practitioners, researchers, and an increasing number of students considering an international career. The contributions cover a considerable variety of topics and perspectives and are written by active and well regarded researchers in the field.

At the same time it must be stated that few of the chapters cover their respective topics in depth precisely because the book covers so much territory. Persons interested in research on immigration, for instance, can find more detailed and sustained discussions elsewhere such as those including research on immigrants in various countries as well as research focusing on special groups (e.g., immigrant children [Chuang & Gielen, 2009]). Moreover, given the "broadband"



approach of the editor, I would have liked to see a concluding chapter by him that might have told the reader where the field is now and what major lacunae in our knowledge remain to be filled. Nevertheless, we as international psychologists can find much of value in this volume. Indeed, some of us might be tempted to compare our own international experiences with some of the conclusions advanced by the various chapter authors—and that is no bad thing for keeping one's interest up when reading this concise and innovative volume.

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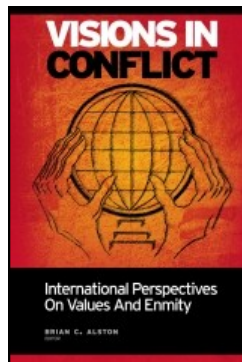
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Book Review: *Visions in Conflict: International Perspectives on Values and Enmity*

Brian C. Alston (Ed.). (2010).
 Southport, UK: BookSurge Publishing.
 ISBN: 1-4392-6914-9; Price: US \$19.99 (Paperback)

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Alston's foreword states that this book represents a multidisciplinary dialogue among counselors, psychologists, mediators, attorneys, theologians and other experts centered on conflict resolution. The book opens with Clough's focus on religious and cultural constructions of the 'other', where he posits that agreement among such constructions may firmly coalesce around 'ultimate values'. Van Vust and Park employ a tribal instinct hypothesis in explaining human intergroup psychology from an evolutionary perspective. Via her experience of teaching conflict resolution skills to community leaders in Iraq, Levy offers practical advice on balancing cultural sensitivities while still respectfully challenging traditionalisms. In



warning against the international community's insistence on sidelining religious voices from peacebuilding efforts in Kosovo, Scholaert historicizes the intertwined nature of the Orthodox Church and Serbian identity to offer a nuanced view of the contemporaneous concerns of cleronationalism and ethnophyletism (the doctrine that the Church should organize itself on the basis of ethnicity and race).

In a second article by Clough, he discusses the role of agnomanacy (the dark arts of creating ignorance) in creating and perpetuating conflict through three well known examples of tobacco companies' denial of and marketing campaigns against the addictive nature of cigarettes, the ongoing political tug of war over global warming and debates on intelligent design/creationism. Clough avers that people's deference to experts helps explain agnomanacy's utility in preventing resolution of conflicts. Pillay argues that forgiveness has great healing potency but that it comes at a cost in his article on South Africa during the post apartheid era of the Truth and Reconciliation Commissions. He documents how psychological adjustment is linked to forgiveness while disabusing us of the oft-misinformed notion that forgiveness precludes justice. He champions a move away from retributive justice to one of a restorative nature. Staub's article centers on group therapy work in post genocide Rwanda. He argues for both top down and bottom up approaches, as well as the need for simultaneous psychological and institutional improvements in that country's reconciliation efforts so as to minimize re-traumatization.

Kamatsiko's article focuses on reconciliation through play and leisure, noting the efficacy of nonlinguistic communication in ways that verbal dialogues sometimes cannot facilitate. Since both body and emotions are affected by conflict, Kamatsiko argues against the Cartesian separation of the physiological and emotional spheres. O'Keefe's piece on the role of play and leisure characterizes the ability of sports to boost team building, which is central to post conflict reconciliation.

In their article, Staub and Pearlman detail their work on psychological recovery and reconciliation in post genocide Rwanda. In sharing examples of other genocides, they note the impactful effect this had on depathologizing trauma among Rwandans. In training locals on how to conduct their own interventions, Staub and Pearlman's post evaluations reveal that trainees were able to engender a complex view of genocide over reductionistic / oversimplified explanations, and increased willingness to work with and forgive the "other". They also conducted work with journalists and created radio programs so as to reach a wide audience, since most of the population had experienced emotional duress. The last article by Handwerker is a summative take on the previous articles; he insists that psychologists must engage the global community in the 21st century by embracing 'multiphonic subjectivity'; which is an attitudinal and behavioral disposition that is "proactive, inclusive, and pluralistic in its integrative nature" (p. 193).

Notwithstanding several editorial oversights, and a few articles that redundantly crisscross with each other, this book

represents an enlarged, multidisciplinary, dialogical space for conflict resolution and reconciliation. The efforts in this book demonstrate how the authors entered the world of their participants so as to more comprehensively gauge their variegated cultural and psychological landscapes. For the field of psychology, which is seeking a global purview and anchor, this humility in approach augurs well.

This volume is one among many that in recent years have focused both on intergroup conflict and its mirror, conflict resolution between competing groups and visions. Psychologists are increasingly contributing to this dialogue as may be seen, for instance, in Joseph de Rivera's (2009) recent *Handbook on Building Cultures of Peace*. In their efforts, they can build upon the classic contributions of Gordon Allport, Morton Dentsch, Johan Galtung, Stanley Milgram, Thomas Pettigrew, Mustapha Sherif, Michael Wessells, Phil Zimbardo, and many others who have brought theoretical insights, impressive empirical studies, and considerable rigor to the study of discrimination and prejudice, group competition, obedience to malevolent authority, conflict resolution, and peace building. Let us hope that their efforts—together with those by representatives of many other disciplines—will increasingly bear fruit in a world that frequently remains divided by competing ultimate visions.



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The September 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>.

This issue contains: Images and information about the 3rd International Congress on Interpersonal Acceptance and Rejection held in Padua Italy in July, 2010; an article by Amy Baker entitled “Parental Alienation: A Special Case of Parental Rejection”; an article by Lora Park, entitled “Intrapersonal Processes Motivate Responses to Rejection”; information about an ISIPAR member becoming editor of a new APA journal as well as other items you might find interesting and useful.

Please share the newsletter with anyone you know who might like to know about it or about the Society. Membership information is available at www.isipar.org.

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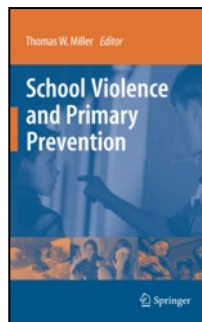
**ANNOUNCING
THE PUBLICATION OF ...**

Bridging East-West Psychology and Counseling: Exploring the Work of Pittu Laungani
Roy Moodley, Aanchal Rai, & Waseem Alladin (Eds.)
Published: 2010; Thousand Oaks, CA: SAGE Publications
ISBN: 978-81-321-0445-2

This edited volume in honor of Dr. Pittu Laungani, one of the leading cross-cultural psychologists of the West, brings together renowned names in the field of Psychology who critique Dr Laungani's contribution from various angles. It explores the nature of cross-cultural psychology, counseling and psychotherapy, specifically attempting to build bridges between Indian philosophy and the Western approaches and methods. The various chapters consider interesting and challenging questions like culture and stress, traditional healing and Hindu spirituality, and caste, class and culture and their relationship to counseling psychology.

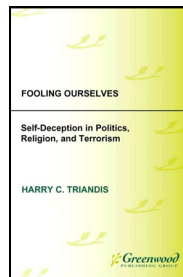
School Violence and Primary Prevention
Thomas W. Miller (Ed.)
Published: 2008; New York, NY: Springer
ISBN: 978-0-387-75660-8

Paralleling the public concern generated by high-profile school shootings and the growing dialogue about bullying, professionals in school and public health settings need effective strategies for preventing violence, treating victims, and assessing at-risk children. In *School Violence and Primary Prevention*, more than three dozen clinicians, counselors, educators, and researchers provide readers with multiple levels of understanding on the subject: the scope of school violence, possible roles of the home environment, and the contexts of child/teen/school culture. Various forms of student aggression and antisocial behavior—from bullying to sexual harassment to mass shootings (including the Virgin-



ia Tech massacre)—are discussed in depth, and the book evenly balances theoretical knowledge with practical applications from elementary school to college.

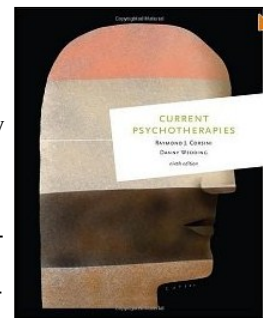
Fooling Ourselves: Self-Deception in Politics, Religion, and Terrorism
Harry C. Triandis
Published: 2009; Westport, CT: Praeger Publishers
ISBN: 978-0-313-36438-9



Explores how our hopes, needs and desire bias the way we see the world in many situations, especially in politics, religion, and terrorism. It considers how cultural syndromes such as cultural simplicity-complexity, tightness-looseness, and collectivism-individualism increase our self-deceptions, and change the kind of self-deceptions that we have.

Current Psychotherapies, 9th Edition
Raymond J. Corsini & Danny Wedding (Eds.)
Published: 2011; Belmont, CA: Brooks/Cole
ISBN-10: 0-495-90336-1
ISBN-13: 978-0-495-90336-9

This classic text overviews all of the major approaches to psychotherapy, as well as contemporary challenges and controversies. Contributors include Carl Rogers, Albert Ellis, Terry Wilson, Aaron Beck, Irvin Yalom, Myrna Weissman, Roger Walsh, John Norcross, Larry Beutler, Lillian Comas-Diaz, Ken Pope and Danny Wedding. Relevant and accessible, *Current Psychotherapies* helps students learn, compare, and apply the major systems of psychotherapy in a way that is meaningful to both their classroom experience and to their own practices. *Current Psychotherapies* is used in top counseling, psychology, and social work programs, and features an outstanding group of contributors, each of whom is either an originator or a leading proponent of one of the systems. Each contributor presents the basic principles of the system, including how it compares with other systems, in a clear and straightforward manner. Each theory chapter includes a case example that guides students through the problem, evaluation, treatment, and follow-up process.



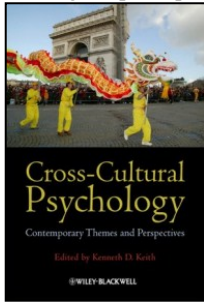
Books by Members

Cross-Cultural Psychology: Contemporary Themes and Perspectives

Kenneth D. Keith (Ed.)

Published: 2011; Malden, MA: Wiley-Blackwell
ISBN: 978-1-4051-9804-2 (hard cover); 978-1-4051-9805-9 (paperback)

Do people from different backgrounds experience basic psychological processes in the same way? Are there basic psychological principles that transcend culture? The articles in this volume, drawn from an experienced, international team of researchers and teachers, answer these questions and many others in order to situate the essential areas of psychology within a cultural perspective. Arranged thematically, this collection covers foundational information, as well as more advanced clinical and social principles and applications. Packed with research findings and real-world examples, *Cross-Cultural Psychology* discusses the importance of considering issues such as ethnocentrism, diversity, gender and sexuality in psychology and their impact on research methods.

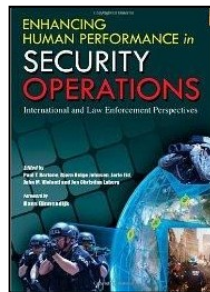


Enhancing Human Performance in Security Operations: International and Law Enforcement Perspectives

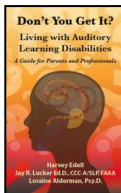
Paul Bartone, Bjørn Helge Johnsen, Jarle Eid, John M. Violanti, & Jon Christian Laberg (Eds.)

Published: 2010; Springfield, IL: Charles C. Thomas Publisher, LTD.
ISBN: 978-0-398-07951-2

This book brings together broad international military and law enforcement perspectives on how to better train and prepare workers to perform effectively in security operations. It provides basic theoretical background on key concepts and issues; empirical research addressing specific questions of importance to security operations; and recent field experiences in security operations, such as in training indigenous demining teams in Sudan and Iraq, and building up new police forces in Kosovo.



ALSO ANNOUNCING THE PUBLICATION OF...



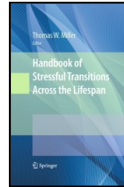
Don't You Get It? Living With Auditory Learning Disabilities

Harvey Edell, Jay R. Lucker, & Loraine Alderman

Published: 2008; New York: Skip Watt Publishing

ISBN: 978-0-9675434-1-3

www.psychdocinfo.com



Handbook of Stressful Transitions Across the Lifespan

Thomas W. Miller (Ed.)

Published: 2010; New York, NY: Springer
ISBN: 978-1-4419-0747-9

The modern life cycle is characterized by stressful transitions, when unexpected events—and even many expected ones—challenge people's functioning, health, and sense of self-worth. The international, multidisciplinary perspectives provided in the *Handbook of Stressful Transitions Across the Lifespan* cover these periods as they occur through youth, adulthood, and aging, bringing together theoretical and clinical findings, case studies, and literature reviews in one authoritative volume.

* If you would like to include a book in a future issue of IPB and have not already done so, please email information to Jennifer Lancaster at jlancaster@stfranciscollege.edu.

* Please note, due to a large response to the listserv announcement, some information already submitted will appear in the next issue.*



The latest issue of *Psychology International* can be accessed at: <http://apa.org/international/pi>

A Tale of Two Mentees

Jennifer Doran
The New School for Social Research

Jenna M. Stowell
Argosy University, Chicago

Successfully navigating the field of psychology is a challenge for any student. There are so many different components to learn, and very few explicit guidelines on what a student needs to be doing and how they should go about doing it. One of the most critical relationships a student can develop in the course of their studies is with a mentor – an experienced professional able to provide advice, support, and guidance. The mentorship relationship aids in personal and professional development and lessens the burden of unraveling the complexities of the field (O’Neil & Wrightsman, 2001). Research on clinical psychology students found that 94% of new graduates considered having a mentor as important to their careers (Clark, Harden, & Johnson, 2000).

There are specific challenges inherent in mentoring international students, or students of international psychology (Wedding, McCartney, & Currey, 2009). Conducting international research necessitates careful planning and cultural sensitivity, with barriers such as funding availability, the translatability of assessment tools, and divergent norms and value systems (Doran & Kalayjian, 2010). Students, particularly those pursuing a career in international psychology, do not always have their mentoring needs met in their training institutions, given limited faculty resources or inexperience in international work. To address these needs, six years ago past Division 52 President Joy Rice, Ph.D. spearheaded a formal mentoring initiative. The division has since included a Mentoring Committee chaired by Ani Kalayjian, Ph.D. Any student member of Division 52 can apply to the Mentorship Program, where their interests will be “matched” to those of a seasoned division volunteer. When asked about the program, Kalayjian states that “the mentoring relationship is transformative to both the mentor and mentee... the relationship is tremendously growth-promoting, full of learning, sharing, and connecting. Many research partnerships, educational programs, humanitarian outreach projects and publications are the outcome of these amazing relationships” (personal communication).

The existence of the Mentoring Program exemplifies Division 52’s commitment to nurturing emerging scholars in the field. Mentorship takes many different forms, with the division offering both informal and formal routes for guidance. Below, we offer our anecdotal experiences – one of us receiving informal mentorship (Jenna), and one of us a formal participant in the Mentorship Program (Jennifer). Behold – a tale of two mentees!

Capitalizing on Informal Mentoring in the Division: Jenna

I have been fortunate enough to attend Argosy University in Chicago where one of Division 52’s long-standing and highly accomplished members is on faculty. Neil Rubin, Ph.D., has been one of the most pivotal influences on not only my professional life, but on the lives of many other students at Argosy as well. I formed a relationship with Dr. Rubin during my second semester as a Psy.D. student, when I shyly approached him about my own international experience and interests. He welcomed me warmly and informed me that there were other students with similar goals on campus. He quickly urged us to collectively form a Division 52 student group on our campus. Under his guidance, we did just this and formed what is now one of the first active and successful “D52” student groups (Stowell & Paderta, 2010). Since then, my relationship with Dr. Rubin has flourished and developed into something that has become incredibly rich and rewarding. He provides each of us with ideas and guidance about how to not only have a successful student group, but how to advance ourselves as students. He gently encourages us to give professional presentations, attend conferences, join professional organizations, and publish articles. Without his confidence in me, I never would have taken the initiative to do many of these things on my own.



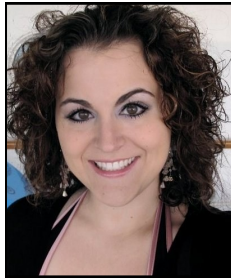
Then, at the APA Convention in San Diego, I participated in a roundtable discussion on student experiences with feminist mentors in psychology programs. I began to realize the importance of having a strong female presence in my life as a student. Although I had female professors whom I respected and admired, I had not developed close relationships with any of them as a mentee. This realization coincided with the opportunity to spend time with another esteemed Division 52 member, Dr. Janet Sigal. At the convention, I observed that Dr. Sigal and Dr. Florence Denmark were actively involved in Division 35 as well, the Society for the Psychology of Women. I began to talk with Dr. Sigal about this new realization that I had about the significance of having positive female role models, to which she described her experience with Dr. Denmark as her mentor. Dr. Sigal listened attentively to my concerns and quickly welcomed me to work with her in whatever capacity I felt I needed guidance. Although I live in Chicago and she in New York City, we have since cultivated a trusting relationship via email and phone through which Dr. Sigal provides exactly the type of support I was looking for. As I am relatively new to the role of Co-Chair for the Student Committee of Division 52, Dr. Sigal provides direction and insight as to how I can best serve in this role. She also helps me to navigate various life issues that come up for women in academic and professional roles.

I was curious as to what motivates these wonderful mentors to do the work that they do with students, above and be-

yond what is required of them. Both Dr. Rubin and Dr. Sigal spoke about the importance of shaping the future of the field of international psychology. For Dr. Rubin, helping to develop the potential of future psychologists is both a satisfying and exciting part of his job. “Students have so much to offer - so many ideas and so much talent. That’s the fun part, I never know where you are going to take it” (personal communication). He spoke about mentoring as being a natural part of teaching. “I’m interested in development and potential. Having the chance to see people come into their own... I’m drawn to that.” For Dr. Sigal, mentoring students within the Division is “totally essential” (personal communication). “We are grooming future 52 leaders,” she stated. She spoke about her own mentoring experience with Dr. Denmark and how the relationship between mentor and mentee “has to be a coordinated effort.” She sees her mentees as colleagues, rather than students, but emphasizes that this must involve “full-fledged effort” on the part of the student. Both Dr. Rubin and Dr. Sigal spoke about the fact that the Division 52 community specifically cultivates these relationships and always has. “I could have been a part of many divisions, but I’ve stuck with D52 because of the people” says Dr. Rubin. Dr. Sigal echoed his sentiments, but added “I would like to see students more involved in other divisions as well.”

Participating in the Formal Mentorship Match Program: Jennifer

I first saw an email announcement about the mentoring program last spring, asking for mentee applications. At first, although I was intrigued, I wrestled with applying – did I really want to take on another activity, give up more of my time, and get involved in yet another research project? I decided to pass, but couldn’t get the email out of my head. A mentor in international psychology... a partnership with someone who has experience working abroad... a formal mentor dedicated to our relationship and aiding in my career development. Always interested in combining my passions of travel and psychology, I realized this mentorship opportunity might hold the key. I applied, providing a somewhat scattered interest list – psychological trauma, international psychology, culture, clinical process, and global disaster. It must have been fate, because my application was responded to with an offer to mentor under Dr. Ani Kalayjian – trauma specialist, provider of global disaster humanitarian outreach, and founder of an internationally-focused trauma outreach organization. It was as if the match had granted me a research fairy godmother. I was thrilled! The synthesis of my interests came together almost perfectly with Dr. Kalayjian’s work.



Still, I was skeptical. I didn’t know how things would work, how much time Dr. Kalayjian would have to devote to me, how many projects she would actually let me become involved in (and if the extent of my involvement would be

data entry and busy work). I met her a few weeks later at a fundraiser for Haiti. Timid and awkward, I approached her hesitantly. She embraced me warmly and enthusiastically, putting me instantly at ease. It seems she hasn’t let go since. Through my work with Dr. Kalayjian I have been able to develop research ideas and contribute to her organization (www.meaningfulworld.com) in various ways. After working together for some time, I was offered a formal internship position as the Publications Coordinator. This has allowed me to assist in data analysis, conference presentations, and paper co-authoring while working with the talented team of interns she has in place. Dr. Kalayjian is particularly generous in sharing her work and her successes – encouraging her students to take the reins at large conferences and with authoring manuscripts. Finally, I have been afforded specialty clinical training in her outreach model, preparing me to embark on humanitarian missions so I can begin to do disaster relief work. I am planning to travel with the organization to Nigeria this March, an experience I am thrilled about and know will be life-changing.

Working with Dr. Kalayjian’s dedicated team has changed my career trajectory in various significant ways. I have presented several projects at conferences like the annual APA convention, and recently spearheaded a paper on trauma and forgiveness in post-conflict Sierra Leone that was the recipient of the A. Vincent Toth Award for Outstanding Graduate Student Research this fall. Dr. Kalayjian has served as both a clinical and a research mentor, helping me develop my therapeutic skills and my academic portfolio. Her warmth and generosity have been an inspiration, and experiencing her meaningful impact on the world has made it very clear that I want to continue doing this type of work in my career. I have been inspired by her clinical and research teams, and blessed with the knowledge and grace she has shared with me. I know that I will continue to have much to be thankful for from her and the division at large. The mentorship program has and will continue to be instrumental in my growth and development, and I am infinitely grateful to have this incredible opportunity.

Our experiences are far from unique. Many students who participate in the mentorship program have similar feelings and experiences. William Somerville, an M.A. student at The New School for Social Research in New York City, is thrilled to be a part of the program. He is formally matched with Dr. Rubin as well. William states “Of all the things I love about D52, the mentoring program is what I mention first whenever I talk about the division to fellow students. My mentor has provided enormous amounts of practical help, and has encouraged me to see myself as a contributor to the field. I am continually impressed with D52’s commitment to student development.” Giulia Landi, currently in the M.A. program at Hunter College, credits several individuals in the division with furthering her career development. Giulia has said of her experiences “I am extremely grateful to Dr. Rivka Meir and Dr. Harold Takooshian and all Division 52 members for their welcoming support... I have been warmly welcomed by distinguished professionals like division President Danny Wed-

ding, Ph.D. . . . I have been encouraged to participate in interesting panels, various conferences, and have joined the International Liaison program, which connects students to various professionals around the globe.”

It is clear to us how central mentorship and student development are to members of the division, echoed in our own sentiments and those of our peers. There are many mentorship opportunities available – both informal and formal – capable of enhancing your knowledge, shaping your professional development, and furthering your career goals. What is truly remarkable about the extraordinary mentorship we have all received in Division 52 . . . is just how *ordinary* it actually is.

We dedicate this piece with gratitude and affection to the distinguished members of Division 52 who are never too busy to offer mentorship and advice to the students of the division. We thank you.

Warm regards,

Jennifer Doran & Jenna Stowell
Student Committee Co-Chairs, 2011-2012

To get involved with D52's active student committee, send an email to d52studentcommittee@gmail.com.

To apply to Division 52's mentorship program, send an email to dranikalayjian@gmail.com.

Recommended Reading - Rayburn, C. A., Denmark, F. L., Reuder, M. E., & Austria, A. M. (2010). *A handbook for women mentors: Transcending barriers of stereotype, race, and ethnicity*. Santa Barbara, California: Praeger Publishers.

Additional resources for international students include www.internationalpsychology.net, www.apa.org/international, and www.psychologystudents.org.

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Editor's Note: This column is geared towards our student committee members and all students of international psychology. All D52 student members are invited to submit ideas or drafts for future articles, as well as questions they would like to see addressed in future columns – such as overseas internship opportunities, study abroad availability, cross-cultural research, etc. Contact the Editor at optimalex@aol.com to submit an idea or a question.

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).



Moscow Conference Promoted Cross-National Psychology

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How can psychologists better communicate across nations? This question was the focus of a six-day conference on 14-20 November 2010, where 5 universities in Moscow cooperated in an unusual multi-site conference, using technology to bring together 300 Russian faculty and students with U.S. and U.K. colleagues.

The team of organizers in three nations was headed by Professor **Alexander Voronov** of the Russian State Academic University of Humanities—a veteran organizer with 30 years of experience as a Russian scientist and educator. Voronov’s team designed this conference as a model for others who seek to bridge cross-national differences, by offering diverse contents and formats that built bridges on several levels: (1) For researchers, cutting-edge work on social psychology, marking the 50th anniversary of the classic 1960 obedience experiments by **Stanley Milgram** at Yale. (2) For teachers, master classes on how to share this work with others. (3) For students, news on how to join the international network now provided by Psi Chi, the International Honor Society in Psychology. (4) For all, a screening of 3 new films in Russia, as well as interactive Skype sessions with the colleagues and students in Liverpool and Fordham University (New York). Conference scenes appear at www.picasaweb.com/takoosh/russia

1. The first part of this multi-site conference was hosted by the Moscow Region State Institute of Humanities and Social Studies (MSRI) in Kolomna, 90 minutes north of central Moscow. Originally formed to train teachers, MSRI has now expanded into a major university that emphasizes hands-on teaching at all levels—undergraduates, masters and doctoral students (“aspirants”). Vice-Rector **Boris Kalashnikov** welcomed 200 students and faculty, who filled the auditorium and overflow room for much of three days, to participate in

eight hours of diverse workshops daily, with key U.S. and Russian faculty as well as student researchers. These sessions were orchestrated by Dean of Psychology **Irina Il’icheva**, and department chairs **Regina Erchova** (psychology) and **Olga Fomenko** (pedagogy). In a two-hour Skype session with **Clifford Stott** of the University of Liverpool, he screened and discussed with students his recent BBC replication of Milgram’s obedience experiment. A second two-hour Skype session linked with Fordham University in New York City, where Professor **Henry Solomon’s** team of U.S. faculty and students discussed “psychology students and research in the USA and Russia.”

2. Part two of the conference was in central Moscow, at the Peoples’ Friendship University of Russia, arranged by psychology department chairs **Nur Kirbaev** (Social and Differential), **S.I. Kudinov** (Pedagogical), and **Elena Chebo-**

tareva. An overflow auditorium of over 100 students and faculty joined a full day of workshops, including a film and presentation on Psi Chi, the International Honor Society for Psychology, and the debut in Russia of two classic films by Stanley Milgram, “Conformity and obedience” and “Human aggression.”

3. Part three of the conference was hosted by the Russian Academy of Sciences, at its Institute of Psychology, in concert with the Russian State Academic University of the Humanities (SAUH). SAUH Deputy Dean and Institute Secretary **Evgenii Dorofeev** personally welcomed 60 participants from a dozen schools in Moscow and Petersburg for the day-long series of workshops, which were part of

the Institute’s two-day all-Russian conference on “Experimental psychology in Russia: Traditions and perspectives.”



During a two-hour Skype internet workshop at MSRI in Russia, Psychology Dean Irina Ilcheva compares notes with Prof. Henry Solomon’s group at Fordham University in New York City.



At Moscow Peoples Friendship University, faculty and students compare psychology in U.S. and Russian schools.

4. The Moscow City University of Psychology and Education hosted a three-hour town hall with about 20 of its students and faculty. Dean **Bronyus Aysmontas** described his school's unique work to apply psychology and distance learning to serve the needs of students with all sorts of physical and behavioral disabilities, and U.S. educator **Steven Stone** described why he came from Los Angeles for two years to study and teach in this pioneering program.



At Moscow City University, students discuss rehabilitation psychology with Prof. Alexander Voronov.

5. The elite State University Higher School of Economics in Moscow hosted a lively four-hour forum with about 30 students and faculty in its psychology building. This was arranged by a team of two faculty—**Elena Agadullina** and **Alexey Ulanovsky**—plus officers of the two student psychology clubs—**Lusine Grigoryan** and **Alexander Eliseenko**. After two films, the forum probed issues of research ethics and cross-national collaboration between Russian and U.S. researchers.

At all five sites, Voronov circulated an anonymous survey to assess participants' familiarity on a 0-10-point scale with the work of the "top ten" psychologists cited in Russian and US textbooks. The precise findings will be published later, but early results reveal that Russians vary widely from 0 to 10 on both scales, with high mean familiarity scores of 6.4 for Russian and 6.8 for U.S. psychology.

Voronov's Russian team coordinated with Professor **Clifford Stott** of Liverpool, and three Americans who participated in Moscow—Dean **Stuart Levine** of Bard College and Professor **Harold Takooshian** of Fordham University, and masters student **Deniz Ozince** of Columbia University. The program for this conference appears at www.psichi.org/conventions/default.aspx?con=10020. Direct any inquiries in Russia to a_voronov@inbox.ru, or in the USA to takoosh@aol.com.

International Forum Convened in New York City

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On October 20th, 2010, 60 United Nations representatives, faculty, students and professionals interested in global issues gathered at Fordham University for the 7th annual New York City international psychology forum, to learn more about international activities and ways to get involved.

Welcome: participants were welcomed by the organizers of the event **Dean Elaine P. Congress** and **Professor Harold Takooshian** of Fordham University. **Dr. Florence L. Denmark**, past-President of the American Psychological Association (APA) and professor at Pace University also welcomed participants and encouraged students to get involved with the International Council of Psychologists and to join the International Division of the APA (Division 52). On behalf of the United Nations and its Conference on Non-Governmental Organizations (CoNGO), **Levi Bautista**, welcomed participants and announced the CoNGO's upcoming General Assembly meeting that will be held in New York City. He also invited academics to get involved in the January 2011 colloquium on MDGs and education. **Fleur Eshghi**, Associate Vice President for Instructional Technology at Fordham University also welcomed participants and emphasized the role of technology in the future of education. This was followed by five presentations by experts on diverse international issues.

Jeffrey Huffines, Chair of the Executive Committee of Non Governmental Organizations associated with the United Nations Department of Public Information (NGO DPI Executive Committee), reviewed the 63rd Annual United Nations DPI NGO Conference in Melbourne, Australia (August 30-September 1, 2010). The conference's theme was "Advance



7th annual New York City International Psychology Forum was held at Fordham University on October 20, 2010. (Photo by Judy Kuriansky)

Global Health: Achieve the MDGs.” Mr. Huffines began by explaining the mission of the NGO DPI Executive Committee, which is a 501(c)(3) not-for-profit organization. The NGO DPI Executive Committee represents over 1,500 NGOs that are associated with the UN’s DPI. These NGOs are dedicated to educating their constituencies about the UN. Part of the activities of the NGO DPI Executive Committee is to organize the annual DPI NGO conference. Civil society groups represented by the NGO DPI Executive Committee wanted to contribute to the 2010 UN review of the Millennium Development Goals. Therefore, the conference was focused on health, since these groups believe health ties all the MDGs together, and must be prioritized to reach success in meeting the other MDGs. The declaration agreed upon at this conference was signed by 1600 participants representing over 350 NGOs from more than 70 countries. Mr. Huffines also talked about how important various stakeholders are for making these conferences successful; mainly academics, civil society groups in the host country and abroad, government officials, and student interns. In Australia, for example, civil society groups organized a program of public events simultaneous to the conference and created an independent website on the theme of global health and poverty. The 64th Annual UN DPI NGO conference will be held in Bonn, Germany in 2011 and will focus on sustainable communities and active citizenship. For more information please visit these websites: www.undpingoconference.org or www.makinghealthglobal.com.au.

Kelly J. Roberts, Chair, UN NGO DPI Conference Youth Committee, highlighted opportunities for students to get involved with the United Nations and in international affairs. She spoke about the UN’s free workshops every Thursday on a variety of topics such as human rights and the special youth conferences it hosts on a variety to topics, such as cyber bullying. Students can also get involved by participating in the planning committees of the DPI NGO Conference. The Youth Committee, for example, organizes a pre-conference in New York City on the same theme as the annual conference, giving students who cannot travel to the conference an opportunity to engage in issues similar to the ones at the conference. Youth at the pre-conference present posters and attend expert panels. Ms. Roberts also highlighted opportunities available through Fordham’s international office. It has a student-led impact initiative group promotes Fordham students participation in UN briefings and projects related to MDGs. **Dr. Judy Kuriansky**, complemented Ms. Roberts’ presentation through her presentation on the international student journalist program, which selects students interested in writing about the DPI NGO annual conference at their universities’ newspaper and other outlets. Dr. Kuriansky, an experienced multi-media journalist, mentors participating students. At the conference, students have special access to press conferences, high level leaders, and special meetings. The work produced by students, appears in professional journals, print media, and social media.

Richard S. Velayo is Professor of Psychology at Pace University, Past-President of the APA Division 52

(International Psychology), and NGO representative to the U.N. of the International Council of Psychologist. He offered simple ways by which instructors can internationalize their courses, with the goal of increasing cross-national knowledge and awareness of international perspectives about psychology among students. He mentioned the APA Division 52’s initiative to internationalize psychology curriculum and some materials available to assist instructors internationalize their courses. For example, there’s a checklist that faculty can use to assess whether their courses have been internationalized. Some of the many strategies he mentioned included: inviting visiting scholars to present in classes, having faculty present on their own international experiences, assigning collaborative projects between international and domestic students, encouraging students to attend international conferences, including readings from non-U.S. authors and journals, encouraging students to cite international literature in their papers, and using the internet. These strategies can also be helpful for instructors in other academic fields.

Sharon Panulla, Executive Editor of Springer Publishing spoke on this digital age of publishing, which has considerably facilitated the access and dissemination of publications to all parts of the world. Ms. Panulla pithily summarized the transition of the publishing business from print to digital by noting this about the inventor of printing: “Gutenberg has left the building.” In this “e-first” publishing today, a journal and a book are just format. These publications are printed only on demand, and are now mainly electronic. A tip to authors, don’t ask an editor what the print run of your book will be! Springer now makes more money from digital products than print. An advantage of this transition for the publishing business has been that their content can now be put out into the world instantaneously. Search engines have also become more encompassing since all the content is digital. She showed a map with the density of downloads of Springer’s content around the world, which illustrated the wide reach of their publications. She also highlighted that Springer is an international company that committed to representing global perspectives in its content.

Elizabeth Brown, from the Fordham Office of Prestigious Fellowships, invited students to apply for the Fulbright Fellowship—created by Congress in 1946 to increase mutual understanding between people in the U.S. and other countries. This fellowship enables students to conduct independent research and carry out projects for 9 months in a foreign country. In some countries, the fellowship allows students to teach English. Ms. Brown’s key message to interested students was to start early, since the application process is laborious. Students apply a year before they go abroad. In developing a project proposal, Ms. Brown emphasized the importance of explaining how the proposed research achieves the goals of the fellowship. She also encouraged students to consult experts in their field of interest both in the U.S. and the host country to vet the feasibility of their projects. Students can find examples of previous fellows’ projects on the Fulbright website, which are very diverse, including “The Hip Hop Therapy project: Reaching HIV and War Affected youth

in Northern Uganda”. Fordham has info sessions in the spring to get students started on the process and Ms. Brown is available to advise and support students throughout the application process. For more information visit www.us.fulbrightonline.org and www.fordham.edu/fellowships.



Reception with Fordham President Joseph McShane, SJ.
(Photo by Judy Kuriansky)

This forum ended in a lively reception with special guest **Joseph M. McShane, SJ**, the President of Fordham University. On behalf of Psi Chi, the International Honor Society, Dr. Denmark presented to Fordham University and Professor Harold Takooshian the 2010 Psi Chi Florence Denmark Award (a plaque) to recognize “the outstanding faculty advisor” among 1,100 campuses in the USA. Each of these three participants offered brief messages emphasizing the value of developing the whole person (“Cura Personalis”) among students in the USA and globally.

Notes: **Viany Orozco, MA, is a policy analyst at Demos, and student at Fordham University, where she is the President of Fordham-LC Psi Chi. Thanks to **Harold Takooshian** and **Elaine Congress** for cooperation in preparing this report. This forum was recorded on a 120-minute DVD by **Kathryn Rahill** of Fordham Graduate School of Social Service. For any details, contact congress@fordham.edu.*



World Habitat Day 2010 Forum in New York City

Kathryn Rahill

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Each year on the first Monday in October, communities world-wide celebrate World Habitat Day. The theme for 2010 was “Better cities, better lives,” described at www.unhabitat.org. For New York City on October 4, 2010, nine experts gathered at Touro College of Osteopathic Medicine at 230 West 125 Street in Harlem, to offer a public forum organized by UN Habitat and the NGO Committee on Human Settlements (www.ngochs.org). As the world’s cities cope with the challenges of rapid urbanization, these experts offered specific ways that New York has become a model of success in several specific areas—public safety, housing, green environment, mental health, quality of life, communication, transportation, and community empowerment.

Jay S. Sexter, PhD, the CEO of Touro College of Osteopathic Medicine and Pharmacy, welcomed attendees with his overview of Harlem’s “well-kept secret,” Touro College. It appears at www.touro.edu/COM. With just over 20,000 students from all over the U.S., Germany, France, Russia, and Israel, Touro College offers a range of competitive and impressive undergraduate and graduate programs, which remarkably combine medical education with a sense of social action. Touro College prides itself on its eco-friendly environment and impressive cutting edge technology, while staying committed to educational opportunity for minority and lower-income individuals. The ultimate goal of Harlem’s Touro College is to produce their own population of skilled and professional doctors who will then go on to serve underrepresented and minority communities.

Jerry Cammarata, PhD, Dean of Students at Touro College, and U.S. Representative for World Safety Organization, enlightened the audience with the school’s unique “mind, body, spirit” approach to medicine. He described Touro College’s lasting mission to “improve the stead of human kind” by improving health-care’s ability to create “shared initiatives” and collaborate their use of resources.

Harold Takooshian, PhD, of Fordham University, a forum organizer, spoke on **safety and security**. While a 1991 Newsweek article pessimistically asked readers “Are cities obsolete?” (Morganthau, 1991), a 1997 U.S. News article optimistically described New York as “Comeback city!” (Marks, 1997) for its successful efforts to reverse crime and other social problems (Takooshian, 2010). Takooshian noted public safety and security are a responsibility of both the city’s professional police and private citizens. The New York City Police Department has become one of the premier police force in the world, now training the FBI and other cities in several areas: hostage negotiation, Victim Witness

Assistance (Safe Horizons), Quality of Life enforcement (the 'Broken Window' model) to reduce illegal behaviors, COM-STAT use of computers for targeted crime reduction and, since 2001, counter-terrorism procedures to increase security.

Curtis Sliwa, President of the well-known Guardian Angels Safety Patrol, founded this group in Bronx, New York in 1979. Since then, it has been invited to train citizen volunteers in 140 cities in 14 nations, wherever crime threatens to impair daily life. This appears at www.guardianangels.org. Sliwa spoke on citizens' role in crime control, based on empowerment and trust in the people of the community. He explained the Guardian Angel's largely successful effort uses an "untapped resource" in the often-expensive effort to "liberate massive urban areas consumed with crime." This untapped resource is the actual offenders themselves. Those who may have been part of the problem are first trained and then entrusted with a structured sense of responsibility within their community, which gives them a sense of empowerment and motivation to become positive role-models. While warning against the inclusion of politics, Sliwa suggests a dynamic approach, in which this effort should be implemented in tandem with existing safety structures and authorities.

Branislava Saveljic-Balac PhD, the Chair of the NGO Committee on Human Settlements, addressed the issue of **sustainable housing**. Dr. Saveljic-Balac focused on the pressing need to combine public and private efforts to provide adequate shelter in a growing urban environment. She argued that effective housing policies can only be the result of shared and compounded efforts from the government, private, academia, and civil sectors. These collaborative efforts could be improved through localizing private capital, empowering city residents and communities, creative engineering, and ensuring that government policy makers are using local information and statistics.

Roma Stibravy addressed the issue of **green energy**, as the President of NGO Sustainability, Inc. (www.unngosustainability.org), a topic I have pursued for 20 years. The Conference on Climate Change in Copenhagen in December, 2009, revealed lack of agreement that hampers investment in renewables, making potential investors hesitate in this atmosphere of uncertainty. When I became representative of Solar Cooker International (SCI) in 1991, the UN showed enormous interest in our solar cookers, but then gave only intermittent support to improved cooked stoves and solar cookers. One exception was a UNDP official who is now the President of Liberia, who asked me to draw up a Project Concept for improved cook stoves and solar cookers, but we still await funding from the Global Environment Facility/Small Grants Program. Everything may have changed on September 22, 2010, at the 65th UN General Assembly, when Hillary Clinton addressed the anti-poverty Millennium Development Goals Summit (MDGs), announcing the "Global Alliance for Clean Cook Stoves" with a pledge of \$50 million. I have written again to the UN Foundation and the Shell Foundation in the hope that they will now partner with us in the Liberia project. Long before concerns about greenhouse gases and climate change, solar and improved cook stoves were seen as

a health measure to reduce the breathing of cooking fumes, and as an attempt to avoid deforestation of trees used for fuel. The Secretary General's recent initiative-- "the Global Sustainability Panel"--co-chaired by the Finnish and South African presidents along with 19 other world leaders, hopes to reduce poverty while promoting sustainable development, estimating that by 2050 the world population will have grown by almost 50% so global greenhouse gas emissions will have to be cut back by 50% if we are to keep climate change in check. This gives all of us much to think about on World Habitat Day, and look to the future.

Giovanni Caracci, MD, of the University of Medicine and Dentistry of New Jersey, addressed the **mental health** of urbanites. Dr. Caracci began by explaining that there is little to no distinction between mental health and medical (physical) health. Dr. Caracci argued for stronger collaboration between the two disciplines and increased inclusion of mental health awareness and education within the medical world (Caracci, 2008). An example of New York City's so-far success with translating this concern into policy is the Take Care New York program. Furthermore, Dr. Caracci is also the Chair of Psychiatry at the New Jersey Center for Traumatic Stress and announced the center's campaign for primary care physician to mandatory screen their patients for PTSD (post traumatic stress disorder) and clinical depression. He explained that PTSD and clinical depression are mental disorders that are especially common in poor inner-city areas (Caracci, 2006) so, as urbanization continues, more policies that protect and promote the mental well being of these urbanites need to be enacted.

Kang Chen, MD, of Mount Sinai School of Medicine presented his speech on the overall **quality of life** of citizens in urban areas around the globe. Dr. Chen explained the importance of a multidisciplinary approach to what he described as "lifestyle diseases" such as HIV/AIDS, hepatitis, malaria, tuberculosis, and respiratory diseases. Illnesses such as these pose a unique hardship on their victims because they are often chronic and threaten their everyday lifestyle and economic stability. For example, those who are diagnosed with HIV or AIDS most likely often need psychiatric care and many suffer from the burden of expensive medical treatment. Dr. Chen explained that many of these diseases can be managed or even prevented if citizens are given adequate information. However cities are seeing a reemergence of these diseases, mainly as a result of lack of education and inadequate or lack of resources. He argued that because socioeconomic factors within a community play a major role in preventing and managing these lifestyle diseases, it is critical to handle health problems from a dynamic and collaborative approach. For example, proper irrigation could help eliminate the risk for contaminated water and prevent malaria, while sex education could help prevent the spread of AIDS/HIV and tuberculosis.

What would a forum's discussion about **communication** be without the mention of Facebook? Chief of Staff of New York Civic, **Morgan Pehme**, presented how the power of internet tools and social networking can act as agents for

social change and progress. Mr. Pehme articulated the significance of social internet networks such as Facebook because it “levels the playing field between the government that makes and controls the policies, and the people affected by them.” He cited a recent example of the Facebook ‘Page’ that was created in protest against the legislative policy eliminating free student metro cards, and grew to have over 60,000 fans. The social pressure forced political officials to meet with the students, and ultimately reverse the policy. Pehme pointed out this growing trend of using grassroots campaigning via internet social networking as a method to produce citizen activists and “direct millions of people behind a common goal in a short amount of time.” Furthermore, internet tools such as videos, blogs, and search engines are changing the way people acquire information and as a result, the control of media increasingly belongs to the people.



In communities around the world that have become urbanized, the issues surrounding **transportation** are inevitable. **Mark Simon, MS** of the NYC Department of Transportation spoke on New York City efforts to reduce traffic and congestion, while allowing for a greener environment and long term sustainability. Despite such obstacles as funding mechanisms and developing incentives for people and companies to ‘go green,’ the department has made progress to implement cleaner technologies. PlanYC was developed in 2007 by Mayor Michael Bloomberg to reduce carbon footprints of the city by 30% in ten years. So far the Transportation Dept. has formed many programs under PlanYC, such as the hybrid taxi. Although the program is still only voluntary, there are over 2500 hybrid vehicles in fleet including many NYPD vehicles. NYC is also home to the largest fleet of Transit Hybrid buses. Yet despite this progress, Simon argued that for transportation’s effects on cities’ environments to dramatically improve, federal government must increase its investment in greener technologies, and improve federal and state tax incentives for purchasing the often-expensive electric technologies.

Reverend Alphonse Cohen of Touro College of Osteopathic Medicine spoke on **community**, and particularly how local neighborhoods like Harlem best promote housing and local development. He proclaimed that as urbanization occurs, technologies improve and opportunities increase, communities often run the risk of losing their ‘essence.’ The essence Rev. Cohen referred to is the idea of unity. He warned against individual agendas and argued that shared concerns and interests within a neighborhood ultimately give the community its strength and voice against social and economic

injustice. Rev. Cohen also suggested steps on how a community can promote its well-being by jointly identifying its needs, locate its problems, and arrive at applicable solutions.

Following these nine scheduled speakers, **Anne-Katrin Titze** of Hunter College added a tenth message about recent citizen activism to protect urban wildlife. Nominated for this year’s Brooklyn Green Award, Titze discussed the recent outrage over the killing of up to 300 resident Canada Geese in Prospect Park. With reluctance, the USDA and Parks Department eventually admitted

to killing the geese as part of an effort to improve air traffic security. But the geese responsible for the aircraft crash over the Hudson River in 2009 were migratory geese, so the resident geese of Prospect Park were innocently killed. She concluded that wildlife is not an abstract in New York City and this recent indignity contradicts any effort to teach the city’s children respect for wildlife.

After all presentations, the forum opened up for Q & A, followed by a brief tour of TouroCollege led by Dr. Jerry Camarrata. This entire forum was recorded on a 100-minute DVD by videographer **Joseph C. Giardino, MSED**, a doctoral student in psychology in Fordham Graduate School of Education. For details, check www.ngochs.org, or contact takoosh@aol.com.

*Note: **Kathryn Rahill** is a student in Fordham Graduate School of Social Service, serving as an intern with the United Nations. **Harold Takooshian** helped to prepare this report.*

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International Collaboration on Global Stressful Transitions

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Interest in collaborative research on stressful transitions in the life span have brought psychologists in Public Service Psychology Division 18 of APA and British colleagues into a partnership in publication focusing on some of the more stressful transitions being faced globally today. Transitions affect us all, up to 10-20 times in our lifetime after major life-events. Coping with change has been a fundamental survival issue for millennia. So human beings have evolved a remarkable mechanism for adapting to trauma and changes. Small changes can be overcome by learning. Larger changes may challenge our identity and involve letting go of deeply held hopes or beliefs. Transitions enable us to make fundamental changes in how we see the world and respond creatively to our new reality, the global challenges of the twenty first century.

Transitions offer crucial opportunities for personal and career development – the human equivalent of animals that have to shed their skins to grow. But they also involve a hazardous phase that can go wrong. The transition process offers a template for understanding the stages of personal change. We cannot avoid this process but we can learn how to make the best of it for our work and personal life.

International colleague and British Chartered Occupational Psychologist Dai Williams, a registered Occupational Psychologist offers an interactive opportunity to learn about life transitions. This can be accomplished by a visit to the website of Eos in about half an hour with pencil and paper by drawing a “Life-line”. Visit the Eos Life-Line exercise at <http://www.eoslifework.co.uk/>

Trauma Support Networks are exchanged as are trauma support resources. International collaboration among psychologists is a special aspect of Occupational Health. In view of the World Trade Centre disaster this may be relevant to many organizations whose staff may have been directly or indirectly involved in the tragedies on September 11. The Bali bomb attack brought similar problems for families, employers and communities in Australia, sadly followed by major attacks in Turkey, Madrid, Moscow, and London. Mumbai has suffered major bomb incidents since the US declared its War on Terror. Major bomb attacks on the same scale occur every day in Iraq and during the recent Israel/Lebanon conflict. In addition, large populations have been traumatized by recent natural disasters (e.g. the Indian Ocean Tsunami in December 2004, Hurricane Katrina



in the USA in August 2005, and the Kashmir and other recent earthquakes and natural disasters).

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Partnerships in Promoting Peace, Reconciliation, and Healing from Trauma through Forgiveness: An Evidence Based Research Project

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This article describes a recently developed partnership between evaluation and outreach teams directed by Ani Kalayjian of Meaningfulworld’s Association for Trauma Outreach & Prevention and Loren Toussaint of Luther College. The immediate goal of this partnership was to enhance the resources available to Meaningfulworld’s trauma transformation team in their outreach in Sierra Leone (March 2009). This partnership was further extended to the healing and post war recovery work in the Republic of Armenia, and Kenya. In the following article we will describe Dr. Toussaint’s background in doing forgiveness work in Sierra Leone, Dr. Kalayjian’s humanitarian outreach project, common goals of their work, and anticipated benefits of partnering to do this work.

Cultural Background

Sierra Leone is a small country on the northwest side of Africa. Its land mass is approximately 73,000 kilometers and its population totals about 5,000,000. Beginning in 1991 Sierra Leone experienced an 11 year civil war that has been regarded as one of the bloodiest conflicts on the continent in recorded history. A notable attribute of the war was the unscrupulous involvement of child soldiers. The war has had enormous costs, but none have been more devastating than the toll taken on human lives. Thousands of Sierra Leoneans are dead, hundreds of thousands have been maimed, mutilated, or disabled, and more than two million people have been displaced. As a result of the crippling effects of the war on social and economic resources, Sierra Leone is facing untold challenges. Life expectancy is very low (42 years) and infant

and maternal mortality is very high. Not surprisingly, Sierra Leone ranks near the bottom in human development in the world. In both Dr. Kalayjian's and Toussaint's work in Sierra Leone, they experienced firsthand the devastation and stymieing effect on development that this conflict has had. In both projects, the traumatic events of a decade long conflict are evident in the stories told by Sierra Leone citizens. If ever there was a place and a people in need of finding a path to forgiveness, reconciliation, and peace, Sierra Leone is it.

Sierra Leone Forgiveness Project 2007

Dr. Toussaint's work began in response to a call for proposals to the Davis Foundation's 100 Projects for Peace Program. This program sought to support 100 projects at select colleges across the United States aimed at bringing peace to the world. In response to this program's call, Dr. Toussaint and two of his students, Alyssa Cheadle and Anthony Sellu, began conversations with Nancy Peddle, the director of the Lemonaid Fund. Lemonaid Fund is an international nongovernmental organization that sponsors a school in Freetown, Sierra Leone. Fred Luskin was also invited to be part of the research team to provide oversight of forgiveness psycho-education that would be offered to teachers and students at the Lemonaid Fund School. In the months leading up to the project launch, Drs. Toussaint, Luskin, and Peddle worked together to develop a didactic and experiential curriculum on forgiveness enhancement. In July of 2007, Dr. Toussaint and his student team traveled to Sierra Leone for 10 days to implement this curriculum. The curriculum was based on Fred Luskin's techniques for forgiveness enhancement (Luskin, 2002) and evaluated using state-of-the-art self-report questionnaires assessing life satisfaction, gratitude, stress, depression, and forgiveness. Changes in these experiences from before compared to after experiencing the training were examined to determine the effectiveness of our work. As we had hoped, forgiveness psycho-education resulted in increases in life satisfaction, gratitude, and forgiveness and decreases in stress and depression (Toussaint et al, 2009).

Sierra Leone Forgiveness & Trauma Project 2009

For Dr. Kalayjian, the founder and President of Meaningfulworld's Association for Trauma Outreach and Prevention (ATOP), partnership began a decade ago when she wrote to Dr. Luskin and invited him to contribute to her new book on *Forgiveness & Reconciliation: Psychological pathways for conflict transformation and peace building* (Kalayjian & Paloutzian, Springer 2009, 2010). Then in 2008 Dr Toussaint contributed the chapter on their work in Sierra Leone to the book that Dr Kalayjian was editing called *Emotional healing around the world: Rituals and practices for resilience and meaning-making* (Kalayjian & Eugene, 2010). Then Dr. Kalayjian was invited to organize and implement the first Meaningfulworld Humanitarian Outreach (MHO) team with goals to assess the psychosocial and spiritual needs of the surviving community in Sierra Leone and to train outreach teams in three towns; to conduct collaborative mental health research; to define and access underlying tensions and to

address the needs of the surviving communities in Sierra Leone. The research goals were to assess the levels of distress as compared to the levels of forgiveness. The first Meaningfulworld team for Sierra Leone was comprised of Dr. Kalayjian, Dr. Ken Suslak (Child Psychologist), Rev. Dana Mark (an interfaith Minister), Julie Lira (Art and Movement Therapist), and Gen Zado-Dennis (Videographer). The team was also joined by Judith Lahai-Momo the Director of Saving Lives through Alternate Options, a US based non-profit organization working in that region. The Njala University Chancellor Prof. Rhodes stated to the MHO team, "Your arrival and your work in Sierra Leone are very timely, as the signs of violence are still erupting all around us. Your teachings and trainings will be invaluable for us and your continued collaboration in future projects is much needed."

Unifying Goals and Benefits of Partnership

There are some obvious places where the work of Drs. Kalayjian and Toussaint intersect, but there are also some less apparent goals for their work that are shared and make partnering especially beneficial. First, it should be clear in our previous work that we both believe that Sierra Leone is a country that deserves the attention and assistance of psychologists and peace workers. Citizens have experienced unthinkable atrocities in surviving a civil war. These experiences have, in many cases, left psychological, spiritual and physical scars that are very slow to heal, and signs of generational transmission are apparent; as the citizens call it "The pulling down syndrome." Second, it should also be clear that we both feel that an important stepping stone to reconciliation, peace, and healing is forgiveness.

Though it may not be as readily evident at present, our partnership is built on the following two shared goals.

First, forgiveness is often overlooked in Truth and Reconciliation Commissions and virtually no international resources are put toward fostering forgiveness at individual, community, or societal levels; often it is not addressed even in psychology curriculums or in psychotherapy practices. Nevertheless, it is undoubtedly a prerequisite to true reconciliation and hope for the future while transforming the past wounds into positive lessons. Drawing the attention of the international community to the importance of explicit forgiveness work in the reconciliation process is a key objective.

Second, to be able to make a convincing case for the importance of forgiveness in the peace process, we will need to add to the body of evidence based research of the effectiveness of forgiveness in bringing about healing, well-being, and peace. Hence, every effort we make in terms of practice and outreach needs to be coupled with the highest standard of scientific practice to garner sound support for the effectiveness of this work. It is here where the synergism of our work may produce the most significant results. That is, Dr. Kalayjian has extensive experience, expertise, and networks that allow her conduct deep and meaningful trauma healing work and Dr. Toussaint possesses the laboratory resource, research staff, and technical expertise to conduct scientifically valid evaluations of this work. Instead of working alone, by

partnering they have both enjoyed a far greater potential to impact the way in which the international community addresses the issues of forgiveness inherent in the ever widening landscape of human carnage left in the wake of conflict and war.

Preliminary results of the research show associations between forgiving affect, forgiving behavior, forgiving cognition, and total forgiveness with trauma exposure and current trauma symptom severity separately for younger men and women and older men and women participants. Perhaps the most interesting trend observable is that it again appears the older rather than younger participants show the strongest connections between forgiveness and trauma, but more interestingly it is older women that appear to show the strongest connections of all. A word of caution is due here since sample size was small and statistical significance is difficult to resolve. Nonetheless, older women in this sample show exceptionally large and statistically significant, inverse relationships between forgiveness and trauma

This research is being replicated in The Republic of Armenia, Kenya, Haiti, United Kingdom, United States, and war torn Lebanon.

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Cross-National Survey: How Do Psychologists View the Chilean Miner Rescue in 2010?

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In 2010, the world watched in awe as 33 miners were “buried alive” near Copiapo, Chile, and then all 33 were successfully rescued after sixty-nine days underground. Throughout this ordeal, we saw intense psychological issues abound—for the miners, their families, the rescuers, and the public who witnessed this spectacle (Gallardo, 2010).



How did psychologists in the USA, Chile, and other nations regard this rescue effort? After my recent report, with kind cooperation from the APA Division of International Psychology, I posted a brief, bilingual, 10-item survey of psychologists on the internet in English and Spanish.

Respondents. Of the 49 English-language surveys, 37 (or 76%) were from the USA, and the remainder were from many nations: Colombia, Indonesia, South Africa, Singapore, Rwanda, Canada and Israel. Of these respondents, 40 (or 82%) had a doctoral degree.

Only 9 Spanish-language surveys were received, 4 from Puerto Rico, 2 from Chile, 2 from Argentina, plus 1 other. The education of these nine respondents varied: baccalaureate (33%), masters (33%), and doctorate (33%).

Ratings. When asked to rate the rescue effort from 0 to 10 (poor to excellent), the overall mean was a high 9.32 across all 58 psychologists, and the response hardly varied for the 37 participants from the United States (9.38), the two Chilenos (9.0), and the nineteen respondents from all other nations (9.28). Some details concerning individual items

follow:

Item 4: *Looking back, what impressed you the MOST about the rescue?*

In both groups, most praised the organization and the national and international collaboration to rescue the Chilean miners (n = 39). In contrast, a small part of the sample did not like the behavior of miners to the emergency (n = 3).

Item 5: *Looking back, what do you feel could have been done better?*

Respondents from both surveys indicated that they "have no more to say" about what might have worked better for the safety of the miners (n = 33), while a few of the respondents indicated that it was important to have had better security (N = 10), and this issue could have been covered more by the media (n = 6).

Item 6: *Looking ahead, from this experience, what unusual challenges / benefits do you see for the miners?*

According to respondents in both groups this experience may now lead to reforms, such as better security in the workplace (n = 10) and better treatments for PTSD (n = 20).

Item 7: *Looking ahead, from this experience, what unusual challenges / benefits do you see for the people of Chile?*

The results indicate that the benefits to the Chilean people should include restructuring safety standards in accordance with international standards (n = 19). In addition, the majority of respondents agree that the experience should be taken as an example of the solution to the problem that occurred in Chile, and that this experience may be helpful in understanding how to handle future situations (n = 13).

Item 8: *In the future, what more can psychologists do to prepare for crises and for the families of miners?*

Taking the results of both survey versions, the majority agrees that counseling should be done directly with the affected (n = 17), and respondents indicate as well that there is a need to educate and train workers in relation to the emergency (n = 11). Among respondents in English, most stressed that one should create family support groups (n = 13), a response which was not mentioned by respondents in Spanish.

Item 9: *Any other comments?*

Notably, according to respondents in the Spanish survey version, work should be completed in the future with the goal of improving safety standards (n = 3), whereas respondents to the English version of the survey indicate that they agree with the results achieved in the emergency process (n = 5).

Conclusions: The original aim of this survey was to compare the views of psychologists in the USA, Chile, and the rest of the world. While we found psychologists across many nations gave this rescue effort consistently high marks of 9.0 or above on a 0-10 scale, we also found the desire for more prevention, and greater preparedness for future mining

crises.

Sadly, the 9 Latino respondents were too few to allow for meaningful comparison. This response rate may reflect the still developing nature of psychology in Latin America. Yet an event like this mining tragedy highlights the importance of psychology training in Latino nations. This is especially true of the still-tiny specialty of I-O psychology in Latin America. One Argentine psychologist, Hugo Vera Candia, noted that an unusual challenge for Chile is the development of the industrial-organizational psychology profession—something that is now more likely in the wake of this tragedy and rescue.

Acknowledgement: With gratitude, the author thanks all 49 respondents, and others who kindly encouraged and helped in this cross-national survey, as well as Dr. Cristian Marrero-Diaz in Puerto Rico, Grant Rich, Harold Takooshian, and Richard Velayo.

Table 1
Nationality of Survey Respondents

Nation	N	%
United States	37	64%
Chile	2	3%
Rest of the world	19	33%
Total	58	100%

Table 2
Education of Survey Respondents

Nation	PhD		Master		Bachelor	
	N	%	N	%	N	%
United States	32	74%	4	36%	1	25%
Chile	0	0%	1	9%	1	25%
Rest of the world	11	26%	6	55%	2	50%
Total	43	100%	11	100%	4	100%

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Joining Hands to Promote Preventive Health Education for Rural Communities in Kunya, Kenya: A Partnership amongst Fielding Graduate University, CA, its working group World Wide Network for Gender Empowerment (WNGE), Full Circle Living, Mama na Dada (of Kenya), and ATOP of Meaningfulworld

Ani Kalayjian (New York)
Meaningfulworld

Patricia Hinchberger (San Diego, CA)

Andrea Zielke-Nadkarni (Munster, Germany)

We were four in our Humanitarian Team, Partnering for Development in Kunya, Kenya, a town of 5,000 that is also home to one of our colleagues Joyce Oneko, who is the Director of Mama na Dada and organizer of the several programs mentioned in the following discussion. Other members of the team were Drs. Ani Kalayjian (NY), Patricia Hinchberger (CA), and Andrea Zielke-Nadkarni (Germany).

Our humanitarian outreach was intended to establish partnerships for HIV education and prevention, training on solar cooking, education on oral hygiene, education re: female circumcision, as well as training on EQ (Emotional Quotient), SQ (Spiritual Quotient), and mindfulness. Hundreds of rural people participated and benefited from the programs.

The work of Mama na Dada is in direct support of the UN Millennium Development Goals (MDG). There are a total of 8 Goals with objectives scheduled for completion by 2015. Goals most supported by this project include:

- Goal # 2 Achieve universal primary education.
- Goal # 3 Promote gender equality and empower women.
- Goal # 6 Combat HIV/AIDS, malaria and other diseases.
- Goal # 8 Develop a global partnership for development.

The four major programs embarked by this partnership are summarized below:

A. Solar Cooking Training and Donations of Cooking Kits to All Regions Participated

About 100 women and men, including representatives of 20 organizations assembled on a private compound for an educational meeting on the use of solar cookers. A professional firm was employed to do the teaching. They prepared

different local foods to demonstrate the variety of options solar cookers can cope with: cake, small fish, ugali (a much eaten corn flower dish), kale, onions, meat (beef). They presented the participating villagers with three types of solar cookers, ranging in cost from \$30 to \$250. The first choice was the most suitable in practice and value, and each region was given a solar cooking kit to use. It was a hands-on training for the villagers who had the chance to get accustomed to the solar cooking method. It was also a great learning experience for our team, as everyone took part in the training.

B. The Kunya Health Care Clinic and Dispensary HIV/AIDS Education Project

In addition to the children's dental care and solar cooking demonstration, the clinic and dispensary are important assets to this community's health strategy. The primary focus of the clinic was HIV/AIDS counseling on the use of condoms and diagnosis, education and intervention. The assessment was done through blood drawing and data analysis. A most important concept for the prevention of disease and promotion of health among the Kisumu villagers was the distribution of the Basic Care Package (BCP). The Basic Care Package is designed to aid in the prevention of opportunistic infections, which are the leading cause of death among HIV-infected people. The BCP package contained several essential items to prevent illness, prolong life, or prevent HIV transmission from HIV-infected people in the village. These include: cotrimoxazole prophylaxis; insecticide-treated bed nets; supplies for household water treatment and safe storage; materials promoting family voluntary counseling and testing (VCT); and last but not least, condoms.

1. Cotrimoxazole prophylaxis is a pill taken daily, which reduces mortality, decreases the risk of diarrhea, malaria, and bacteremia; and potentially benefits CD4 cell count and viral load among people with HIV living in Africa.
2. Insecticide-treated bed nets (2), which are very important among people with HIV, as malaria is more common and more severe among them.
3. Safe Water System (SWS) is a household-based water quality intervention that has been shown to reduce the risk of diarrhea through the treatment of water with sodium hypochlorite solution. Safe water storage and behavior change techniques are successfully reinforced.
4. HIV voluntary counseling and testing (VCT) among family members of people with HIV effectively identifies children and adults with the disease.
5. Distribution and demonstration of condom use.

Primary health care is at the heart of the plans to transform the health services in Africa. An integrated package of essential primary health care services available to the entire population will provide the solid foundations for unified health care. This program is jointly sponsored by the United Nations Program on HIV/AIDS (UNAIDS) and the World Health Organization (WHO, 2006). All of our team members took part in this project.

It was also gratifying and very heart warming to be a part of a newborn delivery as Dr. Hinchberger was able to assist with the episiotomy repair for a 17-year old mother after the delivery of her healthy baby.

C. All Day Training on Oral Hygiene and Dental Health

This program was aimed at training children and adult villagers in why and how to keep their teeth clean, since many people have tooth problems and insufficient dental education. The workshop was aimed at intercultural learning both for the participants and for the foreign visitors. It took place outside under a tarpaulin, which gave shade to the 40 children and 50 adult villagers who attended the training.

Initially, participants discussed the pros and cons of the twig traditionally used for cleaning the teeth. This twig is obtained from a certain tree, free of cost and biodegradable, whereas toothbrushes have to be paid for and increase the garbage pile. Participants concluded that because of its shape, the toothbrush is preferable to reach the corners of the mouth, while the twig is useful for the front teeth.

The teaching integrated fairy tale posters and follow up games as well as engaging adult parents, caregivers and guardians into the training. It was a great experience to see that not only did the children enjoy the game but they also practiced their knowledge of numbers (using the dice) and their language skills (in trying to read the rules of the game in English) as they mostly spoke Luo.

Everybody received a new toothbrush and toothpaste, and it was very touching to see how pleased people were with such small gifts. This was followed by a training program on how to use the toothbrush. The adults were each given dental floss along with instructions as to how to use it. Two small 7 to 10 year old boys gave very sophisticated, short thank you speeches, which were followed by grateful words from the adults. This rounded off a successful day which was mutually educational to all. Dr. Zielke-Nadkarni spearheaded the training with Dr Hinchberger and was assisted by the local staff.

D. Education on EQ, SQ, Mindfulness, Anger Management and Peace Building

A parallel program was organized in each and every setting such as the clinic, school, and solar cooking training to address the residents' emotional quotient as well as spiritual quotient. Over fifty high school students attended. The topic was on mindfulness, assertiveness for anger management and peace building, EQ and SQ, as well as deep diaphragmatic breathing exercises for health, healing and transformation. The program was very successful, with the students fully engaged and responding extremely well.

We also reached out to the teachers, presenting them with alternate methods of disciplining the children. Amongst the approaches shared were: Applied Behavior Analysis, the token system, and reward and removal of desired items. In addition, mindfulness, anger management, assertiveness and diaphragmatic breathing were also shared.

At the clinic, while waiting for their HIV education and test results, Dr. Kalayjian engaged over 30 patients in yoga-

like chakra balancing exercises especially designed for traumatized populations. The previously anxious patients were then able to smile and move their bodies and giggle.

The third area these healing and transformative exercises took place in were at the Solar Cooking Training. While the trainers were setting up, there was a group of over 100 grass roots people, who had travelled anywhere from 1-3 hours from over 20 areas around the province. They were sitting anxiously waiting for the program to start. Attendees complained that they had a lot of joint aches and pains, and they also reported that they got angry or frustrated at their children. Special stretches were used for opening the chakras and allowing more oxygen to travel for optimum health and mobility. So many attendees reported feeling better, their headaches disappearing, and their shoulder aches and backaches improving after the stretches. Attendees also learned ways to release their anger and frustrations using their breath as well as the affirmations, "I am in peace and harmony," and "I am doing the best that I can." Bright smiles and words of gratitude were showered upon the facilitator.

A major mental health concern involves the practice of Female Genital Mutilation (FGM) as it is called here. In the Masai tribe, who practice it, it is called female circumcision, as they have a procedure for boys as well. FGM is a cultural practice that started in Africa approximately 2000 years ago. It is primarily a cultural practice, not a religious one. But some religions do include FGM as part of their practices. This practice is so well ingrained, it defines members of these cultures; such as the Masai. Masai women are circumcised at the time of their first period. In order to eliminate the practice one must eliminate the cultural belief that a girl will not become a woman without this procedure. Female Genital Mutilation involves the removal of all or just part of the external parts of the female genitalia. Nature and God have already given a sign of passage to womanhood by starting menstruation, there is no need for an additional practice.

In Africa 85% of FGM cases consist of clitoridectomy and 15% of cases consist of infibulation. In some cases, only the hood is removed. Many of the 42 tribes in Kenya, except the Masai, have renounced this practice and have established safe houses for those girls who run away after their first menstruation to avoid the practice. All team members were involved finding opportunities to educate young Masai men about the health hazards of these practices.

A wonderful high point of the Humanitarian Outreach was meeting President Obama's Grandmother, Sarah Obama. There were a lot of questions asked of her, and we'll share a few of them: We wanted to know how her life had changed since her grandson, Barak, became the President of the United States, and she said very humbly, "I get to meet people like you, who are coming from all walks of life—people I would not have had the chance to meet otherwise." When we asked about how best to deal with the issue of illiteracy, especially with regard to the girl child, and how to overcome the male oppression of women stemming from male insecurity and role confusion, her response was, "Only with education can we overcome all these restrictions." Just a few feet away from

where we were sitting and visiting with Mrs. Obama, lay President Obama's father's grave.

Lifetime partnerships were nurtured, and they are sure to be further developed in the coming months and years. Team members returned rejuvenated, inspired, and humbled from their mission in Kunya of Kenya.

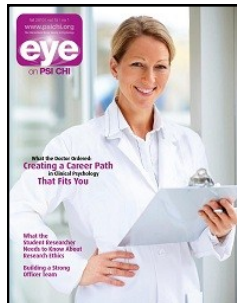
This Partnership for Development was organized by Mama na Dada (www.mamanadada.org) of Kenya and its staff, with Director Joyce Oneko, who is also a Board Member of WNGE. It was sponsored by the Worldwide Network for Gender Empowerment (WNGE) of Fielding Graduate University (www.fielding.edu), Full Circle Living, and ATOP of MeaningfulWorld (www.meaningfulworld.com) and contributed with donations of goods. To send comments or questions, kindly e-mail Ani Kalayjian at DrAniKalayjian@gmail.com.

Call for Papers: Eye on Psi Chi International Columns

Eye on Psi Chi magazine, published quarterly by Psi Chi, the International Honor Society in Psychology, is mailed to over 1,100 campuses in the US and is available online at <http://www.psiichi.org/pubs/eye/>. As part of Psi Chi's ongoing initiative to expand internationally, Eye on Psi Chi will devote a quarterly column to international interests. Please consider sharing your global knowledge by submitting a 700-word article on topics ranging from cultural differences, human rights, global environment, immigration, disaster relief, social change and stereotypes, collaboration, training, and psychology at the United Nations. Our goal for the column is to inform students about opportunities abroad, create an awareness on international issues, and focus on the importance of global collaboration and how it could impact their lives and future generations.

Please email your articles to Eye on Psi Chi at psichieve@psichi.org. If you are interested in writing a longer article on international topics, submit online at <http://www.psiichi.org/pubs/eye/submit.aspx>. Thanks for helping Psi Chi in our quest to educate our future psychologists on international topics.

Susan Iles
Director of Publishing
Psi Chi Central Office



The New School Psychology Bulletin Call for Submissions

Dear Students,

You are hereby invited to submit manuscripts to the New School Psychology Bulletin—an open-access, peer-reviewed research journal created and operated by graduate students at The New School for Social Research in New York City. Founded in 2003, the NSPB has become an important and valid alternative to established academic journals for all aspiring authors in the field of psychology.

The NSPB aims to foster the scientist-practitioner model by highlighting the diverse research being conducted by graduate students in the field of psychology. This journal offers graduate students an opportunity to gain early experience with the publishing and review process by submitting their first manuscripts to fellow graduate reviewers and editors.

Sincerely,

Jennifer Doran and William Somerville, Editors
The New School Psychology Bulletin

Janet Hyde Graduate Student Research Grant

Proposals are being sought for Hyde Graduate Student Research Grants. These grants, each up to \$500, are awarded to doctoral psychology students to support feminist research. The grants are made possible through the generosity of **Janet Shibley Hyde, Ph.D.**, who donates the royalties from her book, *Half the Human Experience*, to this fund. Past recipients of Hyde Graduate Student Research Grants are not eligible to apply. Because the purpose of this award is to facilitate research that otherwise might not be possible, projects that are beyond the data analysis stage are not eligible.

Please send all application materials attached to a single e-mail message to both of the Hyde Award Co-chairs at the following addresses by March 15, 2011:

Dr. Mindy J. Erchull, merchull@umw.edu and Dr. Olivia Moorehead-Slaughter, oms@parkschool.org

Requirements:

1. Cover page with project title, investigator's name, address, phone, fax, and e-mail address
2. A 100-word abstract

3. A proposal (5-pages maximum, double-spaced) addressing the project's purpose, theoretical rationale, and procedures, including how the method and data analysis stem from the proposed theory and purpose.
4. A one-page statement articulating the study's relevance to feminist goals and importance to feminist research.
5. The expected timeline for progress and completion of the project (including the date of the research proposal committee meeting). The project timeline should not exceed two years.
6. A faculty sponsor's recommendation, which includes why the research cannot be funded by other sources. This letter should be **attached to the e-mail with the application materials**. Please do not send it separately.
7. Status of IRB review process, including expected date of IRB submission and approval. Preference will be given to proposals that have received approval.
8. An itemized budget (if additional funds are needed to ensure completion of the project, please specify sources)
9. The applicant's curriculum vitae
10. All sections of the proposal should be typed and prepared according to APA style (e.g., please use 12-point font)

Proposals that fail to meet the guidelines described above will not be reviewed.

Review Process

A panel of psychologists will evaluate the proposals for theoretical and methodological soundness, relevance to feminist goals, applicant's training and qualifications to conduct the research, and feasibility of completing the project.

Other Requirements

Only one application will be accepted per student, for each application deadline. Applicants who are involved in multiple projects that meet the submission requirements should choose the project that best fits the evaluation criteria (see "Review Process").

Within 24 months of receipt of the grant, recipients are expected to submit to the Hyde committee co-chairs a complete and final copy of the research document (e.g., a copy of the thesis, dissertation or journal manuscript based on the sponsored research), along with a 500-word abstract for publication in Division 35 newsletter. In addition, grant recipients shall acknowledge the funding source in the author's notes in all publications. Hyde award winners will be announced at the APA convention during Division 35 Social Hour. The names of the Hyde award winners may also be posted in Division 35 newsletter as well as on Division 35 web page and listserv.

Questions and other communications may be sent to the committee co-chair:

Mindy J. Erchull, Ph.D. Co-Chair, Hyde Research Award Committee, Department of Psychology, University of Mary Washington, 1301 College Avenue, Fredericksburg, VA 22401-5300. Phone: (540) 654-1557. E-mail: merchull@umw.edu

Announcement about a New Journal: Journal of Asia Pacific Counseling

We are pleased to provide you with information on a new international counseling journal titled "the Journal of Asia Pacific Counseling" (JAPC). JAPC is an official publication of the Korean Counseling Association (KCA) that has more than 8,000 South Korean counselors and counseling psychologists as its members. KCA has recognized the need for having an outlet for scholarly work that gives special attention to the applications of counseling with diverse populations in the Asia Pacific region. In setting up JAPC, many internationally renowned scholars have provided invaluable input regarding the title of the journal, potential editors, and the target audience. In one of the attached files will you find those who have agreed to serve on the editorial board of the journal.

JAPC will publish theoretical, empirical, and methodological articles in the areas of counseling interventions, career development and vocational psychology, supervision and training, assessment, multicultural aspects of counseling, and consultation. Particular attention is given to the applications of counseling with diverse populations in the Asia Pacific region. Both quantitative and qualitative methods are appropriate. All articles will be published in English, and JAPC will be issued twice a year in February and August. The inaugural issue will be released in February of 2011.

We are planning to publish and distribute JAPC in collaboration with a major international publishing company to enhance its quality and reputation. We will also actively pursue having JAPC listed in the Social Science Citation Index of the Institute of Scientific Information (ISI).

We believe the Journal of Asia Pacific Counseling will be a leading academic journal in counseling research in the Asia Pacific region. Your contribution can make a major difference in helping to establish the credibility and quality of JAPC.

Manuscript submission due dates for the first and second issues of the journal will be on November 30, 2010 and April 30, 2011. Please submit manuscripts via e-mail (japc@snu.ac.kr), following the guidelines described below.

We hope you will seriously consider JAPC for your scholarship, especially for the upcoming first issue of the journal.

Best regards, Changdai Kim, Ed. D.

Editor in Chief,
The Journal of Asia Pacific Counseling
The Korean Counseling Association
JAPC Editorial Team

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Submission Guidelines: The Journal of Asia Pacific Counseling (JAPC) publishes theoretical, empirical, and methodological articles on counseling interventions, career development and vocational psychology, supervision and training, assessment, and multicultural aspects of counseling. Particular attention is given to empirical studies on the applications of counseling with diverse populations in the Asia Pacific region. All articles are published in English, and JAPC will be issued twice a year in February and August.

Manuscript Preparation: Manuscripts, including tables, figures and references should be prepared according to the Publication Manual of the American Psychological Association (6th edition).

Manuscripts should be written in simple, clear, and bias-free language. They should present ideas in a logical order, starting with a description of research purpose and progressing through an analysis of data to conclusions and implications. All manuscripts should include an abstract on a separate page that contains no more than 150 words, and also up to five key words.

Masked Review Policy: This journal adopts a policy of masked review. Therefore, authors should prepare the cover letter containing 1) title of the article, 2) corresponding author's full name, affiliation, institutional and email address, and telephone and fax numbers, and 3) co-author(s)' full names(s) and affiliation(s). Authors should not provide any clues to the authors' identity in the text.

Length and Style of Manuscripts: Full-length manuscripts generally should not exceed 30 pages (including cover page, abstract, text, references, tables, and figures), with a standard font (e.g., Times New Roman) of 12 points. Papers that exceed this page limit will be considered in limited occasions. The entire paper must be double spaced.

Submission: All parts of the manuscript must be submitted via e-mail (japc@snu.ac.kr). Documents should be submitted as MS Word documents, not converted to PDFs. Submitting a previously published manuscript for review and submitting the same manuscript under consideration by another journal should not be exercised.

Military and Family Life Consultant Program Summary

The DoD (Department of Defense) is committed to supporting military families, recognizing that service to our nation places a heavy demand on these families. The Military & Family Life Consultant (MFLC) program is administered by MHNGS as a behavioral health subcontractor for the DoD. The MFLC program offers a unique opportunity for licensed clinicians to support active duty Service Members.

The MFLC program was designed deliver short term, situational, problem-solving non-medical counseling services. MFLC support addresses issues occurring specifically within the military lifestyle and helps Service members and their families cope with normal reactions to the stressful/adverse situations created by deployments and reintegration. The services of MFLCs are intended to augment existing military counseling services.

The MFLC role is unique in that MFLCs do not function as traditional therapists. Consultants assess needs, provide support or refer to appropriate resources as necessary. Action plans are a key component of MFLC work.

All consultants work under the direction of an MHN clinical supervisor and a military point of contact (POC).

Although locations, programs and commitment length vary, practitioners on rotational assignments are typically asked to make a 60 – 90 day time commitment to the assignment. Reimbursement arrangements for these assignments are based on \$50 per hour, assuming a 40-hour flexible work-week. In addition, practitioners receive per diem payments based on the geographic location of the assignment. MHN pays for travel and lodging arrangements (when required and approved). Acceptance of any assignment is voluntary; there is no obligation to commit prior to contracting for assignment.

To be considered for the MFLC Network, consultants **must meet the following minimum qualifications:**

- **Have a valid US state license as an independent behavioral health care practitioner. Providers eligible for network participation are:** Psychologists, Social Workers, Professional Counselors, Marriage Family Therapists, and Registered Nurses (with psychiatric specialty).
- Professional liability insurance of at least \$1 million/\$1 million
- Possession of an active U.S. Passport; (or be willing to acquire one before assignments outside the United States)
- Must have or be able to acquire Social Security card
- Valid, active drivers license and willingness to drive at assigned locations
- Ability to drive a standard transmission vehicle in case this is required overseas

- May not be currently employed by a behavioral health care plan
- Must have a valid email address and frequent computer access
- Must physically be able to carry one's own luggage through travel process, and be willing and able to walk and be physically active while on bases

Preferred Direct Practice Experience. You must have three of the following:


- Training and experience in rapid assessment and problem resolution (e.g. EAP)
- Ability to work in various environments helping people identify problems and develop action plans
- Experience working with children and adolescents
- Experience working with couples and families
- Experience working with grief and loss
- Experience with Veterans or Veteran Affairs
- Experience working with military personnel and families
- Experience working in school systems

Participation in the program is contingent upon:

- Recommendation of the Clinical Director following a personal interview
- Meet MHN's credentialing requirements
- Passing a criminal history and background check
- Compliance with MFLC training program

If you meet all of the minimum qualifications, possess three or more Preferred Direct Practice Experience requirements and would be interested in participating in this program, please access our MFLC Application at the following Internet link: <https://www.surveymonkey.com/s/mflcquestionnairescreeningapplication>

Note that if you meet minimum requirements and are scheduled for a clinical interview, you must be familiar with the information made available through this communication prior to the interview.



Call for Nominations to the International Network for Lesbian, Gay, and Bisexual Concerns and Transgender Issues in Psychology

APA seeks nominations for a representative to the International Network for Lesbian, Gay, and Bisexual Concerns and Transgender Issues in Psychology. The Network includes representatives from national and international psychology associations from around the world, and seeks to

promote research, knowledge, application and advocacy about lesbian, gay, bisexual, and transgender issues in psychology. See <http://www.apa.org/pi/lgbt/resources/international.aspx> for more information on the Network's history and aims.

APA's representatives to the Network serve staggered three year terms with oversight by BAPPI, CIRP, CLBTC, Div. 44 and Div. 55. The outgoing representative is Armand R. Cerbone, PhD., who has served two terms (2005-2010), and the continuing representative is Maria Cecilia Zea, PhD (2010-2012). Gender parity in its representatives is APA's goal, so male nominees are encouraged at this time.

Current members of the International Network are:

- American Psychological Association
- Association of Lesbian, Gay, & Bisexual Psychologies (ALGBP) Europe
- Australian Psychological Society
- The British Psychological Society Lesbian & Gay Psychology Section
- Canadian Psychological Association
- Colombian Society of Psychology
- Conselho Federal de Psicologia (Brazil)
- Nederlands Instituut van Psychologen
- Psychological Society of South Africa
- Psychological Society of Ireland

Responsibilities

The work consists of bi-monthly calls of one hour each and subcommittee work between calls. The Network representatives report to the Oversight Group quarterly in separate calls. Key aims include developing and increasing programming in international meetings of psychology (ICP & ICAP) and policy advocacy within international psychology and health.

How to Apply

The nominee and/or nominator should include a statement of interest highlighting the nominee's qualifications for the Network, and this should be accompanied by the nominee's curriculum vita. Self-nominations are accepted.

Please submit nominations **by December 31, 2010** to:

Ron Schlittler at rschlittler@apa.org, or,
International Network Nominations
Public Interest Directorate
Lesbian, Gay, Bisexual, and Transgender Concerns Office
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

American Psychological Association Minority Fellowship Program: Call for Fellowship Applications

MFP Fellows receive much more than just financial support; they join a community committed to their success. Fellows are mentored by leading ethnic minority psychologists and become part of a lifetime network of professional psychologists interested in ethnic minority behavioral health issues.

Fellowship Opportunities:

Mental Health and Substance Abuse Services Predoctoral Fellowship

This fellowship is aimed at those pursuing doctoral degrees in clinical, counseling, and school psychology, or other behavioral health services areas.

Mental Health and Substance Abuse Services Postdoctoral Fellowship

This fellowship is aimed at early career doctoral recipients who are interested in developing a career in behavioral health services or policy.

The application deadline is January 15

For more information or to apply,
please visit our web site at www.apa.org/pi/mfp

Jared Shamwell
Program Coordinator, Minority Fellowship Program
Public Interest Directorate
American Psychological Association
750 First Street NE, Washington, DC 20002-4242
Tel: 202.336.6127 | Fax: 202.336.6012
email: jshamwell@apa.org | www.apa.org

The 3rd Asian CBT conference to be held in Seoul from 14 - 16 July 2011

Please visit our web link ---
www.3rd-acbtc.org for more information.

Tian Po Oei Ph.D., FAPS
Professor Emeritus and Director
School of Psychology & CBT Unit,
Toowong Private Hospital
The University of Queensland, Brisbane, Qld., 4072 Australia
Phone 61-7- 3365-6449 ; FAX 61-7- 3365-4466
Email: oei@psy.uq.edu.au
Web: <http://www.psy.uq.edu.au/people/personal.html?id=29>

Second International Conference on School Psychology in Vietnam: Promoting School Psychology Research and Practices

January 6th and 7th in Hue, Vietnam

The second International Conference on School Psychology in Vietnam will serve as a forum for Vietnamese and international educators and practitioners in the field of student psychological services to promote an in-depth discussion on (a) research and experiences in establishing school psychology as a profession, and (b) evidence-based and culturally-relevant strategies for achieving positive academic, affective and behavioral outcomes for school-aged children.

The first conference was held August 2009 in Hanoi with over 150 Vietnamese, U.S. and Australian professionals in attendance. The Consortium to Advance School Psychology in Vietnam (CASP-V), a collaborative between five U.S. universities, seven Vietnamese universities, the Institute of Psychology (a research institute in Vietnam), and the International Association of School Psychologists (ISPA) are hosting the second conference.

In addition to plenary speakers, parallel symposia, paper and poster presentations will be made by researchers and practitioners from around the world. Participants are invited to submit a presentation proposal on one of the following topics:

1. Current status of student support services in Vietnam
 - a. Academic, emotional, and behavioral needs of Vietnamese children and youth.
 - b. Social, governmental and educational support for student support services in Vietnam.
2. School psychology in the world
 - a. Current international standards for school psychology training and practices.
 - b. Education and training programs in school psychology.
 - c. Service delivery models and practices in school psychology.
3. Research in school psychology
 - a. Evidence-based prevention and intervention strategies for academic, affective and behavioral problems in school-age children.
 - b. Cultural influences on assessment, prevention and intervention practices in schools.

- c. Conducting cross-cultural and high quality research in school settings.

All conference proceedings will be in either English or Vietnamese and accompanied by bilingual interpreters. The deadline for the next round in the call for papers is October 22, 2010. Please see attached for information regarding submitting a proposal to be considered for inclusion in the *Second International Conference on School Psychology in Vietnam*.

We look forward to seeing you in Hue in January.

Yours Truly,
Kristin Powers, Ph.D.
Co-Chair Conference Planning Committee
Professor, California State University Long Beach

Vũ Dũng, Ph.D.,
Co-Chair Conference Planning Committee
Professor, Institute of Psychology, Vietnam Academy of Social Sciences

Tran Tu Anh, Ph.D.
Deputy Chair Conference Planning Committee
Deputy Director, Office of International Cooperation
College of Education Hue University

New Website Devoted to the Work of Kurt Danziger

There is now a website devoted to the work of the noted historian of psychology, Kurt Danziger:

www.kurtdanziger.com. The website contains several essays and talks which have never been published or which were published in outlets with a limited readership, such as newsletters and conference proceedings. One of the aims of the website was to gather this work in one place and to make it available to the public. Access is completely free.

Danziger is unusual among historians of psychology in having an international perspective on the field. As the introduction on the website points out:

"Kurt Danziger's work has always been international in scope. His books have been translated into Danish, German, Italian, Japanese, Spanish, and Swedish. He has given numerous invited addresses in Britain, Germany, the Netherlands, the USA, as well as in Canada. ... A wide range of experience in academic settings all over the globe provides the background ... He was born in

Germany but his family emigrated to South Africa just before World War II. There he completed his schooling ... He obtained his doctorate in experimental psychology at the University of Oxford in 1952. His first teaching position was at the University of Melbourne, Australia. That was followed by eight years at two South African universities, a period which was interrupted by two years as a Visiting Professor in Indonesia. Before he settled in Canada he was Head of the Department of Psychology at the University of Cape Town, South Africa. Upon his departure in 1965 he was declared a "prohibited person" by the then South African government, a ban that remained in force for a quarter century. However, with the transition to democracy, Danziger regularly spends one quarter of each year in South Africa. He holds an honorary professorship at the University of Cape Town and was awarded an honorary degree by that institution in 2004."

Adrian C. Brock
 University College Dublin
 Email: adrian.c.brock@ucd.ie


The Association of Black Psychologists
Invites You to Attend the

**Mid Year
 General Assembly
 Conference**

January 13 to 16, 2011
Xavier University
of Louisiana
New Orleans, Louisiana

OPEN TO THE COMMUNITY

Each Chapter is encouraged to send at least one member to represent their chapter during this important meeting, however




For Registration, Lodging and Program Information
 Visit: www.abpsi.org
 Or Contact:
 Dr. Le Ondra Clark at:
ga@abpsi.org

Don't Miss this Opportunity to:

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Registrant Type	RATE	ON-SITE (After 12/15/10)
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Student Member	\$16.00	\$26.00
Local Members & Attendees	\$10.00	\$10.00

Registration Fees include MCEP/CEU's, 3 breakfasts and 2 lunches



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 202-722-0808-Phone 202-722-5941-Fax

A 2009 Mid-Year General Assembly Session

Theme:
 "African Centered
 Approaches to
 Trauma Recovery and
 Healing"

International Employment Opportunities

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

Australian National University, Department of Psychology: Clinical psychology constitutes one of the major educational and research strengths of the Department of Psychology at the Australian National University and it forms a central plank in the Department's plans for the future. We are therefore looking for two outstanding academic clinical psychologists to join an existing team of productive and committed clinical academics in the task of consolidating the Department's already established reputation as a leader in clinical psychology both nationally and internationally. One of these people will be able to teach in the area of child and adolescent clinical psychology; the other will be able to contribute to the broader program of professional education in clinical psychology. Both will be enthusiastic and productive scholars with a record of research achievement in clinical psychology. If you think the description fits you then the Department would be delighted to hear of your interest in joining our excellent team. Appointments will be made at the level of Academic Levels B and C, minimum starting salary of AU\$77,455 plus 17% superannuation and generous annual leave entitlements and working conditions. Applications must be submitted online. Full details of the position and the application process can be found at <http://info.anu.edu.au/hr/>. Applicant enquiries can be made to Professor Don Byrne by telephone +61 2 6125 3974 or by E-mail don.byrne@anu.edu.au. Closing date for applications is January 31, 2011

Australian National University, Department of Psychology: The Department of Psychology wishes to appoint a talented, committed and enthusiastic teacher and researcher to join us in our commitment to provide the best possible education in psychology for our students, and to extend further our already high reputation for creative and original research in psychology. The position is a continuing one and will be filled at either Level B or Level C depending on the experience of the successful candidate. We are seeking the best possible appointee to this position; if you think that person is you we strongly encourage your application, regardless of your area of psychology. While the Department has current strengths in cognitive and perceptual psychology, clinical and health psychology and social psychology you should not feel at all restrained by these areas. You will be expected to contribute to the undergraduate program in the Department, to supervise honors and postgraduate students, and to pursue a program of high quality research in your own particular area of interest. The Department is well equipped for a wide range of research activities and excellent opportunities exist for collabora-

tive research with other areas of the ANU, including the Research School of Biology, the John Curtin School of Medical Research, the ANU Medical School, and the Institute for Population Health. The contact person for information prior to application is Professor Don Byrne, telephone +61 2 61253974 or E-mail don.byrne@anu.edu.au. Applications must be submitted through the ANU website <http://info.anu.edu.au/hr/>.

University of Sydney, McCaughey Chair of Psychology: We are offering a tenurable professorship for an outstanding individual who will contribute to the leadership and research excellence of the School of Psychology. The School was the first established psychology department in Australia and has a proud history of excellence. Sustained increases in research funding and strong enrolments have facilitated a rapid growth in our staffing and research profile. The School has also recently been refurbished and expanded its research facilities. This growth provides an exciting opportunity for you to consolidate your own research achievements and to play a leading role in the future development of the School. A demonstrated capacity for effective academic leadership and management and a willingness to serve as Head of the School of Psychology for a period of time is essential for this role. Visit sydney.edu.au/positions. Closing date: January 24, 2011

University of New South Wales, School of Psychology: The School of Psychology is seeking to make up to two academic appointments in psychology at the level of lecturer or senior lecturer (levels B or C). The successful applicants will carry out independent research, teach courses and supervise research projects in the School's undergraduate and postgraduate programs. The School of Psychology at UNSW is located in the Faculty of Science and is recognized nationally and internationally for its excellence in research and teaching. It is a leading Australian Psychology Department on quality measures such as research publications and competitive grant funding. The School has well equipped research and teaching facilities and offers a comprehensive range of undergraduate and postgraduate programs that attract outstanding students from Australia and overseas. The School's postgraduate programs include the master's in clinical, forensic and organizational psychology, and matching combined PhD / master's of psychology programs which have, for the last 10 years been providing high quality training for professional psychologists in New South Wales. UNSW is located 5 km from the centre of Sydney and is close to other research centers, teaching hospitals, transport, shopping, and beaches. This position is designed to augment and complement the School's existing strengths in cognitive, clinical, social, and developmental psychology, perception and neuroscience. Preference may be given to applicants who could contribute to research and teaching in one of these areas. The salary level for lecturer is A\$80,028 - A\$94,344 per year and for senior lecturer is A\$97,203 - A\$111,519 per year, depending on qualifications and experience, plus 17% employer superannuation plus leave loading. Applicants should systematically address the

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selection criteria in their application. Enquiries may be directed to Professor Simon Killcross by telephone (61 2) 9385 3034 or E-mail: s.killcross@unsw.edu.au. For further information about the School, please visit: www.psy.unsw.edu.au. Applications close: February 25, 2011

University of New South Wales, School of Psychology: The School of Psychology at the University of New South Wales is seeking to appoint up to two academics to carry out cutting-edge research, teach, and supervise research projects in the School's undergraduate and postgraduate programs. The School is recognized both nationally and internationally for its excellence in research and teaching, offering a comprehensive range of undergraduate and postgraduate programs that attract outstanding students from Australia and overseas. This position is designed to augment and complement the School's existing strengths in cognitive, clinical, social, and developmental psychology, perception and neuroscience. Preference may be given to applicants who could contribute to research and teaching in one of these areas. Outstanding candidates with a proven track record in research with funding support are strongly encouraged to apply. Senior appointments are expected to have a national/international reputation in their relevant discipline. The salary range for senior lecturer is \$97K- \$111K per year and for Associate Professor is \$116K - \$127K per year, depending on qualifications and experience, plus 17% employer superannuation plus leave loading. Subject to appropriate experience the position will be full time continuing. The preferred starting date is in the latter half of 2011 (negotiable). Applicants should systematically address the selection criteria in their application. Enquiries may be directed to Professor Simon Killcross by telephone (61 2) 9385 3034 or E-mail: s.killcross@unsw.edu.au. For further information about the School, please visit: www.psy.unsw.edu.au. Applications close: February 25, 2011

University of Calgary, Department of Psychology: The University of Calgary, Department of Psychology seeks applicants for two tenure-track assistant professor positions in the areas of: industrial/organizational psychology and neuropsychology each to start July 1, 2011. Successful candidates have the opportunity to develop a strong research program, mentor graduate student research, and contribute to our undergraduate and graduate curricula. Competitive salary and start-up funds are available and international applicants are encouraged to apply. We value collegiality, diversity, and strive to create a positive work environment.

Industrial and Organizational Psychology: Applicants should have a PhD in industrial/organizational psychology by July 1, 2011. Speciality within I/O psychology is open; applicants in all areas of expertise are strongly encouraged to apply. The University of Calgary I/O psychology program is well established and widely regarded as one of the top in Canada. We offer both an MS and a PhD in I/O psychology. The majority of our recent PhDs have gone on to careers in academia reflecting the strong research focus of our program.

Neuropsychology: A PhD in psychology, cognitive neuroscience, clinical neuropsychology, or a related field is required. The candidate should have a demonstrable and strong research experience in the field of brain function and dysfunction and its consequences for psychological processes and overt behaviors. The successful candidate will enrich our newly implemented undergraduate major in neuroscience. The Department of Psychology has strengths in related areas such as behavioral neuroscience, clinical psychology, development, memory, and language. The neuropsychology community at the University of Calgary is one of the strongest in Canada and includes the Hotchkiss Brain Institute, which is comprised of over 150 basic and clinical neuroscientists who specialize in such areas as stroke, spinal cord injuries, multiple sclerosis, epilepsy, and Parkinson's disease. The University maintains research-dedicated fMRI facilities.

Send a letter of interest, current curriculum vitae, as well as up to five representative publications. Three letters of reference are also required, and can be sent under separate cover. These materials should be directed to the Chair of Industrial/Organizational Search Committee, or Chair of Neuropsychology Search Committee: Department of Psychology, University of Calgary 275 Administration Building Calgary, Alberta, Canada, T2N 1N4. These materials can also be sent electronically to iosearch@ucalgary.ca (Industrial Organizational Psychology) or npsearch@ucalgary.ca (Neuropsychology). All applicants are strongly encouraged to visit www.psych.ucalgary.ca to obtain additional information or phone +1(403)220-3600.

Dalhousie University, Research Associate: The research associate will take a leadership role on the CIHR Sleep and Circadian Rhythms Team Grant entitled *Better Nights/Better Days: Improving Psychosocial Health Outcomes in Children with Behavioural Insomnia*. This study includes the development, implementation and evaluation of behaviorally based, Internet-delivered sleep interventions for parents of children ages 1-10 years, as well as a knowledge translation component. The research associate will report to the principal investigator, Dr. Penny Corkum, as well as to the management team, which includes researchers from across Canada and the USA. The candidate should possess extensive knowledge about research design and project management and be able to work independently and to have excellent problem-solving skills. He/she will be expected to develop a project management plan and exercise a considerable amount of judgment and initiative in order to achieve project objectives and timelines. Under the mentorship of Dr. Corkum and the co-investigators, the research associate will oversee all stages of this research, including:

- Phase 1:* Development and evaluation of the web-based behavioral interventions and training materials (year 1)
- Phase 2:* Randomized controlled trials to evaluate the effectiveness of the interventions (years 2-4)
- Phase 3:* Dissemination of the interventions and related training materials (year 5)

The research associate will have the following duties and responsibilities:

- Management of the day-to-day operations of the study, including the development and implementation of work plans, as well as coordinating study procedures and protocols
- Communicating with, and providing support to, the management Team, scientific advisory board, clinical advisory board, knowledge translation committee, and the training committee
- Training, supervising, and monitoring research assistants carrying out various aspects of participant recruitment, screening, data collection, analyses, etc.
- Working with a software development company to develop, test, and implement a web-based intervention
- Establishing strong connections with partners across multiple centers within Canada to allow for successful recruitment of study participants
- Ensuring full adherence of the project to the Tri-Council Policy on Ethical Conduct of Research Involving Humans
- Designing and overseeing the maintenance of SPSS and other databases, and conducting both simple and complex descriptive and inferential data analyses
- Preparing all necessary ethics submissions and amendments, intervention materials, training materials, and manuals
- Preparing drafts of presentations, posters, manuscripts, and grant applications relating to this research project
- Overseeing the financial management of the grant
- Supporting and providing consultation to other research staff and students/volunteers to meet project goals
- Conducting computerized literature searches and synthesizing search results for manuscript and grant writing
- Assisting with interviewing and hiring potential employees
- Engaging in knowledge translation activities (e.g., preparing for dissemination of materials)
- Performing other related duties as required

37.5 hours/week is required. The position will require a high degree of flexibility in work hours/days given the nature of the research (i.e., sleep interventions being delivered across Canada in multiple time zones). Some out of province travel may be required in order to receive training for recruitment and presentation purposes.

Salary: A competitive salary to be determined based on relevant experience

Qualifications:

- Master's degree or PhD degree (preferred) in psychology or a related research field (e.g., community health,

epidemiology)

- Five years of recent related experience in a research environment or equivalent combination of education, training, and experience
- Training or experience in project management
- High degree of computer literacy is required, including Microsoft Office (e.g., Word, Excel, PowerPoint, Access), and programs such as Refworks, SPSS data analysis packages, and internet resource use
- Excellent communication skills, both verbal and written, as well as excellent skills in supervision of staff and students
- Strong problem-solving skills and ability to prioritize responsibilities and manage time and personnel to ensure deadlines are met
- Ability to work independently with minimal supervision, and also collaboratively within a team structure
- Ability to communicate in English as well as French would be an asset

Interested parties are asked to submit the following to penny.corkum@dal.ca:

1. Cover letter outlining qualifications for the position
2. Curriculum vitae
3. Three letters of reference
4. Graduate transcripts

Only those selected for an interview will be contacted.

University of Hong Kong, Department of Psychology:

Founded in 1911, The University of Hong Kong is committed to the highest international standards of excellence in teaching and research, and has been at the international forefront of academic scholarship for many years. Ranked 21st among the top 200 universities in the world by the UK's *Times Higher Education*, the University has a comprehensive range of study programs and research disciplines spread across 10 faculties and about 100 sub-divisions of studies and learning. There are over 23,400 undergraduate and postgraduate students coming from 50 countries, and more than 1,200 members of academic and academic-related staff, many of whom are internationally renowned.

Applications are invited for appointment as professor in the Department of Psychology. Appointment will be made initially on a three-year fixed-term basis, with the possibility of renewal. Outstanding candidates will be considered for a tenured position on appointment.

The Department is looking for an internationally renowned scholar who is widely recognized as a leader in his or her research field, and who will complement existing strengths in the Department, particularly in the areas of social/personality, clinical, educational/developmental, and high-level cognition (e.g., memory, language, problem solving). The appointee will be expected to take a leadership role in the Department, and to help further enhance the international standing of the

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Department and contribute to its research development. Information about the Department can be obtained at <http://www3.hku.hk/psychodp>.

Annual salary for professorship will be in the range of HK\$862,380 - 1,207,920 (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 information about the position can be obtained from Dr. William Hayward, Head of Department (E-mail: whayward@hku.hk). 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, The University of Hong Kong, Hong Kong (Fax: (852) 2540 6735 or 2559 2058; E-mail: senrappt@hku.hk). Review of applications will begin on February 1, 2011, and will continue until the position is filled. Candidates who are not contacted within 4 months of the date of application may consider their applications unsuccessful.

University of Haifa, Department of Psychology: The Department of Psychology at the University of Haifa, Israel, invites applications for an open-rank tenure-track position, beginning in the 2011-2012 academic year. We are looking for a candidate with expertise in child clinical psychology, educational/school psychology, developmental psychology, social psychology with an emphasis on children/adolescents, or related areas of scholarship. Expertise in evidence-based assessment and intervention/prevention related to children/adolescents is an advantage. The successful candidates will demonstrate the potential to develop a strong research program, teach undergraduate and graduate courses, and supervise graduate student research. The academic rank will be matched to the candidate's qualifications. The position's availability is dependent upon budgetary approval. Please send (a) Curriculum Vitae, (b) 2-3 selected publications, (c) names and email addresses of three references to: David Oppenheim, PhD, Chair, Department of Psychology, University of Haifa, Haifa 31905, Israel. Tel: +972-4-8240197, E-mail: oppenhei@psy.haifa.ac.il

University of Liverpool, Forensic Psychology: Laureate Online Education, in partnership with The University of Liverpool, has developed a ground breaking and innovative program, which leads to the award of the University of Liverpool's master of science in forensic psychology criminal investigation. As this is a brand new program, we are concentrating our efforts on recruiting instructors for the following modules: Command and Control - Leadership and Teams in Critical and Major Incidents and Strategic; Tactical and Operational Decisions - Judgment and Decision Making in Critical

and Major Incidents.

We are also looking to recruit dissertation advisors for this program.

Experience:

- Master's degree/relevant post-graduate qualification or above (doctorate preferable)
- Significant university teaching experience in relevant business disciplines (post-graduate teaching experience is highly desirable.)
- Excellent written communication skills in English
- Facilitative disposition towards highly motivated adult students
- Online teaching experience is desirable but not compulsory

Experience working in or knowledge of, the UK university system would be an advantage.

For those also applying as a potential dissertation advisor, the doctorate degree is required, and demonstrable expertise in either (or both) quantitative and qualitative research is required. Previous experience as a dissertation advisor is a plus. Suitable candidates will be trained online during a 4-week training session. Training is conducted 100% online and is not restricted to specific hours. The program includes the following modules. Students must pass all the core modules and then four of the elective modules before completing a dissertation (the equivalent of four modules). We have a particular need for faculty qualified to teach in all modules. The first two modules launch October 2010, and remaining modules launch, in order, two at a time every 8 weeks. Faculty who are qualified to teach across multiple modules are desired.

- Command and Control: Leadership and Teams in Critical and Major Incidents
- Strategic, Tactical and Operational Decisions: Judgment and Decision Making in Critical and Major Incidents
- Fundamentals of Investigative and Forensic Psychology
- Applying Research Methods to Forensic Psychology and Criminal Investigation Psychology of Criminal Behavior
- Sexual and Violent Crime
- The Psychology of the Courts
- Offender Profiling and Criminal Behavior

The cover letter and the curriculum vitae should detail the applicant's relevant experience, including university posts held, duration and the subjects taught. Applicants must review the relevant module details in our program brochure at <http://www.uol.ohecampus.com/about/brochure.phtml>.

Please apply online through our website <http://uol.ohecampus.com/>.

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Teaching is text-based and asynchronous. Positions require a high level of commitment, including the willingness to login to class almost daily, including during weekends. Instructors are paid on a per-module basis.

Instructors are paid on a per module basis, modules are 8 weeks long, hours required by instructor 10-15 rate of pay per module US\$1,848 rising to \$2,058 after 7th taught module.

Korn Ferry, Manager of Assessment Specialist: Korn/Ferry International is global provider of Leadership Capital Solutions. Through more than 80 offices in 40 countries, we offer services of exceedingly high quality in the areas of executive search, management assessment, corporate governance and CEO recruitment, middle management recruitment, and leadership development.

Location(s): London, Zurich

Responsibilities:

- Assist with the successful recruitment of key corporate executives by providing management assessment support to both internal customers and external clients.
- Provide both written and verbal assessment interpretation to clients, search committees, consultants, colleagues, and executive placements.
- Provide trouble-shooting and technical assistance to internal and external users of the online assessment
- Market the assessment to both internal and external users. This will include conducting presentations, preparing consultants to successfully market the tool to their clients, and continuously developing, updating, and improving marketing materials
- Contribute to both organizational and database research aimed at improving the assessment tool and increasing its use.

Education:

Doctorate in psychology or a related discipline is preferred. Applicants with a clinical or counseling psychology background preferred.

Who should inquire?

This position is best suited for someone with significant experience with work-related psychological assessments who also has strong business presentation.

Why is this a terrific opportunity?

- This is a position that will waste little time in putting the right individual on the front line
- working at the executive level. As skills develop, there is opportunity to expand the scope of the role over time.
- This is a dynamic position that will draw on a wide range of skills that include research, written and verbal communication, marketing, and consultation.

- Competitive compensation
- Pension plan
- Illness & accident insurance
- Employee stock purchase plan
- Significant opportunities for growth

Special skills:

- Fluency in German and English. Fluency in Spanish, French, Italian, and Scandinavian languages not required but a plus
- Strong familiarity with European business culture. At least 10 years experience working in continental Europe
- Comfort and capability with psychometric testing and with Excel, Word and PowerPoint applications
- Excellent verbal and written communication skills
- Strong social/relationship-building/outreach/networking skills
- Comfort and capability with social-science research methods, organizational research, and database management

Contact: Forward resumé and cover letter to SrChEM-EA@kornferry.com

Ross University, Clinical Psychologist: The clinical psychologist position is a full-time, annual faculty one. Rank will be assigned according to the candidate's qualifications and accomplishments.

Reports To: Dean for Faculty and Academic Programs

Essential Responsibilities: RUSVM's Office of Student Services provides programs and support to help veterinary students achieve their personal, social, and academic goals. The School helps students achieve success by providing services that help them cope with personal concerns that may interfere with their academic progress. The psychological counselor provides individual student counseling, crisis intervention, educational outreach programs, and group consultation. Required knowledge, skills, and abilities:

- Demonstrated ability to conduct intake clinical interviews, including psycho-diagnostic assessment, case conceptualization, and treatment plan formulation, for students with a broad spectrum of psychological problems, ranging from adjustment issues and stress management to major psychiatric disorders
- Demonstrated ability to provide individual and couples counseling using a brief therapy model, and crisis intervention for psychological emergencies
- Demonstrated knowledge, sensitivity and ability to work with students from diverse ethnic, cultural and socioeconomic backgrounds
- Demonstrated autonomy, effectiveness, and sensitivity in clinical work
- Demonstrated ability to develop and implement out-

reach programs, provide consultation services, and psycho-educational workshops

- Excellent interpersonal and communication (written and oral) skills and the ability to work as a member of a collaborative, multidisciplinary team
- Expertise in issues pertinent to a university student population and demonstrated experience in providing culturally competent services (brief therapy, crisis intervention, outreach, and consultation) to a diverse client population including gay, lesbian, bisexual, and transgender students and students with disabilities.

Required credentials and education: Candidate must have a master's degree and/or PhD degree in psychology or a closely related field and at least two years experience providing clinical services in counseling or mental health to a college-age population is required. In addition, APA licensure is required.

Salary Range: Highly competitive and commensurate with the candidate's qualifications and experience.

Required application materials: To apply for this position, email your curriculum vitae and letter of intent to Knar-vaez@rossu.edu.

Disclaimer: This is not necessarily an exhaustive list of all responsibilities, skills, duties, requirements, efforts, or working conditions associated with the job. While this is intended to be an accurate reflection of the current job, management reserves the right to revise the job or to require that other or different tasks be performed when circumstances change (e.g., emergencies, changes in personnel, workload, rush jobs, or technological developments).

National Chengchi University, Department of Psychology: The Department of Psychology at National Chengchi University in Taiwan invites applications for a tenure-track faculty position (any rank) in counseling and clinical psychology to begin August 2011. Preference will be given to researchers in the following research areas: counseling psychology, adult psychology, psychology of aging, or health psychology. Applicants with licenses are welcomed to apply. Successful candidates will be expected to teach undergraduate and graduate courses, direct graduate research, demonstrate their ability to produce significant publications, exhibit a commitment to services such as students' mental health service, and support as well as enhance a diverse learning and work environment. To assure full consideration, completed applications should be received by January 15, 2011. Applicants should send curriculum vitae, representative reprints or preprints, PhD degree certificate, post-graduate transcript, statements of research and teaching, and at least two letters of recommendation to: Faculty Search Committee, Department of Psychology, National Chengchi University, No. 64, Sec. 2, Zhi-Nan Rd., Wen-Shan District, Taipei, 11605, Taiwan. Tel: 886-2-29393091#63551. Fax: 886-2-29390644. E-mail: yan@nccu.edu.tw

National Chengchi University, Department of Psychology: The Department of Psychology at National Chengchi University in Taipei, Taiwan invites applications for a tenure-track faculty position at the assistant or associate level in human neuroscience to begin August 1, 2011. Candidates must be experienced using fMRI. An MRI scanner will be in place in the Department by 2011. Candidates' substantive interests may be in any existing research program in the department (cognitive, developmental, social, behavioral neuroscience, clinical). However, candidates must also be willing to collaborate with faculty in the Research Center for Mind, Brain, and Learning (<http://rcmb1.nccu.edu.tw/main.php>) doing research on affective neuroscience, neuroeconomics, social neuroscience, educational neuroscience, and neurolinguistics. Successful candidates will be expected to develop a strong research program, teach undergraduate and graduate courses, direct graduate research, produce demonstrated evidence of successful research productivity, exhibit a commitment to service, and support and enhance a diverse learning and work environment. Review of applications will begin February 1, 2011 and will continue until the position is filled. To assure full consideration, complete application should be received by January 31, 2011. Applicants should send curriculum vitae, representative reprints or preprints, PhD degree certificate, post-graduate transcript, statements of research and teaching, and at least two letters of recommendation to: Faculty Search Committee, Department of Psychology, National Chengchi University, No. 64, Sec. 2, Zhi-Nan Rd., Wen-Shan District, Taipei, 11605, Taiwan. Tel: 886-2-29393091#63551. Fax: 886-2-29390644. E-mail: yan@nccu.edu.tw.

McGill University, Department of Psychology: The Department of Psychology of McGill University seeks applicants for a tenure-track position as assistant professor in social psychology with an anticipated starting date of September 1, 2011. We are primarily interested in social psychologists whose work on human neuro-cognitive and biological processes advances social psychological theory. Exceptional candidates in other areas of social psychology may receive consideration. The Department has excellent facilities for interdisciplinary research through its links with related academic departments at McGill and other universities in Montreal. Applicants should present evidence of the ability to establish a record of impactful research, and are expected to have an aptitude for both undergraduate and graduate teaching. Applicants should arrange for three confidential letters of recommendation to be sent to the address below. A curriculum vitae, description of current and proposed areas of research, selected reprints of published or in-press research articles, a description of areas of teaching competence, interest, and approaches, and other relevant material, should also be sent to: Chair Social Search Committee, Department of Psychology, McGill University, 1205 Dr. Penfield Avenue, Montreal, Quebec, Canada, H3A 1B1.

York University, Department of Psychology: York University offers a world-class, modern, interdisciplinary academic experience in Toronto, Canada's most multicultural city. York is at the centre of innovation, with a thriving community of almost 60,000 faculty, staff and students who challenge the ordinary and deliver the unexpected.

The two tenure-track positions for which we are seeking applications will commence July 1, 2011, and are subject to budgetary approval. Salaries will be commensurate with qualifications and experience. The successful candidates must be suitable for prompt appointment to the Faculty of Graduate Studies.

American University of Cairo, Psychology Program: The Psychology Program, Sociology, Anthropology, Psychology and Egyptology Department (SAPE), at the American University in Cairo is seeking applications for an open rank tenure-track position to begin September 2011. The Department is looking for excellent candidates in the fields of counseling or community psychology. Candidates should have a strong record of applied work in addition to an active research agenda. A completed PhD and teaching experience are required. Successful candidates should have an ongoing program of research and publication and a demonstrated commitment to excellence in teaching. Responsibilities include undergraduate as well as graduate teaching, an active program of research and publications, and service to the Department and the University. All applicants must submit the following documents online: (a) current curriculum vitae, (b) a letter of interest, (c) a statement of teaching philosophy, (d) a completed AUC Personal Information Form (PIF), (e) a copy of a recently published article or manuscript chapter in progress, and (f) student evaluations. Please ask at least three referees familiar with your professional background to send reference letters directly to hussref@aucegypt.edu. Please remember your account login enables you to respond to AUC additional questions (if required). All faculty receive generous benefits, from AUC tuition to access to research funding; expatriate faculty also receive relocation benefits including housing, annual home leave, and tuition assistance for school age children.

Ross University, School of Medicine: Ross University School of Medicine, located on the beautiful Caribbean island of Dominica in the West Indies, invites applications for a non-academic post as a Director of Counseling. Successful candidates will provide services to medical students and their families under the supervision of and as part of an integrated, professional multidisciplinary health team. The RUSM Counseling Center is located in the Commonwealth of Dominica, West Indies. The center provides individual, group, family, and couples counseling, as well as outreach and consultation. The center is currently staffed with licensed psychiatrists, psychologists, and counselors. Position will remain open until filled.

Our mission is to prepare highly dedicated students to become effective, successful physicians in the United States. Basic science coursework is taught in Dominica and students then complete their clinical studies in the United States. After passing all prerequisite examinations, Ross graduates are licensed to practice medicine in all 50 states of the U.S. Ross University School of Medicine is a division of DeVry, Inc. (NYSE:DV).

Education is the primary focus of the faculty. The academic year is divided into three semesters with a new class of students admitted each semester. Lectures and other educational responsibilities continue throughout the year. Support services include counseling and an effective counselor is sought, particularly an individual who is interested in supporting the counseling service and who works well on a team. Research opportunities exist, primarily in the area of medical education.

Essential Duties and Responsibilities:

- Must be willing and able to work within a team-oriented environment, collaborating, learning, and training other health care professionals;
- Demonstrated experience working with diverse populations;
- Personal attributes that facilitate effective interpersonal relationships and communication with a wide range of patients, families, staff, and administrators;
- Proficient in standard Microsoft Office applications and comfortable incorporating technology into patient care activities (e.g., electronic medical records);
- Develop and implement clinical instruction policies, procedures, and systems for ongoing operation of the Counseling Center;
- Structure and report program evaluation outcomes for the Counseling Center;
- Create ongoing data collection and information management systems, appropriate for the Counseling Center;
- Participate in university committees, as assigned;
- Integrate Counseling Center goals and objectives into the overall curriculum for the Department of Behavioral Sciences; and
- Represent Counseling Center efforts at University functions, College, and Departmental Committees.

Attributes:

- Teamwork - Supportive of team/departmental goals; willingly helps others by providing information, training, or work assistance; demonstrates flexibility in responding to changing work conditions, or unexpected issues that arise
- Service Orientation - Consistently demonstrates concern/courtesy to coworkers and customers; follows

through on commitments to customers; works to improve level of service

- Communication - Listens effectively; responds clearly and directly; prepares clear concise reports, records, or documentation; gives or explains instructions and ideas to others effectively
- Adaptability - Ability to adjust to a variety of situations/issues; exhibits flexibility to changing work demands
- Innovation/Creativity/Initiative - Works independently; willing to learn new skills, processes; engages in creative problem solving, open and receptive to new ideas; integrates change and makes appropriate suggestions (based on work experience) to improve work area/flow or processes; proactively works to identify and address work problems or issues
- Motivation - Enthusiastically assumes new tasks, responsibilities; takes personal responsibility for departmental success; works steadily and actively; demonstrates positive attitude toward self and others
- Job Knowledge - Applies technical and procedural know-how to “get the job done”; demonstrates understanding and mastery of process, methods, systems, and/or procedures; keeps informed of the latest developments in area of specialty
- Judgment - Analyzes situations; uses problem solving skills; makes appropriate decisions consistent with the situation; obtains and evaluates pertinent information to determine source of and alternative solutions to problems
- Quantity and Productivity - Accommodates multiple demands for commitment of time, energy, and resources; develops and/or follows work procedures; handles information flow; organizes work assignments for optimum results; manages time and priorities appropriately
- Quality - Demonstrates competence, accuracy, thoroughness, and reliability

Supervisor Attributes:

- Staff Development - Promotes staff development by providing detailed instructions/training, and timely, honest feedback (e.g., completes timely performance appraisals on employees); accurately assesses the needs and strengths of others; recognizes employee successes; provides challenging assignments as opportunities for employees to learn and grow
- Decision Making - Knows when to refer matters to the next level; determines priorities and acts within the agreed upon time frame; develops alternatives with rationale and consequences for each course of action; uses the values and principles of the University to determine what is important, and to guide actions; effectively identifies solutions and solves problems
- Leadership - Effectively conveys vision of unit goals; motivates employees to embrace the vision and con-

tribute to unit/department success; serves as positive role model for employees; visibly supports University goals and mission, and demonstrates dedication to the success of the organization; effectively addresses conflicts; facilitates communication; fosters productive work environment

- Promotes Diversity - Creates work environment which respects diversity and welcomes new ideas; proactively works to achieve, maintain diverse workforce
- Compliance/Accountability/Risk Management - Has completed a formal risk assessment of the department, identifying all known high risk areas, and made recommendations for improvement/change along with an implementation plan; maintains ethical management practices for self and staff; ensures compliance of University, policies and laws; protects proprietary information; and ensures proper use of organizational assets and the accuracy of records and reports.

Qualifications- The successful candidate will possess:

- Knowledge of academic student mental health, medical student development and the student affairs field;
- Abilities and attributes that enable effective representation of mental health issues in the university community;
- Commitment to an environment of inclusion and diversity; and
- Personal qualities and skills that enable effective interaction with, and the ability to gain the respect of, counseling staff, colleagues, administrators, faculty, staff, and students

Education, Experience, Knowledge and Skills:

- An earned doctorate from an accredited university in counseling psychology, clinical psychology, counselor education, or other closely related discipline is required. Candidates must be licensed to practice independently by their respective licensing board/authority.
- A minimum of six years of leadership experience in an administrative/supervisory capacity and 10 years professional experience in a university counseling center required. Experience working in an academic health counseling center is preferred.

Ross University offers a competitive potentially tax-free annual salary, relocation assistance to and from the island, a deferred pension program, tuition assistance benefit, scholarship program for dependents, 100% medical benefits paid for the employee, travel benefits, a living allowance, 25 days of paid annual leave is provided along with opportunities for professional development, which includes a conference and book allowance.

Max Planck Institute for Human Development, Postdoctoral and Graduate-Student Fellowships: The Center for Adaptive Behavior and Cognition at the Max Planck Institute for Human Development in Berlin, under the direction of Gerd Gigerenzer, seeks applicants for up to two, two-year postdoctoral fellowships (with the possibility of a third year) and up to two, two-year graduate-student fellowships (with the possibility of two six-months extensions). The positions are to begin on or after September 1, 2011. Candidates should be interested in studying the cognitive mechanisms underlying bounded, social, and ecological rationality in real-world domains. Current and past researchers in our group have had training in psychology, cognitive science, economics, mathematics, biology, and computer science to name but a few. The Center provides excellent resources, including support staff and equipment for conducting experiments and computer simulations, travel support for conferences, and, most importantly, the time to think. For more information about our group and other funding possibilities for graduate students please visit our homepage at www.mpib-berlin.mpg.de/en/forschung/abc/. The working language of the center is English, and knowing German beforehand is not necessary. Submit applications (consisting of a cover letter describing research interests, curriculum vitae, up to five reprints, and three letters of recommendation) by January 7, 2011, to ensure consideration. However, applications will be accepted until the positions are filled. The preferred method of submission is a single PDF file for the cover letter and curriculum vitae, plus PDF copies of the reprints e-mailed to fellowships2011@mpib-berlin.mpg.de. Letters of recommendation and questions can be e-mailed to the same address. Under exceptional circumstances applications can be mailed to Ms. Sylvaine von Franqué, Center for Adaptive Behavior and Cognition, Max Planck Institute for Human Development, Lentzeallee 94, 14195 Berlin, Germany.

University of Maryland University College (UMUC) - Teaching Opportunities in Europe: University of Maryland University College Europe seeks experienced faculty to teach the following: psychology in bachelor's degree programs and counseling in master's degree programs. This is a full-time collegiate traveling faculty position with 10- to 12-month renewable contracts beginning in January 2011. Applications will be accepted at any time, but should be submitted by December 1, 2010 for priority consideration. Teaching locations are at various U.S. military bases in Europe and the Middle East. Currently, openings are primarily in Germany and England.

UMUC has been delivering education to the U.S. military in Europe, and now also the Middle East, for more than 60 years. Teaching for UMUC requires a commitment to "following the troops" wherever they may go. The university has programs at all major U.S. military installations in Europe, in addition to on-site programs at installations in Africa, the Balkans, the Persian Gulf, Iraq, and Afghanistan. UMUC is a globally-focused university serving more than 90,000

students worldwide.

Qualifications:

Psychology positions require a minimum of a master's degree from a regionally accredited institution and recent college-level teaching experience. Counseling positions require a doctorate, an appropriate counseling license or eligibility, and recent college-level teaching experience. We seek candidates who can teach a broad range of courses in their respective disciplines. Although these positions are primarily for on-site teaching, previous online teaching experience is desirable.

Benefits:

UMUC offers an excellent benefits package. Benefits include transportation compensation, military base privileges (PX, commissary, etc.), health insurance, and TIAA/CREF retirement.

To Apply:

The application and additional information about teaching in Europe can be found at http://www.ed.umuc.edu/general_info/teach. Please submit your application packet to one of the following addresses:

U.S. Mail:

UMUC Europe
Attn: Europe Operations
Unit 29216
APO AE 09004

International Mail:

UMUC Europe
Attn: Europe Operations
Im Bosseldorn 30
69126 Heidelberg, Germany

Or send your application by e-mail to:
europs@europe.umuc.edu

Applicants must be eligible for individual logistical support under the terms of the agreements between the United States and the host country. U.S. citizens are eligible, as are citizens of most NATO countries. Faculty must be willing to relocate during the year within the division according to program needs. UMUC Europe will cover costs of travel to and from the initial and final destinations and costs of relocation travel. Housing and the cost of schooling are the faculty member's responsibility.

University of Tubingen, Faculty of Economics and Social Sciences: The Faculty of Economics and Social Sciences with the Institute of Education at the University of Tubingen, Germany, invites applications for a full professorship (W3) in Educational Psychology starting as soon as possible. Applicants are expected to have an excellent research record as documented by a postdoctoral lecturing qualification (habilitation) or other significant contributions to the field of

educational psychology. Furthermore, applicants must have demonstrated excellence in teaching. Applicants need to demonstrate extensive knowledge of educational psychology. Applicants are expected to have experiences in research and teaching in empirical research on learning and instruction within school or non-school settings. The successful candidate should complement the current research agenda at the Faculty meaningfully, for instance, through research on instructional quality and competence development of teachers, intervention studies within the school setting, or research on (early) childhood development. The consideration of gender effects within one's research and teaching is welcomed. Furthermore, all professors are expected to cooperate in establishing an integrated approach to educational research. The successful candidate will be invited to cooperate with the interdisciplinary Research Group "Analysis and Support of Effective Processes in Learning and Instruction", funded by the German Research Foundation. The successful candidate will be involved in both undergraduate and graduate level courses as well as in the educational training of students pursuing a career in teaching. All qualified candidates are encouraged to apply. Interested candidates should submit - preferably by electronic means - a full CV with copies of certificates, a list of publications and taught university classes to: Dean of the Faculty of Economics and Social Sciences, University of Tübingen, Nauklerstr. 48, 72074 Tübingen, Germany; E-mail: dekanat@wiso.uni-tuebingen.de

Chinese University of Hong Kong, Department of Educational Psychology: The Department of Educational Psychology at the Chinese University of Hong Kong invites applications for an assistant/associate professorship in the general areas of counseling psychology, school guidance, or school/educational psychology. Applicants should have (a) excellent academic qualifications including a doctoral degree in psychology or education, (b) a strong research and practice background, (c) strong commitment to excellence in teaching and scholarship, and (d) a track record of programmatic research and publications. The appointee will (a) teach at postgraduate and undergraduate levels, including theory and applied courses for a postgraduate degree program in school guidance and counseling; (b) supervise postgraduate students; and (c) assist in administrative matters. Appointment will normally be made on contract basis for two years initially commencing August 2011, which, subject to mutual agreement, may lead to longer-term appointment or substantiation later. Salary will be highly competitive, commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package including medical care, plus a contract-end gratuity for an appointment of two years, and housing benefits for eligible appointee. Further information about the University and the general terms of service for appointments is available at <http://www.cuhk.edu.hk/personnel>. The terms mentioned herein are for reference only and are subject to revision by the University. Please send full resume, copies of academic credentials, a publication list and/or abstracts of selected published papers, together with names, addresses and

fax numbers / E-mail addresses of three referees to whom the applicants' consent has been given for their providing references (unless otherwise specified), to the Personnel Office, Chinese University of Hong Kong, Shatin, N.T., Hong Kong (Fax: +(852)2696-1462). The Personal Information Collection Statement will be provided upon request.

New Zealand, Clinical Psychologists: We have full-time clinical psychologist vacancies to fill for community mental health and other service organizations. You must have: Ph.D. in Clinical Psychology; Current practicing license; A minimum of two-years post-supervisory experience; The ability to receive your New Zealand psychologist registration with clinical scope; the desire to commit two years or longer. Tel: +64 3 366 8779; Fax: +64 3 377 6770; Web: www.alignrecruitment.com. An expatriate American is available to assist with all enquiries. E-mail larry@alignrecruitment.com with your resume and then ring us toll free from the US and Canada at (800) 511-6976 to learn more.

Carlos Albizu University, PsyD Program: The PsyD Program of the San Juan campus of the Carlos Albizu University in Puerto Rico announces immediate openings for one full-time and one half-time associate faculty. Preference will be given to applicants with doctorates and internships that are APA-accredited, three years of experience in the clinical practice, and teaching of clinical psychology and of diverse cultural backgrounds.

Yonsei University, Underwood International College: The Underwood International College of Yonsei University invites applications for a tenure-track position as assistant professor of research methods to teach at the international campus in Songdo, Incheon, located within the greater Seoul metropolitan region. Attention will be given to applicants with a doctorate degree in the social sciences including psychology, sociology, anthropology, political science, economics, and history. Areas of research are open as long as the applicant can teach an undergraduate level research methodology course and elective seminars in their area of expertise.

Teaching responsibilities are six credit-hours (two classes) per semester. The starting date is March or September 2011. Compensation includes competitive salary, health insurance, and other benefits, fully-subsidized off-campus housing, and a generous relocation and start-up package.

Yonsei University's Underwood International College is a highly competitive honors program at South Korea's most prestigious private university, and combines the intimate atmosphere and low student-faculty ratio of a liberal arts college with the resources of a major research university. All instruction is in English, and the student body represents over 25 different countries. As part of Yonsei University's continuing effort to increase faculty diversity, we are only accepting applications from non-Korean citizens.

Interested applicants should send a short letter of application, dissertation abstract, and curriculum vitae by email (uic@yonsei.ac.kr). Short-listed candidates will then be asked to submit three letters of recommendation, a writing-sample, and sample syllabi. For additional information, please contact Profs. Paul Y. Chang (paulchang@yonsei.ac.kr) or Chad Denton (chaddenton@yonsei.ac.kr). Prospective applicants are also encouraged to look at our website at: <http://uic.yonsei.ac.kr>

University of Geneva, Department of Psychology: The Department of Psychology, University of Geneva, Switzerland, invites applications for three professorship positions (full professor, associate professor, or tenure-track assistant professor) in the area of cognitive aging (a), social and affective development (b), and applied psychology (c). All positions start on August 1, 2011. The candidates will need to have the following qualifications: PhD. in psychology or equivalent degree; excellent teaching qualities; demonstrated capability to perform original research (publications in high ranking peer-reviewed journals) in the field of cognitive aging (a), social and affective development (b), or applied psychology of prevention and decision behavior (c); ability to attract funding. Command of the French language (or a willingness to learn the language) is needed.

Bogaziçi University, Department of Psychology: Bogaziçi University is actively recruiting assistant professors Bogaziçi University invites applications for tenure-track positions in all areas of psychology. Initial priorities are on neuroscience (cognitive/behavioral), developmental psychology, and quantitative psychology, but candidates from other areas are also encouraged to apply. The successful candidate must either be a recent PhD recipient or should receive his/her degree by August 2010. S/he must have demonstrated potential for academic excellence in both teaching and research productivity. The curriculum is in English; however, knowledge of the Turkish language is an asset. The typical teaching load is two courses per term. Candidates will be expected to teach undergraduate and graduate courses, develop a strong research program, and supervise both master's and PhD level research. Ability and desire to teach statistics and research methods at both undergraduate and graduate levels is a strong asset. Review of applications will begin immediately until the positions are filled. Applicants should send a research statement, a description of teaching interests, a curriculum vitae, and three letters of recommendation (and a clinical service statement if applicable) to the recruitment committee at: bu_psych@boun.edu.tr. Bureaucratic issues make it extremely difficult to hire non-Turkish citizens. Nevertheless, interested parties are encouraged to review the information posted online for details on this matter and then submit their application packets. (www.psychology.boun.edu.tr/jobs.html). Bogaziçi University is a very competitive public university in Istanbul, Turkey. It admits students ranked in the top 1,000 of approximately 1 million applicants entering a nation-wide university entrance exam. The department is committed to

academic excellence. Currently the psychology program offers both undergraduate and graduate degrees in Psychological Sciences (MA) and Clinical Psychology (MA and PhD), with immediate plans to open a PhD program in Psychological Sciences. The department has three active research laboratories and a center for psychological services, serving the Istanbul community. Further details about the department and facilities can be found at www.psychology.boun.edu.tr

New York University (Abu Dhabi campus), Psychology: New York University has established a campus in Abu Dhabi, United Arab Emirates, and invites applications for faculty positions at any level (assistant, associate or full professor). We are seeking candidates with a strong program of research in developmental psychology with an emphasis on the intersections of culture, context and developmental processes, as well as programs in cognition and/or perception, including cognitive neuroscience approaches, who are also committed to excellence in teaching and mentoring. 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 may start as soon as September 1, 2011, or could be delayed until as late as September 1, 2012. 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 arrived 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. Applicants must submit a curriculum vitae, statement of research and teaching interests, representative publications and three letters of reference in PDF form to be considered. Please visit our website at http://nyuad.nyu.edu/human_resources/open_positions.html for instructions and other information on how to apply. If you have any questions, please E-mail nyuad.science@nyu.edu.

Bangor University, School of Psychology: We are seeking to make up to four lecturer or senior lecturer appointments in our School of Psychology, one of the UK's leading psychology departments. The School has an outstanding record of success and was ranked 7th in the UK in research power in the 2008 Research Assessment Exercise and 6th for teaching satisfaction in the 2010 National Student Survey.

We particularly seek candidates with interests in cognitive neuroscience (including computational neuroscience), social neuroscience, language, clinical or health psychology, ageing, behavior change, or developmental psychology. We especial-

International Employment Opportunities

ly welcome applications from early career researchers. We plan to make several appointments of candidates with experience in using MRI, though we also seek quality applicants with experience in other techniques.

Our purpose-designed psychology building houses the Wolfson Centre for Clinical and Cognitive Neuroscience, which has excellent facilities for fMRI, ERP, and MRI guided TMS. The School has well-developed systems for accessing special populations, and has excellent links with the National Health Services through the local University Health Board (which is responsible for delivering NHS services throughout North Wales).

The University is located in an area of outstanding natural beauty, situated on the North Wales coast between the mountains of Snowdonia and the sea, making it one of the most attractive university cities in the UK. The University is also launching a £35 million Arts and Innovation Centre (Pontio) that has already generated numerous synchronies with Psychology.

Application forms and further particulars should be obtained by contacting Human Resources, Bangor University; Tel: +44 (0)1248 382926/388132; E-mail: personnel@bangor.ac.uk; Web: www.bangor.ac.uk. For further information about these positions please e-mail: psyrecruit@bangor.ac.uk and see the Psychology website: www.bangor.ac.uk/psychology.

University of Waterloo, Department of Psychology: The Department of Psychology at the University of Waterloo invites applications for a tenure-track position at the assistant professor level in our CPA- and APA-accredited clinical psychology program. As part of the clinical psychology program this position will support the Centre for Mental Health Research (CMHR). The CMHR combines in-house opportunities for research concerning the nature and treatment of psychological disorders with graduate training and psychological services to the surrounding community. Candidates must have a PhD from an accredited clinical psychology program, an accredited internship, and should be registered or eligible for registration with the College of Psychologists of Ontario. Responsibilities will include undergraduate and graduate teaching, supervision of graduate students' clinical and research work, and commitment to an ongoing research program. We welcome applicants who have a strong, theory-driven, research investment that will be attractive to graduate students. We have a preference for someone with child clinical, family systems, lifespan developmental, or group therapy interests; however, applicants with any research focus consistent with the aforementioned aims of the Clinical Division and the CMHR will also be considered. Information about the Clinical Program, the CMHR, and the Psychology Department can be found at: www.psychology.uwaterloo.ca. The anticipated starting date for the position is July 1, 2011. Review of applications will begin November 15, 2010, and continue until the position is filled. Applicants should submit a

curriculum vitae, a statement of teaching and research interests, reprints or preprints of recent papers, and arrange for three confidential letters of reference to be sent to: clinicalposition@psychology.uwaterloo.ca.

University of New Brunswick, Department of Psychology: The University of New Brunswick, Department of Psychology, Fredericton invites applications for a tenure-track position at the rank of assistant professor commencing July 1, 2011. The position is for an individual with training, research and teaching interests in any area of clinical psychology. Individuals with clinical training and interest in child, neuropsychology, aging, addictions, or forensics are particularly encouraged to apply, although other areas will be considered. The successful candidate will have a PhD in clinical psychology (or near completion), a strong research record, the ability to develop an externally funded research program, a strong commitment to undergraduate and graduate teaching, and be eligible for licensing in the Province of New Brunswick. The Department of Psychology in Fredericton has BA and BSc majors and honors programs as well as PhD programs in clinical psychology (CPA-accredited) and in experimental and applied psychology. The successful candidate will be expected to be primarily involved in the clinical psychology program. This position is subject to budgetary approval. Review of applications will start November 15, 2010, and will continue until the position is filled. Interested applicants should send a curriculum vitae, recent reprints or preprints, a statement of research and teaching interest, and arrange to have three letters of reference sent to: Dr. E. Sandra Byers, Chair, Department of Psychology, University of New Brunswick, P. O. Box 4400, Fredericton, NB, Canada E3B 5A3; Tel: (506)458-7803, Fax: (506)447-3063, E-mail: psychair@unb.ca.

Redeemer University College, Department of Psychology: Redeemer University College invites applications for a tenure-track position (any rank) in any area of experimental psychology, to begin July 1, 2011. 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 November 1, 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: jellens@redeemer.ca.

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