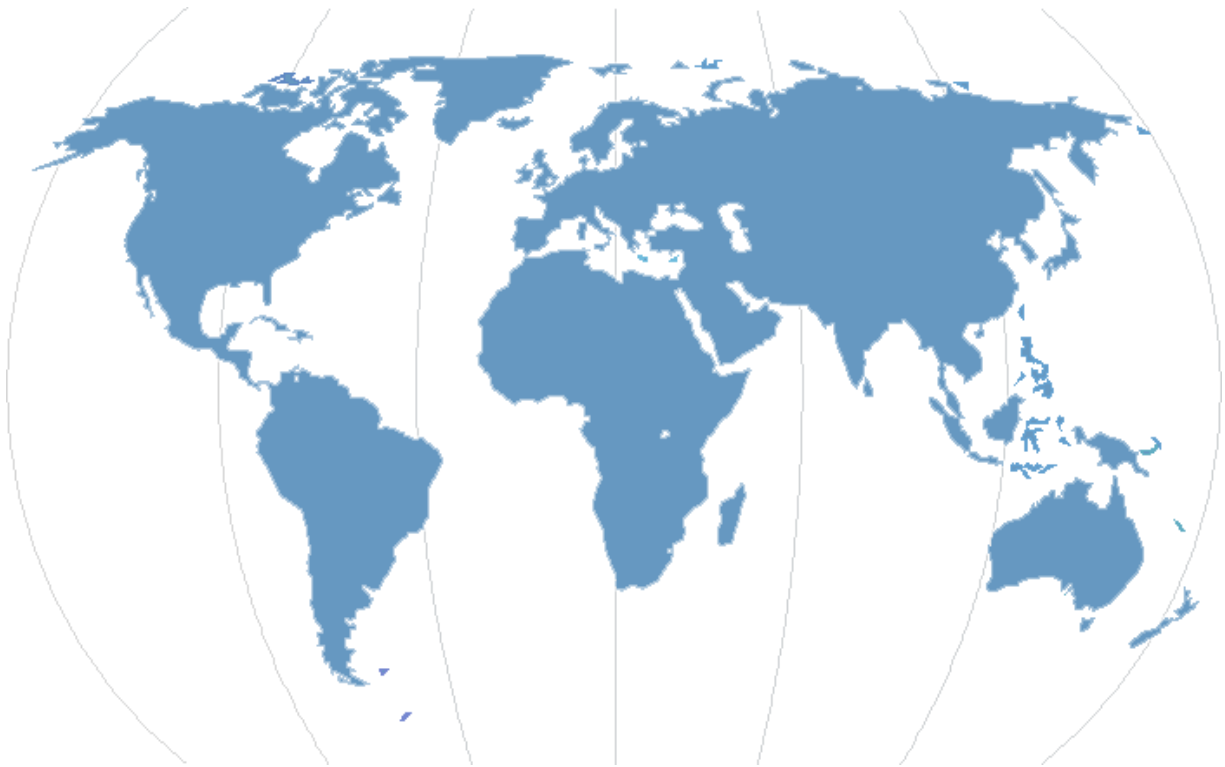




# INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 15 No. 2 Spring 2011



*Editor*  
Grant Rich

*Associate Editors*  
Harold Takooshian  
Richard Velayo

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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 [optimalex@aol.com](mailto:optimalex@aol.com). The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association.

Specifically, please pay attention to the following:

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

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

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### **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](mailto:optimalex@aol.com).

Submission Deadlines: Spring issue March 31st

Summer issue July 31st

Fall issue September 15th

Winter issue December 15th

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### Presidential Column

John D. Hogan, PhD  
*President, Division 52*

Greetings to everyone. I'm pleased to report that we had a very productive mid-winter meeting in Cambridge, MA, from March 10-12, in conjunction with the annual meeting of the Eastern Psychological Association (EPA). Thanks to Harold Takooshian and others, we've built a strong relationship with EPA over the years. We even shared a coffee break with their Executive Board during our own Board meeting. We are particularly grateful to Fred Bonato, the EPA Executive Officer, and Diane Finley, the Chair of the EPA Program Committee, for their hospitality.

The lead EPA speaker this year was Elizabeth Loftus who presented an enthralling opening address as she reviewed her research on "manufacturing memories" to a crowded ballroom. Of course, our Division had its own two-days of well-attended programming blended into the larger convention. Among the programs we presented were sessions on international publishing opportunities, the United Nations, internationalizing the psychology curriculum, disaster relief, and psychology in Russia today. We continue to develop a relationship with Psi Chi, the (now) International Honor Society in Psychology. We even shared a session with them in which we addressed issues related to becoming an international society.

The Div. 52 Board meeting was held on Thursday afternoon from 12 noon to 5pm. Our Board meetings always remind me of what an active and wide-ranging division we are. I've listed a few of the highlights of the meeting in the following paragraphs.

Early in the meeting we learned that our financial health is strong, thanks in large part to the excellent treasurers we have had through the years. The term of Michael Stevens, our current treasurer (and past-president), will end this year and he has decided not to seek another term. We owe him an enormous debt for the service he has given to the division. His will be a hard act to follow.

After finances, we discussed another priority – membership – an important issue that is not confined to our division. The membership of APA is aging and, although we have received some mixed messages, it is clear that the organization is not enrolling new and younger members at the level it thinks it should. We believe our division has a great deal to offer students and ECPs (Early Career Psychologists) and we are determined to become more proactive in welcoming them

to the division.

Division President-elect Neal Rubin made several proposals to address our membership concerns. Among them, he proposed two changes to the bylaws. The first proposal is that we establish a position for a student representative on our Board, with voting privileges. The second is that we agree to set aside one of our member-at-large board positions for an early career psychologist. Both proposals were accepted unanimously by the Board and will be presented to the membership for their vote. (See elsewhere in this issue for further clarification of the proposed change in bylaws.) Our thanks, as always, to Joy Rice, member-at-large and past president, who guided us through the process of clarifying the bylaws and arranging the vote from the membership.

The Board agreed to rename our international mentoring award in honor of Henry David, one of the founding members of the Division. Henry, who died on December 31, 2009, at age 86, is best known for his international contributions to population issues, women's issues, and mental health. A

warm and gentle man, he received a number of honors from APA in the past including the APA Award for Distinguished Contributions in the International Advancement of Psychology (1992) and the APF Gold Medal Award for Life Achievement in Psychology in the Public Interest (2001). We are so grateful that Henry was part of our lives and the life of our Division. We're pleased to honor him in this small way.

Our program for the APA Convention in Washington, DC (August 4-7, 2011), looks strong, thanks to our program chairs, Senel Poyrazli

and Mark Terjesen. They reported that we received 25 paper submissions, 92 poster submissions, and 22 symposia for the Convention. Because of the limited number of program hours allotted to us, many of the submissions had to be rejected. Fortunately, some of the papers could be turned into posters and were accepted on that basis. We will be hosting a suite at the convention again this year and we will be able to use it for some additional programming. But I hope that many of you will make use of it for purely social purposes as well, and come by for a visit during the convention.

As always, I welcome any comments and/or concerns you might have regarding the Division. You can reach me at [hoganjohn@aol.com](mailto:hoganjohn@aol.com) I hope to see you in Washington in August!

Best wishes, John

John D. Hogan, PhD  
Professor, Dept. of Psychology  
St. John's University  
Queens, NY 11439



**International Programs @ WPA 2011  
At a Glance!**

	<b>Thursday April 28, 2011</b>	<b>Friday April 29, 2011</b>	<b>Saturday April 30, 2011</b>	<b>Saturday April 30, 2011</b> *Concurrent Programs
<b>8:00-8:15</b>		Symposia (Westwood Rm): <i>Global Disasters and Trauma: Preparation, Coping, and Psychosocial Responses</i> Chair: Roxane Cohen Silver, University of California, Irvine Discussant: E. Alison Holman	Symposia (Fernwood Rm): <i>International Immersion Learning Experiences in Higher Education: Program Outcomes and Recommendations</i> Chair: Lynette H. Bikos, Seattle Pacific University Discussant: M.C. Gilberto Manuel Galindo, Universidad Autónoma de Baja California	
<b>8:15-8:30</b>				
<b>8:30-8:45</b>				
<b>8:45-9:00</b>				
<b>9:00-9:15</b>				Invited Presentation (Golden State Rm): <i>Intimate Partner Violence: A Global Mental Health Priority</i> Gaithri Fernando, California State University, Los Angeles
<b>9:15-9:30</b>				
<b>9:30-9:45</b>				
<b>9:45-10:00</b>		Symposia (Westwood Rm): <i>Four Research Reports from a Summer Research Training Program on Latino Mental Health in Puebla, Mexico</i> Chair: Steven R. Lopez, University of Southern California		
<b>10:00-10:15</b>				
<b>10:15-10:30</b>				
<b>10:30-10:45</b>				Invited Presentation (Golden State Rm): <i>Making Culture Usable for a Scientific Social Science by Unweaving its Rainbow.</i> Michael Harris Bond, Hong Kong Polytechnic University.
<b>10:45-11:00</b>				
<b>11:00-11:15</b>				
<b>11:15-11:30</b>				
<b>11:30-11:45</b>		Symposia (Westwood Rm): <i>Addressing Hawai'i in Theories of Culture, Dating, and Microaggressions.</i> Chair & Discussant: Alyson L. Burns-Glover, Pacific University Oregon	Symposia (Fernwood Rm): <i>Beyond Borders: Recognizing the Validity of Psychologies Across National Lines</i> Chair: Jason J. Platt, CSPP at Alliant International University	
<b>11:45-12:00</b>				
<b>12:00-12:15</b>				
<b>12:15-12:30</b>				
<b>12:30-12:45</b>				
<b>12:45-1:00</b>				
<b>1:00-1:15</b>				

**International Programs @ WPA 2011  
At a Glance!**

	<b>Thursday April 28, 2011</b>	<b>Friday April 29, 2011</b>	<b>Saturday April 30, 2011</b>	<b>Saturday April 30, 2011 *Concurrent Programs</b>
1:15-1:30			Symposia (Fernwood Rm): <i>International Perspectives on Positive Psychology</i> Chair & Discussant: Douglas C. Smith, Southern Oregon University	
1:30-1:45				
1:45-2:00				
2:00-2:15				E.E. Jones Award Presentation (Rosewood Rm): <i>How Do We Culturally Adapt Psychotherapy? Let's Get Down to the Specifics.</i> Wei-Chin Hwang, Claremont McKenna College & Independent Practice
2:15-2:30				
2:30-2:45				
2:45-3:00		Symposia (Fernwood Rm): <i>Challenges in Conducting Cross-Cultural Research: Professional and Student Perspectives</i> Chair: Eric L. Kohatsu, California State University, Los Angeles	Symposia (Fernwood Rm): <i>Mixed Methodologies and Multigroup Structural Equation Modeling in Cultural and Health Research</i> Chair: Patricia Flynn, Loma Linda University	
3:00-3:15	Symposia (Westwood Rm): <i>Threats to Family Wellness in Immigrant Communities: Hopes and Challenges.</i>			
3:15-3:30				
3:30-3:45				
3:45-4:00	Chair: Marcel Soriano, California State University, Los Angeles			
4:00-4:15				
4:15-4:30				Poster Session: International Psychology (Wilshire Rm).  50 posters!
4:30-4:45				
4:45-5:00			Symposia (Fernwood Rm): <i>Family Conflict and Sociological Imagination in Mexican Immigrant Families</i> Chair: Carrie L. Saetermoe, California State University, Northridge Discussant, Gabriela Chavira	
5:00-5:15				
5:15-5:30				
5:30-5:45				
5:45-6:00				
6:00-6:15				
6:15-6:30				
6:30	<p><b>Saturday 6:30pm, lobby:</b> Interested in socializing with other psychologists/psychology students who are interested in international issues? Please RSVP in advance to Lynette Bikos (<a href="mailto:lhbikos@spu.edu">lhbikos@spu.edu</a>), or alert one of Saturday's International Programming Hosts so that we can get a count and make reservation at a restaurant that will accommodate all of us.</p>			

**International Programming: A  
Pre-Conference Primer  
Western Psychological  
Association  
Los Angeles, CA  
April 28 – May 1, 2011**



**Invited Presentations**

***Intimate Partner Violence: A Global  
Mental Health Priority***

Presenter: Gaithri Fernando, California  
State University, Los Angeles  
Saturday, 9:00-10:00 Golden State

***Making Culture Usable for a  
Scientific Social Science by  
Unweaving its Rainbow***

Presenter: Michael Harris Bond,  
Hong Kong Polytechnic University  
Saturday, 10:30-11:30 Golden State



***How Do We Culturally Adapt  
Psychotherapy? Let's Get Down to the  
Specifics***

Presenter: Wei-Chin Hwang, Claremont  
McKenna College & Independent Practice  
Saturday, 2:00-3:00 Rosewood

**Symposia**

***Threats to Family Wellness in Immigrant Communities:  
Hopes and Challenges***

Chair: Marcel Soriano, California State University, Los  
Angeles

Thursday, 3:00-4:30 Westwood

UNDERSTANDING TREATMENT NEEDS OF A  
TRAUMATIZED POPULATION: POLITICAL  
ASYLUM SEEKERS, *Audrey Ham (CSU Los Angeles)*

PROMOTING FAMILY WELLNESS IN IMMIGRANT  
COMMUNITIES: PSYCHOLOGISTS AS CHANGE  
AGENTS, *George K. Hong (CSU Los Angeles)*

DUAL STATUS LATINO FAMILIES: DETENTION/  
DEPORTATION IMPACT ON FAMILY WELLNESS,  
*Marcel Soriano (CSU Los Angeles)*

GANGS: A THREAT TO THE WELLNESS OF ASIAN  
AMERICAN FAMILIES, *Stephen Cheung (Azusa Pacific  
University)*

***Global Disasters and Trauma: Preparation, Coping, and  
Psychosocial Responses***

Chair: Roxane Cohen Silver, University of California, Irvine

Discussant: E. Alison Holman

Friday, 8:00-9:30 Westwood

POST-DISASTER OUTCOMES ASSOCIATED WITH  
THE 2010 CHILEAN EARTHQUAKE, *Dana R. Garfin,  
Roxane Cohen Silver, (University of California, Irvine),  
Francisco Ugalde Bilbao & Heiko Linn (Universidad  
Andrés Bello)*

PREPARATION TYPE MATTERS: IMPLICATIONS  
FOR TARGETING POPULATIONS FOR PERSONAL  
PREPAREDNESS FOR NATURAL DISASTERS, *Kristen  
L Gamble, Roxane C. Silver, Dana Garfin, Scott Blum  
(University of California, Irvine) & Michael Poulin  
(University of Buffalo)*

POST TRAUMATIC STRESS AMONG INDONESIAN  
CHILDREN: THREE YEARS AFTER A MAJOR  
EARTHQUAKE, *Edwin T. Tan (University of California,  
Irvine), Conor Seyle (Psychology Beyond Borders), C.  
Siswa Widyatmoko (Universitas Sanata Dharma), Suman  
Lam & Roxane Cohen Silver (University of California,  
Irvine)*

EMOTIONAL SUPPRESSION, PROBABLE  
POST-TRAUMATIC STRESS DISORDER, AND THE  
CORTISOL AWAKENING RESPONSE FOLLOWING  
EXPOSURE TO REPEATED NATURAL DISASTERS,  
*Suman Lam (University of California, Irvine), D. Conor  
Seyle (Psychology Beyond Borders), C. Siswa Widyatmoko  
(Universitas Sanata Dharma), Edwin Tan & Roxane  
Cohen Silver (University of California, Irvine)*

DYADIC DISTRESS IN THE FAMILY: THE  
INTER-DEPENDENCE BETWEEN PARENTAL AND  
CHILD RESPONSES FOLLOWING A NATURAL  
DISASTER IN INDONESIA, *Vanessa Juth, Roxane  
Cohen Silver (University of California, Irvine), Conor  
Seyle (Psychology Beyond Borders), Edwin Tan  
(University of California, Irvine), Siswa Widyatmoko &  
Suman Lam (Sanata Dharma University, University of  
California, Irvine)*

***Four Research Reports from a Summer Research Training  
Program on Latino Mental Health in Puebla, Mexico***

Chair: Steven R. Lopez, University of Southern California

Friday, 9:45-11:15 Westwood

NORMATIVE DIFFERENCES IN THE U.S. WAIS-III  
AND SPANISH LANGUAGE ADAPTATIONS, *Cynthia  
M. Funes (Georgia State University), Juventino Hernandez  
Rodriguez (Arizona State University) & Steven R. Lopez  
(University of Southern California)*

INCREASING PSYCHOSIS LITERACY OF SPANISH-  
SPEAKING ADULTS IN MEXICO, *Erendira Aldana  
(California State University, Long Beach), Edlin Gonzalez  
(Columbia Teachers College) & Steven Lopez (University  
of Southern California)*



ATTRIBUTION-AFFECT-HELPING MODEL IN SCHIZOPHRENIA: PATIENT AND CAREGIVER PERSPECTIVES, *Yu T. Wang (University of California, Los Angeles), Bianca Villalobos, (CSU Channel Islands), Darcy Alcántara, (University of Massachusetts, Boston) & Steven R. López (University of Southern California)*

HACIA UN PUNTO DE VISTA DIÁDICO DE EMOCIÓN EXPRESADA / TOWARDS A DYADIC VIEW OF EXPRESSED EMOTION, *John P. Keefe (University of Southern California), Denisse Tiznado (San Diego State University), Evelyn Mendoza (California State University, Los Angeles), Cristina Medina (Autonomous University of Barcelona) & Steven R. Lopez (University of Southern California)*

**Addressing Hawai`i in Theories of Culture, Dating, and Microaggressions**

Chair & Discussant: Alyson L. Burns-Glover, Pacific University Oregon

Friday, 11:30-1:00 Westwood

THE HAWAIIAN EXPERIENCE OF MULTICULTURALISM AND MICROAGGRESSIONS, *Elinor Marie P. Butay, Chelsea Y. J. Wong & Alyson Burns-Glover (Pacific University Oregon)*

INTERETHNIC DATING: CULTURAL ORIENTATIONS AND DATING CHOICES, *Christopher Ferrante & Jordana Ferreira*

KOKO OR CULTURE? RACE, ETHNICITY, CULTURE AND DATING IN HAWAII, *Jasmine Eugenio, & Alyson Burns-Glover (Pacific University Oregon)*

**Challenges in Conducting Cross-Cultural Research: Professional and Student Perspectives**

Chair: Eric L. Kohatsu, California State University, Los Angeles

Friday, 2:45-4:15 Fernwood

CASE EXAMPLES OF CROSS-CULTURAL RESEARCH, *Eric L. Kohatsu, Shizue Mizukami, Patricia Singim, Kayin Ho, Marlene Gonzalez, Monique Ervin, Aaliyah Muhammad & Stacy Scates (California State University, Los Angeles)*

PROBLEMATIC ISSUES IN RESEARCH, *Eric L. Kohatsu, Shizue Mizukami, Patricia Singim, Kayin Ho, Marlene Gonzalez, Monique Ervin, Aaliyah Muhammad & Stacy Scates (California State University, Los Angeles)*

LEARNING CROSS-CULTURAL RESEARCH: AN ANALYSIS OF STUDENT EXPERIENCES, *Shizue Mizukami, Patricia Singim, Kayin Ho, Marlene Gonzalez, Monique Ervin, Aaliyah Muhammad, Stacy Scates & Eric L. Kohatsu (California State University, Los Angeles)*

**International Immersion Learning Experiences in Higher Education: Program Outcomes and Recommendations**

Chair: Lynette H. Bikos, Seattle Pacific University  
Discussant: M.C. Gilberto Manuel Galindo, Universidad Autónoma de Baja California

Saturday, 8:00-9:30 Fernwood

ADVOCACY FOR INTERNATIONAL IMMERSION LEARNING EXPERIENCES IN DOCTORAL PSYCHOLOGY CURRICULA, *Kim H. Huynh, Kara L. Pegram, Nicola F. De Paul & Lynette H. Bikos (Seattle Pacific University)*

OUTCOMES ASSOCIATED WITH UNDERGRADUATE-LEVEL INTERNATIONAL INTERNSHIPS, *Kari Knutson Miller (California State University, Fullerton), Amber M. Gonzalez (University of California Santa Barbara), Ashleigh Bauserman, Megan C. McLaughlin & Peggy B. Shoar (California State University, Fullerton)*

DEVELOPING MEANINGFUL CROSS-CULTURAL EXCHANGE EXPERIENCES: A STUDENT AND FACULTY PANEL DISCUSSION, *Sherri McCarthy (Northern Arizona University - Yuma), Alfredo Padilla Lopez (Universidad Autonoma de Baja California), Albertina Aros (Northern Arizona University - Yuma) & Susanna M. Pino Velazquez (Arizona Western College)*

**Beyond Borders: Recognizing the Validity of Psychologies Across National Lines**

Chair: Jason J. Platt, CSPP at Alliant International University  
Saturday, 11:30-1:00 Fernwood

CRITICAL PATRIOTISM: EXPLORING NATIONALITY IN PSYCHOLOGY EDUCATION, *Jason J. Platt (Alliant International University)*  
RECLAIMING HUMANITY: IDEAS FROM LIBERATION AND LATIN AMERICAN PSYCHOLOGIES, *Jason J. Platt (Alliant International University)*

BEYOND BORDERS: RECOGNIZING THE VALIDITY OF PSYCHOLOGIES ACROSS NATIONAL LINES, *Tatiana Glebova (Alliant International University)*

**International Perspectives on Positive Psychology**

Chair & Discussant: Douglas C. Smith, Southern Oregon University

Saturday, 1:15-2:45 Fernwood

This symposium will feature both research and practice efforts with cross-national or international samples in the areas of psychological health and well being, resiliency, vitality, emotional intelligence, mindfulness, and related areas of positive psychology. Speakers will report on the development of a multi-dimensional scale to measure positive traits and dispositions in adolescents and young adults and will discuss comparative research conducted in the United States and in Japan. Additionally, research on emotional intelligence, self-esteem, self-confidence and social adaptation comparing adolescents from Barcelona –Spain

and Mexicali –Mexico will be reported and discussed. Finally, the symposium will present research exploring the efficacy of mindfulness meditation for aging adults and its effects on self-esteem, self-awareness and a more positive perception of themselves.

### **Mixed Methodologies and Multigroup Structural Equation Modeling in Cultural and Health Research**

Chair: Patricia Flynn, Loma Linda University  
Saturday, 3:00-4:30 Fernwood

MULTIGROUP STRUCTURAL EQUATION MODELING IN CULTURAL RESEARCH: FATALISM, EMOTIONS AND SCREENING, *Patricia Flynn (Loma Linda University)*

LATINO AND ANGLO WOMEN'S CULTURAL STEREOTYPES ABOUT HEALTHCARE PROFESSIONALS, *Jael Amador, Troy Davis & Patricia Flynn (Loma Linda University)*

CULTURE AND DIABETES TREATMENT ADHERENCE AMONG MAPUCHE AND MAINSTREAM CHILEANS, *Manuel Ortiz (Universidad de La Frontera, Chile / University of California, Los Angeles), Tamara Hernandez (Universidad de La Frontera, Chile), Jaime Silva (Universidad de La Frontera, Chile), Pablo Vera-Villaroel (Universidad de Santiago, Chile) & Hector Betancourt (Universidad de La Frontera, Chile / Loma Linda University)*

CULTURAL AND PSYCHOLOGICAL FACTORS IN HEALTH DISPARITIES: AN INTEGRATING MODEL, *Hector Betancourt (Loma Linda University & Universidad de La Frontera, Chile)*

### **Family Conflict and Sociological Imagination in Mexican Immigrant Families**

Chair: Carrie L. Saetermoe, California State University, Northridge  
Discussant, Gabriela Chavira  
Saturday, 4:45-6:15 Fernwood

FAMILIES AND SOCIOLOGICAL IMAGINATION: BACKGROUND AND METHOD, *Carrie L. Saetermoe (CSU Northridge)*

FAMILIES AND SOCIOLOGICAL IMAGINATION: SYNTHESIS, *Carrie L. Saetermoe (CSU Northridge)*

EXAMINING FAMILIAL CONFLICT AND ACADEMIC MOTIVATION OF MEXICAN IMMIGRANT PARENTS, *Carrie Saetermoe (CSU Northridge), Katie Young (UC Davis/CSU Northridge) & James Garcia (CSU Northridge)*

ACADEMIC MOTIVATION WITHIN FAMILIAL CONTEXT OF MEXICAN IMMIGRANT FAMILIES, *Carrie Saetermoe (CSU Northridge), Kaitlyn Young (UC Davis/CSU Northridge) & James Garcia (CSU Northridge)*

Interested in socializing with other psychologists/psychology students who are interested in international issues? If so, we can meet Saturday, 6:30pm in the lobby. Please RSVP in advance to Lynette Bikos ([lhbikos@spu.edu](mailto:lhbikos@spu.edu)), or alert one of the Saturday's International Programming Hosts so that we can get a count and make reservation at a restaurant that will accommodate all of us.



### **Posters: International Psychology, Social Issues 1**

Saturday, 3:30-4:45 Wilshire

19-1 INTER-ETHNIC DATING AND NATIVE HAWAIIANS: ALOHA, HISTORY AND MULTICULTURALISM, *Jasmine Eugenio, Jordana Ferreira, Christopher Ferrante, Alyson L. Burns-Glover & Alicia Kepa (Pacific University Oregon)*

19-2 RAPE MYTH ACCEPTANCE AND RELIGIOSITY, TRADITIONALISM, & PARENTAL IMMIGRANT STATUS, *Cheryl Groskopf & Heidi R. Riggio (CSU Los Angeles)*

19-3 CHANGE IN THE MEANING OF DATING AND MARRIAGE OF TURKISH GRADUATE STUDENTS: DOES GENDER PLAY A ROLE?, *Raquel Delevi (CSU Los Angeles)*

19-4 OVERLOOKED CHALLENGES OF INTERNATIONAL PSYCHOLOGY STUDENTS, *Kin Cheung Lee (CSPP at Alliant International University)*

19-5 VALUES EXTOLLED IN INDIAN INDEPENDENCE DAY PRIME MINISTERIAL ADDRESSES, *David Hauser & Richard Kinnier (Arizona State University)*

19-6 EXPLORING THE ACHIEVEMENT/ADJUSTMENT PARADOX IN BRITISH-CHINESE UNIVERSITY STUDENTS, *Jacqueline Lee Tilley (University of Southern California) & Ruth Kershner (University of Cambridge)*

19-7 AN ANALYSIS OF NATIONAL FOOTBALL LEAGUE'S SPECTATOR BEHAVIOR IN CHINA, *Yiu-Ni Judy Chen, Mathew Curtis (University of Southern California) & Doug Stenstrom (California State University, Los Angeles)*

19-8 CULTURAL COMPETENCY EDUCATION: LATINO CULTURE AND SPANISH LANGUAGE IMMERSION TRAINING, *Janese Olalde, John K. Miller (University of Oregon) & Jason J. Platt (Alliant International University Mexico Campus)*

19-9 INTERNATIONAL RELOCATION AND REPATRIATION EFFECTS ON FAMILY IDENTITY, *Kelsey Getz, Jenna Dumpit, Anna Taylor & Deborah Wiese (Whitman College)*

19-10 CORRELATES OF MARRIAGE AND DIVORCE RATES IN 86 COUNTRIES, *Cornelia Brentano, Christian Ducree, Claudia Flores & Martha Yopez (California State University, Dominguez Hills)*

19-11 THE ROLE OF LOR AND AGE OF ARRIVAL ON ACCULTURATION, *Dan Airth, Chi-Ah Chun, James Amirkhan & Young-Hee Cho (CSU Long Beach)*

19-12 TOWARDS A THEORY OF HEALTH BEHAVIOR CHANGE FOR THE DEVELOPING WORLD, *Kaile Brake, Trina Demirer, Christian Washburn, Sonya Gotts, Charles Kirkwood, Marzieh Forghany & Suni Petersen (CSPP at Alliant International University)*

19-13 IMPACT OF CIVIL WAR: TRAUMA IN SOUTHERN SUDAN, *Chad Houchin, Rodger K. Bufford, Rusty Smith, Heather Mackay (George Fox University) & George Rhoades (GAIN Canada)*

19-14 IMPACT OF NATURAL TRAUMA: HAITI'S 2010 EARTHQUAKE, *Kristie Knows-His-Gun, Rodger K. Bufford, TaJuana Wade, Chad Houchin (George Fox University) & George Rhoades (GAIN Canada & Ola Hou Clinic)*

19-15 HEALTH LOCUS OF CONTROL AMONG NEPALI CHILDREN, *Jessica L. Petzold (San Diego State University), Rina M. Sobel (SDSU/UCSD Joint Doctoral Program in Clinical Psychology), Vanessa L. Malcarne (San Diego State University; SDSU/UCSD Joint Doctoral Program in Clinical Psychology; Rebecca & John Moores UCSD Cancer Center), Georgia Robins Sadler (Rebecca & John Moores UCSD Cancer Center) & Amanda Mía Marin (San Diego State University)*

19-16 COMPARISON OF THE POSITIVITY EFFECT IN US AND AFGHANISTAN, *Christie Chung & Frishta Sharifi (Mills College)*

19-17 LANGUAGE PROFICIENCY AND INTERCULTURAL ADAPTATION, *Victor Savicki (Western Oregon University) & Maria Nelida de Juano (Universidad Nacional de Rosario)*

19-18 EVOLVING BUSINESS ETHICS IN EASTERN EUROPE, *John Kantor (CSPP at Alliant University) & Michelle Kantor (University of San Diego)*

19-19 PERCEPTIONS OF RACIAL MICROAGGRESSIONS ON UNDERGRADUATE COLLEGE CAMPUSES, *Arlyn Madsen-Bond (Scripps College)*

19-20 THE FORMATION AND EFFECTS OF MULTIRACIAL IDENTITY, *Allyson Yuen (Whittier College)*

19-21 FRIENDS, FACEBOOK, AND OTHER SOCIAL NETWORKS, *Ian Roberson (California State University, Fullerton)*

19-22 COLLEGE STUDENTS ATTITUDES TOWARD ALCOHOLICS, *Elizabeth Bandy (Dominican University of California)*

19-23 THE ROLE OF ORGANIZATIONAL NETWORKS ON STUDENT MOBILIZATION IN ORANGE COUNTY, CA, *Burrell J. Vann, Jr. (California State University, Fullerton)*

19-24 RELIGION AND PSYCHOSIS: PERCEPTIONS OF RELIGIOUS BELIEFS, *Julie Stevenson (Dominican University of California)*

19-25 ADOLESCENTS WITH GAY, LESBIAN, OR HETEROSEXUAL PARENTS: STIGMATIZATION AND FUNCTIONING, *David Mendelsohn & Allen Omoto (Claremont Graduate University)*

19-26 EFFECTS OF FRAMING: CULTURAL VS. MORAL DIVERSITY ON INTERGROUP BIAS, *Nicole Nordello & Azenett A. Garza (Weber State University)*

19-27 WHAT MAKES YOUR WORLD PERFECT? AN EXAMINATION OF MILITARY PERSONNEL, *Joshua Lewandowski & Benjamin Rosenberg (Claremont Graduate University)*

19-28 PREDICTING ATTITUDES TOWARD AFFIRMATIVE ACTION WITH PERCEIVED POLICY PRACTICES, *Leah Ozeroff & Chris Aberson (Humboldt State University)*

19-29 THE ROLE OF THREAT IN ATTITUDES TOWARD SAME-SEX MARRIAGE, *James P Clifton & Christopher L. Aberson (Humboldt State University)*

19-30 THE IMPACT OF PARENTAL DIVORCE ON OFFSPRINGS' ADULT ROMANTIC RELATIONSHIPS, *Genevieve V. Lam & Connie Shears (Chapman University)*

19-31 THE LINKS BETWEEN BODY DISSATISFACTION AND RELATIONSHIP SATISFACTION, *Amelia S. Moghaddam Jafary & David A. Frederick (University of California, Los Angeles)*

19-32 SENSATION SEEKING AND IMPULSIVITY AS PREDICTORS OF ADOLESCENTS RISK TAKING, *Meagen A. Higgins & David V. Chavez (California State University, San Bernardino)*

19-33 THE EFFECTS OF PRIMING STEREOTYPES ON JUROR ATTENTION AND MEMORY, *Kristen Adams, Dayna Gomes & Douglas Senstrom (California State University, Los Angeles)*

19-34 TEXT MESSAGING VS. TALKING BETWEEN GENDERS, AND PERCEPTIONS OF SUCCESS, *Tiffani Lewis & Diana Kyle (Fullerton College)*

19-35 ADULT DAY CARE UTILIZATION AND CAREGIVER WELL-BEING AMONG ASIAN AND NON-ASIAN AMERICANS, *Stephanie R. Ramirez & Laura Zettel-Watson (California State University, Fullerton)*

19-36 SEX TRAFFICKING: KNOWLEDGE AND ATTITUDES OF SOUTHERN CALIFORNIA COLLEGE STUDENTS, *Susan L. Nelson (University of California, Irvine) & Stacy J. Bacigalupi (Mount San Antonio College)*

19-37 HAWAIIAN EXPERIENCE OF MICROAGGRESSIONS: DEVELOPING THE CONCEPT OF AMBASSADOR FATIGUE, *Elinor Marie P. Butay, Chelsea Y. J. Wong & Alyson Burns-Glover (Pacific University Oregon)*

19-38 EFFECT OF CULTURAL SENSITIVITY IN AN IMMERSSED ABROAD EXPERIENCE, *Christina Keys, Paul Neis, Tim Hall & Holly Irwin-Chase (Point Loma Nazarene University)*

19-39 PREDICTORS OF SELF-PERCEIVED CULTURAL COMPETENCE IN MENTAL HEALTH PROVIDERS, *Victoria Keyser, Glenn C. Gamst, Aghop Der-Karabetian (University of La Verne) & Gloria Morrow (Private Practice)*

19-40 NATIVE AMERICAN SPIRITUALITY AND NONVIOLENCE: EMPIRICAL RELATIONSHIPS, *Michelle L. Cutfinger, M. Zachary Brink, Kayla D. Burke, Jessica A. Berghammer, Amber L. Stafford, Elaine B. Dufford & Daniel M. Mayton II (Lewis Clark State College)*

19-41 A SOCIAL RELATIONSHIPS INTERVENTION PROGRAM FOR BULLYING: LIFESKILLS ADVENTURE DAY, *Alyson Burns-Glover, Leah Kresse, Scott Imanaka, Aes Ferrer & Jayson Fukumoto (Pacific University Oregon)*

19-42 GENERATIONAL DIFFERENCES OF EUROPEAN IDENTITY IN CENTRAL AND EASTERN EUROPE, *Natalia Waechter (Institute for Advanced Studies, Vienna)*

19-43 A PROGRAM ASSESSMENT OF LOCAL SERVICES FOR HUMAN TRAFFICKING VICTIMS, *Brianna Hodge & Andrew Downs (University of Portland)*

19-44 RELIGION AND EMOTIONS, *Heather L. Porter & Diane J. Pfahler (Crafton Hills College)*

19-45 COMMUNITY VIOLENCE EXPOSURE IN HMONG YOUNG ADULTS, *Susan Her & Greg M. Kim-Ju (California State University, Sacramento)*

19-46 CULTURAL COMPETENCY: AN UNATTAINABLE GOAL, *Patricia Kyle & Paul Murray (Southern Oregon University)*

19-47 ATTITUDES TOWARD ARRANGED MARRIAGE: COURTESY BIAS?, *Zeenath Bozorgmehr & T.L. Brink (Crafton Hills College)*

19-48 EXAMINATION OF SUICIDALITY AMONG MILITARY SERVICE MEMBERS, *Katherine Fox, Katie Diershaw & Samantha Forsythe (Pacific University Oregon)*

19-49 CLIMATE CHANGE DENIERS: ROLE OF AVOIDANCE DENIAL AND POLITICAL IDEOLOGY, *Suzanne Thompson (Pomona College), Danielle Manning (Claremont McKenna College) & Alexandra Cone (Pomona College)*

19-50 MATURE CINEMATIC CONTENT FOR IMMATURE MINDS, *Lauren Elizabeth Skidmore (California State University, San Bernardino), Dean Keith Simonton (University of California, Davis) & James C. Kaufman (California State University, San Bernardino)*



*This pre-conference summary is prepared by Lynette H. Bikos, Ph.D., Division 52/International Psychology Western Region Outreach Chair, [lhbikos@spu.edu](mailto:lhbikos@spu.edu).*

To join D52, visit the membership page of the Division's website: <http://www.itopwebsite.com/InternationalPsychology/Membership.html>.



## Heritage Mentoring Project: Volunteers Needed

Neal S. Rubin, Ph.D., ABPP  
*Argosy University, Chicago*

In conjunction with Dr. Grant Rich and the *International Psychology Bulletin* (IPB) and on behalf of the Board of the Division of International Psychology (Division 52), I am pleased to announce the launching of the Heritage Mentoring Project (HMP). This endeavor will result in the publication of a series of articles in the IPB consisting of brief biographies of luminaries in the field of International Psychology. The HMP has at least two central purposes. First, it is time for us to celebrate the contributions of pioneers in the field of International Psychology. Second, we seek to promote connections between senior members of our field and those more recently engaged in International Psychology through the vehicle of scholarly mentorship. It is our hope that facilitating these collaborative connections will engender meaningful mentoring relationships and as a product enrich our appreciation of our own history and of those women and men worldwide whose scholarship has been foundational to our field.

For this project to be a success, we need your help. Drs. Chalmer Thompson, Uwe Gielen, John Hogan, and Wade Pickren have offered to provide guidance in the selection of subjects for these biographies. Together, they will provide a list of international psychologists from around the world who have made seminal contributions to our field. For example, current proposals include biographies of recipients of the Committee on International Relations in Psychology's (CIRP) award for Distinguished Contributions to International Psychology, Division 52's Distinguished International Psychologist Award (U.S. and non-U.S. awardees) and former Presidents of Division 52. Additionally, we will seek to identify subjects who are diverse scholars whose work may not have, as yet, reached mainstream Western publications. In this way we will enhance our knowledge of, for example, scholars of color worldwide who may have had a significant impact on their particular local or cultural context, but who may not have received international attention. The coordinator for the HMP, Dr. Chalmer Thompson, will facilitate connecting members interested in engaging in collaborating on a biographical article. The senior member of the pairing will guide the project, providing mentoring in the selection of the subject and in the development of the publication, and the junior member will research and possibly interview the subject (if they are available), and serve as the primary author of the piece.

Therefore, what we need from you as either seasoned members of our field or as newcomers to International Psychology are volunteers to serve as co-authors of these biographies: one established psychologist in a mentoring role and one student or early careerist as a primary investigator. Col-

laborators will design the structure and content of each biography to be submitted to the IPB in 1,500 – 3,000 words. These articles will be submitted to Dr. Grant Rich and will appear as part of a continuing series in the IPB. Additionally, authors will be asked to give their permission for these biographies to be posted on line on the Division 52 website by Dr. Richard Velayo, division webmaster.

If you would like to help us develop a greater appreciation of our heritage, while engaging in enriching mentoring collaborations and publishing in the *International Psychology Bulletin* in the Heritage Mentoring Project, please contact the HMP coordinator, Chalmer Elaine Thompson, Ph.D., Associate Professor of Counseling and Counselor Education at the Indiana University School of Education, Indianapolis, Indiana: [chathomp@iupui.edu](mailto:chathomp@iupui.edu).

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## Division of International Psychology Nominees for Elected Offices

Nominations were solicited for Division 52 President-Elect, and two Treasurer. The names are listed below in alphabetical order.

### President-Elect (2012)

Mercedes A. McCormick, Ph.D.  
Senel Poyrazil, Ph.D.

### Treasurer (2012-2014)

Cristina L. Magalhaes, Ph.D.  
Susan Nolan, Ph.D.

All candidates were asked to submit their statements for inclusion in the *International Psychology Bulletin*.

### Candidates for President-Elect

#### Mercedes A. McCormick, Ph.D.

I am on the psychology faculty at Pace University, New York City where I teach psychology courses that focus on the internationalization of psychology. I also coordinate the MA Program in General Psychology and am the advisor for Psi Chi, the International Honor Society of Psychology. I coordinate the Annual Pace Psychology Conference that highlights international psychology research and issues. I mentor international students to promote their development as global psychologists.

My own research interests include *Internationalizing the Curriculum* and I presented research in Russia, Mexico City, Portugal and Canada.



I joined Division 52 in 2005 and have been actively involved. I serve as Member-at-Large on the Executive Committee (2010-2012), D52 Liaison for the Committee on LGBT Concerns, Chair of Outreach Committee 2005-2011 and was 2010 Chair of the International Mentoring Award Committee. I created digital resources for our Division explaining the field of international psychology 2008.

I am enthusiastic about serving as president and look forward to continuing the work of former leaders. If elected, I will promote the following goals to:

- Build stronger partnerships with international organizations of psychology and APA Divisions to advance the mission of international psychology.
- Survey the membership to collect demographic data and learn about their satisfaction in order to develop initiatives and motivate members.
- Ongoing support of the techniques and methods to internationalize the psychology curriculum.
- Enhance international collaboration via web-based technologies.

### Senel Poyrazli, Ph.D.

I am an APA Fellow and associate professor at the Pennsylvania State University, Harrisburg campus. I internationalize all of my courses in an attempt to help my students become global citizens. My research is directly involved with international psychology. I study international students' and immigrants' psychosocial adjustment and acculturation processes, and have published substantially in this area. I also have a forthcoming book entitled, *International Case Studies in Mental Health: An International Perspective in Counseling and Psychology*, by Sage Publications. I collaborate with international psychologists in the U.S. and abroad (e.g., Sweden, Turkey, Canada).

I have been a member of our Division since 1998. I recently completed a 5-year term as the editor of the *International Psychology Bulletin* and have been the chair of the Long Range Planning Committee for the past two years. I have co-chaired the Division's APA program for 2010 and serve as the current chair for its APA 2011 program in Washington, D.C. In addition, I was a member of the Website Task Force and the Mentorship Committee. For these contributions, I received two presidential citations and a recognition award for extraordinary service.

I am very excited about serving as your president, continuing the work of the previous leaders of our Division, and advancing international psychology. If elected, the following will be among my goals:

- Increasing the visibility of our Division
- Continuing the work of infusing an international perspective in all APA divisions
- Supporting efforts to internationalize the psychology

curriculum worldwide

- Increasing the number of members and leaders from countries outside of the U.S.

### Candidates for Treasurer

#### Cristina L. Magalhaes, Ph.D.

Cristina L. Magalhaes, PhD, is Assistant Professor in the PsyD program at Alliant International University, Los Angeles, and faculty affiliate of the Multicultural Community Psychology Emphasis and the university's Rockway Institute for LGBT Psychology. Her research



and teaching experience/interests focus in areas that fall under the larger umbrella of multicultural/diversity and international psychology. These include socio-cultural considerations in assessment and treatment, translation and adaptation of measures for cross-cultural use, immigration issues, LGBTQ issues, and the intersection of multiple aspects of identity. Her work has been

presented at several international conferences including the Interamerican Congress of Psychology, International Congress of Psychology, World Conference on Psychology, Counseling and Guidance, and the World Professional Association for Transgender Health.

Dr. Magalhaes' career started in Brazil where she completed her *Licenciatura em Psicologia* and *Formação de Psicólogo* degrees in 1991. Her clinical training and work experiences in Brazil were primarily in psychiatric hospital and outpatient community-based settings. She earned her MS (2000) and PhD (2005) degrees in clinical psychology from Nova Southeastern University in Fort Lauderdale, Florida. In the United States, she provided administration, supervision and direct clinical services in community mental health, child residential programs, and private practice since 1997. She is member of several APA divisions and currently serves as Treasurer for Division 12, Section IV (Women in Clinical Psychology). As a psychologist with an international identity, she looks forward to the opportunity to join other Division 52 members in their efforts to advance knowledge of issues impacting the practice of psychology worldwide.

#### Susan Nolan, Ph.D.

I received a Ph.D. in Clinical Psychology from Northwestern University, and am an Associate Professor and Chair of the Department of Psychology at Seton Hall University. I live in Jersey City, NJ, and have a house in Bosnia-Herzegovina, where I spend part of each summer.

Why Division 52? Division 52 is the professional organization that best bridges the increasingly interna-



tional nature of my research, teaching, and service. For example, I study gender differences in STEM careers and have incorporated international perspectives, including in an NSF-funded symposium (2003) and subsequent co-edited book (2006) that included international contributors. With respect to teaching, I developed an International Psychology course at Seton Hall that received approval as a behavioral science core course. In terms of service, I am an NGO representative to the United Nations and Chair of Division 52's International Committee for Women. I look forward to continued involvement in Division 52, with an emphasis on creating connections among the varied arenas in which international psychologists work and involving students more directly.

Why Treasurer? I believe my experience will enable me to carry out the duties of Treasurer. First, I enjoy quantitative tasks, as evidenced by my co-authored statistics textbooks. Second, I have held administrative positions at Seton Hall since 2001 (Director of Women's Studies, Associate Dean of Graduate Studies, and Department Chair), all with budget-related duties. Third, I served for two years as Treasurer and an Executive Board Member of the New Jersey Coalition Against Sexual Assault (budget of over \$700,000).

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### Learn More About the New Division 52 Journal

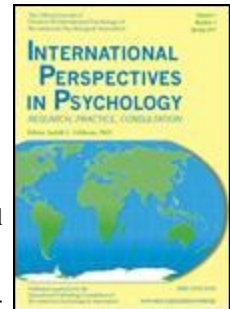
Visit <http://www.apa.org/pubs/journals/ipp/index.aspx>. *International Perspectives in Psychology: Research, Practice, Consultation* is committed to publishing conceptual models, methodologies, and research findings to help study and understand human behavior and experiences around the

globe from a psychological perspective. It publishes intervention strategies that use psychological science to improve the lives of people around the world.

The journal promotes the use of psychological science that is contextually informed, culturally inclusive, and dedicated to serving the public interest. The world's problems are imbedded in economic, environmental, political, and social contexts. *International Perspectives in Psychology* incorporates empirical findings from education, medicine, political science, public health, psychology, sociology, gender and ethnic studies, and related disciplines.

The journal addresses international and global issues, including

- inter-group relations
- disaster response
- societal and national development
- environmental conservation
- emigration and immigration
- education
- social and workplace environments
- policy and decision making
- leadership
- health care
- poverty and economic justice
- the experiences and needs of disadvantaged groups



## 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](mailto:mjstevens@ilstu.edu) or Lisa Straus at (202) 336-5843 or at [estraus@apa.org](mailto:estraus@apa.org).

**Division 52 – International Psychology  
2011 APA Convention Program**

	<b>Wednesday August 3rd</b>	<b>Thursday August 4th</b>	<b>Friday August 5th</b>	<b>Saturday August 6th</b>	<b>Sunday August 7th</b>
<b>8:00- 8:50</b>				Understanding Autism in Vietnam: Implications for Psychologists and Educators (SYM)	
<b>9:00- 9:50</b>		International Psychology Paper Session I	Paradigm of Intersectionality: Promoting Asian Women’s Physical, Mental, and Reproductive Health (SYM)	Division 52 Business Meeting	International Psychology Paper Session II
<b>10:00- 10:50</b>		Where is Ellis? Where and how is RBT Practiced Internationally? (SYM)	Taxonomy of Sexual Trafficking: Treating Survivors and Exploiters of Sexual Abuse (SYM)	Psychological Impacts of the January 2010 Earthquake in Haitian Survivors (SYM)	Sustainable Visions and Values for Psychology and Psychologists: Current Needs and Emerging Opportunities for Global Teaching, Research, and Practice (SYM)
<b>11:00- 11:50</b>		Advancing International North-South-North Dialogues in Psychology in the Americas (SYM)	Intergenerational Consequences of Intercommunal Political Violence (SYM)	Division 52 Presidential Address: Teaching the History of Psychology From an International Perspective: A Few Recommendations (John D. Hogan)	
<b>12:00- 12:50</b>		Dissemination of Evidence Based Practice Internationally (SYM)			
<b>1:00- 1:50</b>		Examine Cross-Cultural Applicability of Adult Attachment Theory to Asian Populations (SYM)		Research in International Psychology Poster Session II	
<b>2:00- 2:50</b>	Executive Meeting	Integrating Mental Health into the Primary Care Setting in Africa: Lessons from Rural Senegal (SYM)			
<b>3:00- 3:50</b>					
<b>4:00- 4:50</b>			Research in International Psychology Poster Session I		

*This is a tentative program. APA may make changes to it. For questions, please email Senel Poyrazli, Ph.D. at [poyrazli@psu.edu](mailto:poyrazli@psu.edu) or Mark D. Terjesen, Ph.D. at [terjesem@stjohns.edu](mailto:terjesem@stjohns.edu)*



## Proposed Bylaws Changes Re: Student and Early Career Representation on the Division 52 Board

March 28, 2011

Joy K. Rice, Bylaws/Handbook Chair

In mid April, as a member of Division 52, you will receive an electronic vote email from APA that will ask you to vote on some changes to the Bylaws of Division 52 that were approved by the Board of Directors at the 52 MidWinter meeting in March. The issue is student and early career psychologist representation on our Board of Directors. Please take minute to read the rationale and proposed bylaws changes and be sure to vote in April. The additions are in red.

### Rationale

Students and early career psychologists represent the future of psychology and of our Division. In order to assure that Division 52 remains a vibrant and viable organization, we need to continuously nurture the development of new members of our field. Designating a voting membership role on the board of directors for both a student and an early career member explicitly defines a meaningful place for these individuals as valued members of our Division. Providing a voice for students on the boards of divisions has become increasingly common among APA divisions who report they are gratified by the dynamic contributions of their younger members. Additionally, we have much to offer students and young professionals in the way of mentorship. Involvement with the board will enhance their organizational experience, provide needed seasoning, create new career opportunities and hopefully propel their career trajectories toward significant contributions to the field of international psychology. Having student and early career representatives with a vote on the board will benefit these constituencies, the division, our field and ourselves.

The proposed bylaws changes in Article IV are essentially two: Designating that one of the four elected Members-at-large will be an Early Career Member and adding a new elected board position of Student Representative with vote.

### Article IV: Board of Directors

#### Section 1

There shall be a Board of Directors of the Division. Its membership shall consist of the following persons:

- 1) The elected officers of the Division as specified in Article III, Section 1 of these Bylaws;
- 2) There shall be four Members-at-large who shall be Members of the Division, elected for three-year terms in staggered sequence. Members-at-large shall be members of

the Board of Directors with vote. The terms of the initial Members-at-large shall be set by the Board of Directors for one, two, or three years so as to implement staggered terms. They shall assume office on January 1 of the year following their election. **One of the Members-at-Large shall be an Early Career Member.** A Member-at-large initiates or works on at least one special project that furthers the goals of the division and reports on the progress annually.

- 3) The Division shall elect that number of Representatives to APA Council necessary to fill vacancies created by ending terms of current Representatives and/or vacancies created by changes on the APA Apportionment Ballot. Representatives to Council must be Members or Fellows of the Division and are ordinarily elected to serve a three-year term. The Division's Representative(s) to Council shall be members of the Board of Directors with vote.

- 4) **The Division shall elect a Student Representative who is a Member of the Division, elected for a two year term. The Student Representative shall be a member of the Board of Directors with vote.**

If the membership approves these changes, we will also add information to our Division 52 Handbook that will indicate a) that the Early Career MAL is expected to chair the Early Career Committee; b) that the definition of an Early Career Psychologist is up to ten years post graduate status and c) that in terms of rotation, every third year one of the two MAL nominations will go to an early career psychologist, ensuring that there will always be one MAL ECP representative on the board. In addition, the Handbook will note that the Student Representative a) is expected to chair the Student Committee and b) will generally be a graduate student, but that a particularly outstanding psychology undergraduate may be nominated for the position.

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## International 2011 Research Award for Doctoral Students in Psychology

### Call to Students Engaged in International Psychology Research!

Division 52, International Psychology, is offering an International 2011 Research Award for doctoral students in psychology. This award has been established to encourage and recognize promising doctoral student research in international psychology.

Please submit:

- a) Four page double-spaced summary\* of research (including references) that describes the purpose, method, analysis, results, and discussion of your international research. Please exclude all identifying information on research summary document.
- b) Student's Curriculum Vitae
- c) One-paragraph email\* endorsement sent directly from faculty research advisor/sponsor providing:
  1. Endorsement for the award
  2. Confirmation that research was an independent project, thesis, or dissertation effort conducted during doctoral program, and
  3. Assurance of student's good standing in the doctoral program.
- d) Two-paragraph cover email from student applicant\*
  1. First paragraph should provide all contact information, name of doctoral program and institution, name of research advisor, year in the doctoral program, expected graduation date, as well as member status with Div 52. (Student applicant must be a member of Div 52 as of the award application deadline.)
  2. Second paragraph should assure the committee that the independent research project, thesis or dissertation is nearing completion. At least preliminary analysis and results must be completed by early May 2011.

**\*Please note that submissions exceeding the paragraph/page limits will be disqualified. Brevity is valued!**

**Email all application materials BEFORE MIDNIGHT ON SUNDAY, May 15th, 2011 to the Chair of the International Research Award for Doctoral Students (late applications will not be reviewed):**

*Sheila J. Henderson, MBA, Ph.D., Visiting Associate Professor, California School of Professional Psychology & Associate Director, I-MERIT, Alliant International University, 1 Beach Street, San Francisco, CA 94133, [shender-son@alliant.edu](mailto:shender-son@alliant.edu).*

The award committee will evaluate the award applications under blind review based on: (a) the degree of relevance to international psychology, (b) progress to completion, (c) adherence to APA Style, (d) originality of research, (e) clarity of design and method, (f) complexity of analysis, (g) quality of findings, (h) recognition of limitations, (i) insight in the discussion, and (j) brevity and clarity.

Awardees will be notified no later than May 31<sup>st</sup>, 2011, awarded in person at the Division 52 APA Convention Awards ceremony in Washington D.C., and featured in the Fall issue of the Division 52 newsletter.

## Eastern Psychological Association 2011 International Conference

Harold Takooshian

On March 10-12, 2011, over 1,800 psychologists and students from as far as Moscow gathered at the Hyatt Regency Cambridge for the 82<sup>nd</sup> annual meeting of the Eastern Psychological Association. Once again, for the ninth year since 2003, this included the semi-annual program and meeting of the 25-person board of directors of the APA Division 52, International Psychology (D52). Thanks to EPA, D52 had its board meeting from noon till 5 pm on March 10, then a two-day program of 10 symposia and poster sessions on March 11-12, presenting work by D52 members and others. The 30 seats in the Hyatt Cambridge room were often filled by a steady stream of students and professionals hearing about a variety of global topics: publishing opportunities in international psychology, the United Nations, Fulbrights, international collaborations on TAT scoring, internationalizing the teaching of psychology, and intervening after natural and human-made disasters.

Some images of these sessions appear at [www.picasaweb.com/takoosh](http://www.picasaweb.com/takoosh). This program had some unusual features.



*The D52 board met in Cambridge MA  
(photo by Michael Meir)*

During the two-day conference, conferees closely followed media news of a deadly 8.9 earthquake in Japan, while teams of experts at EPA discussed their work after past disasters in Haiti, Pakistan, Sri Lanka, Armenia, Lebanon, Sierra Leone and elsewhere.

Officers of Psi Chi, the international honor society for psychology, joined D52 for a joint session on "Psi Chi: Moving from a national to an international society in psychology."

Under Russian professor Alexander Voronov, a team of seven faculty and students from Moscow visited EPA, and offered a symposium on "Russian psychology today: Current trends." This included the debut of a nine-minute DVD, "Psi

Chi: Student excellence,” translated into the Russian language by Dr. Alexey Sozinov of the Academy of Sciences of Russia.

On behalf of D52, President John Hogan thanked the EPA Board of Directors for hosting such a full program on international psychology, and presented his Presidential Citation to EPA Executive Officer Frederick Bonato and Program Chair Diane Finley for their efforts to make EPA a model among the seven U.S. regional psychology associations.

Thanks to the efforts of D52 secretary Ayse Çiftçi, about 30 members shared a wonderful international supper at the exotic Elephant Walk in Cambridge

To give the EPA presentations a wider audience, Editor Grant Rich invites session chairs or presenters to consider adapting their presentation for possible publication this year in the *APA International Psychology Bulletin*. Contact Dr. Rich at [optimalex@aol.com](mailto:optimalex@aol.com)

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### EPA 2011: How Moscow Met Massachusetts

Grant J. Rich

Back in 1998, the American Psychological Association hosted its first annual Division 52 program in Washington DC (Takooshian, 1998). Since then, D52 has now grown to offer at least three annual international programs each year—at APA, then EPA in the East (since 2003), now WPA in the West (since 2009). After 14 years, the D52 board now tries to host its midwinter board meeting every other year at a new regional or other venue, to inspire more U.S. international programs.

Still, it remains unusual for overseas presenters to participate in these D52 meetings, due to the familiar challenges of distance, cost, and language. In addition, some nations like Russia also require a special visa to travel to the USA.



*At EPA, Russians present their research findings.*

The recent and model exception was the 2011 EPA meeting in Cambridge, where 4 professors and 2 students from Moscow managed to present their work--thanks to unusual teamwork between EPA, Moscow Professor Alex Voronov, and the national board of Psi Chi, the international honor society in psychology.



*In Cambridge, Russian scientists meet Psi Chi national officers and psychologists. (l to r): Elena Chebotareva, Irina Novikova, Mercedes McCormick, Tatyana Al-Batal, Alexander Voronov, Grant Rich, Anastasia Chebotareva, Alexey Novikov, Rivka Bertisch Meir, Michael D. Hall, Martha Zlokovich, Susan Iles, Harold Takooshian.*

*(Photo by Michael Meir, MD)*

Back in November of 2010, the All-Russian conference was taking place to mark the 125<sup>th</sup> anniversary of native experimental psychology. A. Voronov organized a six-day international seminar "To the 50th anniversary of the first obedience experiments of Stanley Milgram" in Russian cities Moscow and Kolomna, which happened simultaneously with the conference. Five Russian universities cooperated in an unusual multi-site, cross-national meeting, using technology to bring together 300 Russian faculty and students with American and British colleagues. Psi Chi past-President Harold Takooshian gave talks at each of these five universities on three topics: 1) Stanley Milgram as researcher, teacher, mentor: Beyond the controversy; 2) Promoting student excellence in psychology: 80 years of Psi Chi, including discussion of the offer on the organization of the first Euro-Asian chapters; 3) Russian and American psychologists: Traditions and prospects of contacts (including survey of Russian staff and students about their familiarity with the "top 10" psychologists most often cited by American and Soviet textbooks, the results were compared with the analogous results in the US) (Voronov & Takooshian, 2011). There, Takooshian furnished to his many hosts the timely invitations their government required, to participate in EPA in March 2011. Several of them succeeded, with encouragement from EPA and from Psi Chi--which had voted in 2009 to become an international organization.



Russian professors visiting New York City for the first time.

At EPA, the D52 presenters included Russian professors Elena Chebotareva, Irina Novikova, Alexey Novikov, Alexander Voronov, and students Anastasia Chebotareva and Tatyana Al-Batal. Voronov also debuted a new 9-minute Russian-language DVD on Psi Chi, prepared by Alexey Sozinov of the Russian Academy of Sciences. In addition to presenting their research findings at EPA, and meeting officers of D52 and Psi Chi, the Russian scientists toured nearby MIT and Harvard University. The team of four from the People's Friendship University of Russia also managed to visit New York City for three days, where they were registered as D52 members at the home of Rivka Meir, and greeted at Fordham University by psychology Deans Vincent Alfonso and Mark Mattson. Their Russian university's psychology program cooperates with European schools, and now hopes to link with U.S. schools in the future ([www.rudn.ru/en/](http://www.rudn.ru/en/)).

Such cross-national cooperation of psychology programs is more possible now, with the continued encouragement of all involved—EPA, APA, Psi Chi, and willing institutions.

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## Assessing Psychology in Thailand

Bruce B. Svare

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As a Fulbright senior scholar to Thailand in 2006-2007, I had the opportunity to examine the status of psychology in this country's system of higher education and to explore its role in Thai mental health care.

Psychology is not a well developed discipline in Thailand and only a few elite institutions have stand alone psychology departments with significant undergraduate and graduate course offerings. Notably absent are programs in clinical and experimental psychology. Faculty who teach psychology are very dedicated and have for the most part received their graduate training in the United States, Canada, the United Kingdom, or Australia. Many Thai faculty are still heavily invested in rote learning strategies but new faculty development programs are emphasizing more cooperative learning approaches. Thai interpersonal strategies that emphasize respect for seniority and the suppression of boastful/leadership behaviors are significant cultural impediments to more effective classroom teaching and student learning. A new emphasis upon English taught coursework in Thailand's higher education system reflects this country's desire to become less insular and more oriented toward globalization.

The severely strained Thai mental health care system is dominated by psychiatrists who adhere to a medical model of mental illness. Thai psychologists are poorly trained by western standards with most possessing only an undergraduate degree. They are considered to be "paramedical professionals" by the psychiatric community. In spite of their deficient training and education, Thai psychologists increasingly are being asked to serve on the frontlines of the diagnosis and treatment of mental illness.

Psychology can grow in Thailand and eventually become a greater force in academia and the clinical mental health community. This will only occur if a western educational curriculum is more fully adopted at both the undergraduate and graduate level and many more colleges and universities develop their own psychology departments. Once this infrastructure is in place and levels of training and licensing are simultaneously upgraded, psychology academics and practitioners can begin to contribute more effectively to the Thai mental health care system. While there are significant economic and cultural challenges to advancing modern psychology in this country, the potential rewards for the quality of living among Thai people are enormous.

*Key words: Thailand, higher education, history of psychology, teaching of psychology, faculty development, mental health and psychology, reform measures for growth of psychology*

### Background

I was named a Fulbright senior scholar to Thailand in 2006. The mission for my yearlong assignment was simple: Promote the development of psychology in the Thai higher education system by bringing my specialization to the country. To that end, I taught behavioral neuroscience and assisted with curriculum development at Chulalongkorn University in Bangkok, and lectured widely in the country at other universities and medical schools.

During my stay in Thailand, I learned that the field of psychology is still in its infancy. Most universities in this beautiful country have little in the way of a formal psychology curriculum. Moreover, the profession of clinical psychology and the role that it plays in the diagnosis and treatment of

mental illness is almost nonexistent. As a result, Thailand's mental health care system is burdened with increasing numbers of mentally ill patients receiving little in the way of professional care or, worse yet, no care at all.

This was never more evident than 2004 when a tsunami struck Phuket, Thailand. Overwhelmed by the physical and emotional devastation, Thailand's compassionate but largely untrained mental health care professionals were often helpless in assisting survivors who were psychologically damaged by the disaster. Thanks to the benevolence of the United States and many other countries, trained psychologists descended on the country to provide needed assistance and comfort.

After completing my Fulbright stay, I have sought new ways of contributing to their higher education system and the

development of psychology. I return yearly to teach intensive short-term courses at various Thai universities and medical schools, and continue to promote the exchange of Thai students to the United States for doctoral training in psychology. I have also spearheaded fund-raising efforts in the United States to enable more Fulbright scholars to come to Thailand to teach and conduct research.

I recently attended the 60th anniversary celebration of the Fulbright Program in Thailand. It was held at the Thai Ministry of Foreign Affairs in Bangkok. As a senior scholar to Thailand, I was one of only a few former Fulbrighters given the honor of describing my mission to Her Royal Highness Princess Sirindhorn. I came away from our discussion knowing that the princess understood my work and appreciated my efforts to help build the discipline of psychology in her country.

I was also given an award by the Thai-U.S. Educational Foundation (TUSEF) and U.S. Ambassador to Thailand, Eric John, in recognition of my fund-raising efforts on behalf of the Fulbright Program in Thailand. I am grateful for this distinction, for it has motivated me to work even harder to promote psychology in this country.



*Bruce Svare, former Fulbright senior scholar to Thailand, is recognized for his fund-raising efforts on behalf of the Thai-U.S. Educational Foundation (TUSEF). Pictured are, from left, Svare, Deputy U.S. Secretary of State Alina Romanowsky, His Eminence Manaspas Xuto, former Thai ambassador to the United States and adviser to the Thai minister of foreign affairs, and U.S. Ambassador to Thailand, Eric John. Svare is a Fellow of the American Psychological Association (APA) and the Association for Psychological Science (APS) and professor of psychology and neuroscience at the State University of New York at Albany.*

My experiences in Thailand since 2006 have contributed in part to the present analysis. What follows is an assessment of psychology's status in this country. This includes an examination of its relatively brief history, an exploration of the general culture of college teaching and faculty development, an assessment of the role of psychology in the mental health care system in this country, and an analysis of reforms in psychology that are needed if the discipline is to continue to

grow and ultimately benefit the Thai people.

### **Psychology in Thailand: Past and Present**

The arrival of Buddhism in Thailand took place approximately 700 years ago. Because a major focus of Buddha's teaching included the nature and function of the mind, it could be said that psychology had its beginning in this country long ago. Modern psychology did not become established in Thailand until about 60 years ago when the western education system was adopted and schools of education were first established for the training of teachers. These schools included a basic psychology curriculum with a heavy emphasis upon child development. There are approximately 200 institutions of higher learning in Thailand today with half private and half public. Only a few of the leading institutions offer undergraduate degrees in psychology and even fewer offer graduate degrees.

Clearly, psychology in Thailand is still in its infancy as a well developed discipline. Some specialties are represented better than others such as social, developmental, industrial, educational, school and counseling psychology. The absence of clinical psychology in this early development is particularly noteworthy. This has been due in large part to the fact that mental health care in Thailand has traditionally been considered the province of the medical psychiatric community. Also, owing to the strong influence of Buddhism on all aspects of Thai life and the stigma associated with mental disorders, monks are often sought out by those needing help in contrast to trained professionals. This factor alone has had a major impact upon the development of clinical psychology as a discipline and a profession. In Thailand today there are only about 400 practicing clinical psychologists (Tapanya, 2010) and the requirements are minimal: Only an undergraduate degree is required and the passing of a licensing exam. Overworked psychiatrists and a largely untrained clinical psychology community cannot begin to take care of the needs of a country consisting of 63 million people.

As noted above, psychology as a formal discipline grew from education departments. Such was the case at Chulalongkorn University in Bangkok, considered along with Thammasat University, to be an elite institution of higher learning in Thailand. In 1996, Chulalongkorn University became the first Thai university to establish a comprehensive psychology program with its own faculty strictly dedicated to graduate and undergraduate training in the discipline. At present it offers undergraduate training in many but not all of the traditional sub-disciplines in psychology. Notably absent are courses that normally are considered to be essential for psychology as a modern experimental discipline: experimental psychology, sensation and perception, research methods and design, psychopharmacology, behavior genetics, developmental psychobiology, behavioral neuroendocrinology, and advanced behavioral neuroscience. Chulalongkorn also has masters programs in social, counseling, developmental, and industrial/organizational psychology and doctoral programs in social, counseling and developmental psychology. Absent from Chulalongkorn's graduate degree offerings

is a doctoral program in clinical psychology. Students with advanced degrees typically find employment as counselors in mental health settings, hospitals, schools, colleges and clinics. They also find employment in government agencies as well as in the private sector as research assistants in marketing and advertising depending upon their graduate specialization.

In recent years, the growth of undergraduate programs in Thai universities has stagnated. Most psychology courses in Thai universities and colleges continue to be taught as part of education or social science departments. Unlike Chulalongkorn and Thammasat Universities with established curriculums and significant enrolled majors each year, psychology offerings at other universities are minimal and typically do not go beyond standard 100 and 200 level courses (e.g., introductory and developmental psychology). One notable exception to this is the development of a clearly identified undergraduate clinical psychology track at Chiang Mai University in northern Thailand. Interestingly, graduate programs in psychology have actually grown somewhat. For example, in Bangkok, Assumption and Thammasat Universities now have doctoral programs in counseling psychology while Mahidol University has a master's degree in clinical psychology. This is an interesting development in Thai higher education since some of these institutions (Assumption and Mahidol) do not have undergraduate psychology departments with significant course offerings.

There are four professional societies for psychologists in Thailand: the Thai Clinical Psychologists Association, the Thai Psychological Association, the Thai Guidance Counselor Association, and the Thai Mental Health Association. There are very few psychology journals and they are all in Thai. A few of the journals are *The Journal of Clinical Psychology*, *Psychology Journal*, and the *Guidance Journal*.

#### Observations on Teaching Psychology in Thailand

Some comments regarding the professional status of college teaching in Thailand as well as issues surrounding faculty development are also relevant. Thai college professors are not well paid by Western standards but none-the-less are revered in the culture of this country. Teachers Day or "Wan-Kruu" is celebrated every January 16<sup>th</sup> and college students remember their professors with gifts such as flowers and food. This is a tradition that is seen throughout the educational system in Thailand and is a reminder of how deeply Thais respect their elders.

Psychology faculty, indeed faculty throughout the Thai higher education system, are very hardworking and thoughtful teachers and scholars. They are justifiably proud of the accomplishments they have made in building their respective departments and universities over the past 60 years. Psychology faculty routinely receive their doctoral training in institutions outside their country with the US, Canada, the UK and Australia being the most frequent destinations. They return to Thailand in order to fulfill obligations they have as the result of government grants and to join with other colleagues in the teaching of the next generation of Thai students. It is important to note that Thai psychology faculty are strongly com-

mitted to each other, their students and their institutions. This is especially admirable since, as noted above, levels of compensation are universally low.

Professors in Thailand are viewed with unquestioned authority when they teach in the classroom. While this certainly is not unique to Thailand, it poses a striking contrast to expectations in the United States where students and faculty are taught to speak their minds openly and invite discourse regardless of status. An understanding of the concepts of "man-sai" and "kreng-jai", interpersonal strategies for dealing with those in a position of power and authority, are keys to understanding how the avoidance of shame and saving face play a central role in determining the college classroom environment in Thailand. Belonging to a larger group, especially a family group, is a key to happiness and feeling at ease in Thai culture. Indeed, Thais are known for having fun ("sanuk") and keeping everyone in their social and family group happy. At times, this is counterproductive to learning in the classroom since no student wants to stand out too much as a leader for fear of being regarded as boastful and showing off to the rest ("man-sai"). With the risk of not belonging so great, Thais are often reticent in the classroom to express their opinions. This factor, coupled with respect for seniority, promotes a cultural habit where Thais rarely challenge an authority figure ("kreng-jai") for fear of making them look bad. These are challenges that both Thai and foreign professors frequently acknowledge. They are impediments to educational environments that promote a more active and cooperative learning milieu where professors are not just there to dispense information but also serve as facilitators of a collaborative classroom experience. Not surprisingly, in spite of advances to encourage more cooperative learning approaches as noted below, Thai pedagogy is still heavily embedded with rote learning strategies.

Thailand, like many developing countries, has experienced a shift from elite to mass education. Student enrollments have dramatically expanded in this country and a much more diverse student body is now represented in many Thai universities, especially those with open enrollments. Because student centered learning approaches are being promoted as part of a larger educational reform effort, there are new and significant challenges for both faculty and students in this country. Thai faculty are now being encouraged to adopt teaching approaches that include active learning, collaborative learning and problem based learning (Brody, 2008). Faculty are being asked to adjust their curricula and develop, in some cases, radically different approaches to the presentation of classroom material and methods of assessment. Because the hierarchical structure of Thai higher education is more extreme than that of the United States, the implementation of the changes above present problems of their own. For the most part, Thai faculty appear to be overworked. However, they have a strong sense of obligation to accept all assignments regardless of whether or not they have the time or support. Faculty development programs have emerged on a limited basis, most notably at Burapha University. Clearly, this is an area that should receive much more emphasis and re-

sources than it currently does. However, the cultural factors noted above as well as the inertia of tradition and lack of administrative leadership have prevented further development.

Lastly, the availability of technology in Thai higher education, like that of many countries, is highly variable depending upon the discipline as well as the institution and its location. In urban areas such as Bangkok, elite universities such as Chulalongkorn and Thammasat enjoy reasonably good educational technology with smart classrooms, numerous computer stations for students and faculty, wireless service in designated areas, and online software (e.g., Blackboard, Web CT, E-res and other software for web based learning and library access). Although universities in areas outside Bangkok (especially in rural areas), are not as well equipped for educational technology, there seems to be momentum for investment as a result of Thai educational reform. Whether or not faculty make use of this technology is another matter; My observations in psychology indicated that very few used it on a regular basis while most others never used it. Likewise, my observations indicated that the utilization for teaching purposes of YouTube, professional society websites, and web based pedagogical resources was minimal.

#### **Observations on the Role of Psychology in the Thai Mental Health Care System**

The most recent World Health Organization assessment of Thailand's mental healthcare system (2006) states that the country has 7.29 mental health providers (e.g., psychiatrists, psychologists, nurses, social workers, and occupational therapists) for every 100,000 people. By any standard of comparison, this is an alarmingly low figure especially when one considers that many of the providers included in the analysis lack any significant training in psychology.

Psychology as a profession in Thailand's mental health care system has not grown substantially in the last 50 years. This follows from a number of factors including the dominance of psychiatry and the medical model, limited opportunities for clinical training comparable to what is seen in the United States, limited educational and training opportunities at both the undergraduate and graduate levels, the lack of rigorous licensing standards, and cultural factors that promote Buddhist monks as defacto counselors. Over 80% of Thai psychologists have only an undergraduate degree, about 15% have earned a master's degree, and about 5% have a doctoral degree (all from overseas and none with internships or post-doctoral training) (Tapanya, 2001, 2010).

Psychologists in Thailand today are considered to be "paramedical professionals" by the psychiatric community (WHO-AIMS, 2006; Tapanya, 2001). Their role is usually limited to being a technician that is ordered by psychiatrists to administer tests and develop reports. However, because increasing numbers of Thais are seeking help from professionals and because there are so few psychiatrists (only about 300 with 80% practicing in urban areas), their role has expanded more recently into areas of treatment, promotion of mental health, and research (Tapanya, 2010). In spite of their lack of

education, training and experience, Thai psychologists increasingly are on the front lines of care helping with group and individual therapy, community mental health promotion, and counseling of drug addicts and HIV positive patients. Unfortunately, this development frequently occurs in the absence of supervision from experienced psychiatrists and psychologists. Moreover, the pay in these positions is very low and the opportunities for advancement are almost nonexistent.

An important outcome of the heavy emphasis on the medical model approach to mental illness in Thailand is the devaluing and underrepresentation of behavioral science in their curriculum (Tapanya, 2010). There are no departments of psychology or behavioral science in medical schools. Because the six year medical education for Thais begins right after high school, there is little opportunity for psychology and sociology coursework. As a result, Thai medical students who ultimately specialize in psychiatry do not have the benefit of a broad perspective on mental health and illness that their American counterparts usually have from a broad based, undergraduate, liberal arts experience. This is unfortunate since it is well known that medical problems such as heart disease, drug addictions, and sexually transmitted diseases have strong behavioral components. Here again, the growth of clinical psychology and enhanced psychology curriculum in Thai colleges, universities and medical schools could have a major impact upon improving prevention and treatment in their mental health care system.

Cultural factors also play a significant role in the extent to which Thais seek out mental health care (Tapanya, 2001, 2010; WHO-AIMS, 2006). For example, Thais prefer living in extended families and typically build houses in groups where they are in close proximity to relatives. If there is a relative with a mental disorder, families take care of these individuals rather than risk the stigma associated with seeing a psychologist or psychiatrist. Even when a family member is seen by a professional, every effort is made to bring this individual home as quickly as possible. Also, as noted above, Buddhist monks, especially in rural areas, are as likely as a mental health care professional to see and treat those suffering from behavioral problems. Buddhist monks are highly respected in Thai culture and are regularly sought out for assistance with psychological problems. With a small donation, certainly much less than a payment to a psychologist or psychiatrist, a Thai person can simultaneously gain merit for the afterlife while also receiving counseling for a behavioral problem. Additionally, Buddhism advocates meditation and it is well known that this practice alone can ameliorate some problems associated with stress and emotional change.

Though the stigma associated with seeing a mental health care professional in Thailand is significant, the question remains as to how effective a Buddhist monk can be in successfully diagnosing and treating the whole spectrum of behavior disorders that are commonly recognized in the Diagnostic and Statistical Manual (DSM). Notwithstanding the important role that monks play in some areas of counseling and behavioral treatment, they have, for the most part, re-



ceived little in the way of professional training. While some small programs have attempted to train Buddhist monks in basic counseling skills, such training is not widespread and there is little empirical evidence to date that it has had a significant impact on servicing those with mental health care needs (Tapanya, 2010). With the important evidence based advances that are an accepted part of professionalized mental health care in other parts of the world, it remains to be seen whether the continuation of these alternative approaches can produce the kind of quality diagnosis, treatment and care that those suffering from mental illness deserve.

The Thai mental health care system is also limited by the fact that there is no universal insurance in this country. Government officials and their families have extensive health care coverage as do employees of private companies. Some coverage is available to laborers and low income citizens free of charge in government hospitals but the care is considered to be substandard by the public. Importantly, psychological assessment and therapy are not reimbursable and mental health care services usually are limited to acute psychotic episodes where immediate hospitalization is required (Tapanya, 2010). Clearly, a more fully developed discipline of psychology could have a major positive impact upon the mental health care system in Thailand. This is especially true in underserved rural areas where the presence of trained professionals is extremely limited.

#### **Needed Reforms for Continued Growth**

There is a tremendous need in Thailand for the development of curriculum that meets western standards for undergraduate and graduate training in psychology as well as faculty development that replaces rote learning pedagogical strategies with more collaborative, student centered learning. Clearly, many more institutions, both public and private, need to develop stand alone psychology departments that present modern psychology in all of its specialties, but most critically in clinical psychology. Once this infrastructure is in place, a concerted effort needs to be placed upon improving the education and training opportunities for those seeking to pursue the profession of clinical psychology. While training overseas is an option in combination with the development of joint programs with other countries, a tactic employed at Chiang Mai University, homegrown (Thai) Ph.D. programs in clinical psychology should be the ultimate goal. Indeed, the professionalization of Thai psychologists and their ultimate ability to shed the status of "second class citizen" to psychiatrists is critically dependent upon growing the psychology infrastructure in higher education.

An untapped but potentially important area for building psychology in Thailand is to encourage the development of the discipline in high school curriculums. Presently, little is done to present the discipline of psychology below the college level. This stands in marked contrast to the United States where close to 370,000 high school students annually are enrolled in psychology classes (APA, 2005).

A developing emphasis in Thai higher education is instruction in English. The Thai government is placing special

emphasis upon these programs because of a renewed interest in Thailand becoming a center for higher education in Southeast Asia. Because English is the language of opportunity and is universally recognized as the world-wide language of education, health, science, engineering, finance and commerce, this commitment needs even greater attention. Pockets of progress are evident at some institutions. For example, at Chulalongkorn University, a number of academic units, including psychology, now offer separate instruction for those who want to be taught in English. Called the "International Program," these students are admitted to Chulalongkorn University separately from students who want to be taught in Thai. Very few students come from other countries. Indeed, almost all of the International Program students are Thais coming from elite international high schools in Thailand (mostly Bangkok) that feature intensive instruction in English starting in the earliest grades. Tuition for International Program students is much higher than that of their Thai taught counterparts and there is a tendency for International Program students to have lower entrance exam scores. Nevertheless, if the ultimate goal of Thai higher education is to elevate its people to compete more effectively in a global economy, then a much greater emphasis must be placed on college coursework taught in English.

In the larger context of higher education in Asia, Thailand's desire to become a hub that will attract students from the entire region has a ways to go (Purnell, 2010, World Bank Group, 2009). While Singapore, Japan and Hong Kong have already become leading regional centers for higher education, Thailand has lagged behind. As noted above, the lack of English speaking instruction is a major barrier for drawing a more international student body. This is especially true in the case of psychology where students are more likely to seek graduate education in English speaking countries such as Australia and the United States.

As noted elsewhere, the governing organizations for psychology in Thailand presently are mixed among 4 separate organizations. If these organizations combined and formed one umbrella organization of both academicians and practitioners with various divisions like that of APA, the discipline of psychology in Thailand could function more effectively and grow more rapidly in the future. This should become a major goal in this country if it is to develop the capacity to educate and train more students in the discipline and ultimately serve more of its people whose mental health care needs will increasingly depend upon trained professionals.

Lastly, the economic recession in Thailand, like that of many countries, has forced significant reductions in spending for higher education and has curtailed the development of many new programs. Clearly, a more fully developed discipline of psychology combined with other educational reforms would seem to be worthy goals. However, a fluctuating economic picture will ultimately dictate whether or not and to what extent the aforementioned changes will materialize in the future.

### Conclusions

My teaching and lecturing experiences in Thailand provided an important perspective for evaluating the role of psychology in the higher education and mental health care systems of this country. The weaknesses I have identified in both academic and applied vocations in psychology in Thailand are not unique to this country. Indeed Thailand has come a very long way in developing this discipline and its higher education system over a relatively short period of time. It is clear that the trajectory of continued improvement is one that will be realized as more young Thais become educated in the basic principles of this important discipline and ultimately seek more advanced training in their own country and abroad. There are enormous opportunities for the growth of psychology in Thailand, especially for those who understand its history, culture, and traditions. Though the challenges are formidable, the potential payoff from a modernized, more fully developed, psychology discipline may be critical for the future quality of living in this country.

Lastly, I am humbled by my Thai colleagues in psychology who carry out their work with enormous dedication and pride. Many remarked to me that they felt called to the profession as a means to help their country's future development. With this collective positive attitude, psychology in Thailand is sure to thrive in the future.

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### The History of Psychology Is Not What It Used to Be!

Lawson, R. B., Graham, J. E., & Baker, K. M. (2007). *A history of psychology: Globalization, ideas, and applications*. Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0-13-014123-2.

Pickren, W. E., & Rutherford, A. (2010). *A history of modern psychology in context*. Hoboken, NJ: Wiley. ISBN: 978-0-470-27609-9.

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Reviewed by John D. Hogan, Ph.D.  
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It is surprising to realize that some of the most dramatic developments in psychology are taking place in the history of psychology. Readers who think of history as simply a recitation of established facts will be taken aback by some of the new directions that are currently being promoted. Nowhere is this more evident than in the recent wave of textbooks.

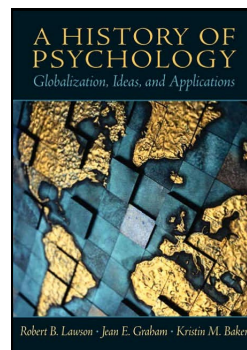
Since E. G. Boring wrote his classic text: *A History of Experimental Psychology* (1929/1950), the field has gone through remarkable changes. One obvious example can be found in the title of Boring's book. He was specifically addressing the dominant form of psychology of his time; he had little interest in applied aspects of the field. Today, more than three-quarters of the new doctoral degrees are given in applied fields, and traditional experimental psychology, while still regarded as an important and necessary foundation, is clearly in the minority.

But the new history of psychology is about more than the experimental/applied dichotomy. Contemporary historians of the social sciences have become increasingly sensitive to the role that context has played in determining the direction of the discipline. They view much of psychology as deeply embedded in the culture in which it arises. As a result, context becomes an important source of discussion. The new history also asks about the role of underrepresented groups in contributing to the discipline. Among the more obvious changes has been the large percentage of women currently

entering the profession. Their greater presence leads to some obvious questions. Why were women denied entry to the profession in the early days? Who were the successful pioneer women? Who were the pioneers from other minority groups? These kinds of queries no longer represent Boring's history!

There is still another question about the new history that is probably the one of most interest to the international community. To what extent is the history of psychology as usually presented in the U.S. a genuine history of the field? Adrian Brock (2006) has established several "rules" for the way in which the history is typically portrayed. He argues -- perhaps overstating his point on purpose -- that U.S. history ignores any developments that did not have a local impact. He adds that although we in the U.S. may have some historical knowledge of European psychology, our knowledge of psychology in the rest of the world is all but non-existent. In short, he is proposing that the typical history of psychology, as taught in U.S. colleges and universities, is strongly geocentric and, thus, severely limited. He is not the only one to voice these concerns.

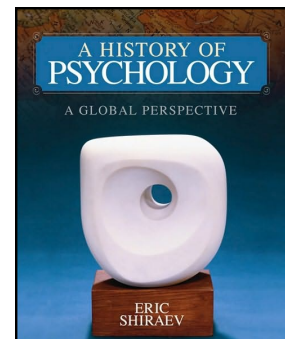
Three new recently published texts have arrived to address many of these issues. Each is successful in its own way. To be clear, the intention of these "new" histories is not to throw out the old history, at least not entirely. There is, after all, some value to be found even in an indigenous history. The problem arises if it is viewed as the only history, with no other possibilities presented.



Lawson et al. are explicit in calling for a psychology that is multi-paradigmatic, with a diversity of world views. From the outset, they challenge many of the Western assumptions about science and its role in the discovery of truth. At the same time, a large middle section of their text is devoted to a somewhat traditional U.S. history, with a heavy focus on biography. But then their postmodern and global interests strongly reemerge.

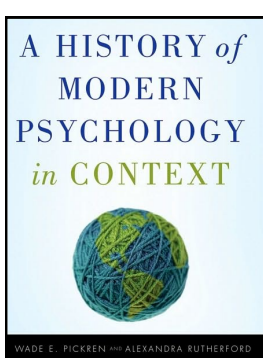
The final section of their book, five chapters out of eighteen, presents material on women in psychology and on racial diversity, followed by individual chapters on psychology in Russia, China, and indigenous psychologies. All in all, the text is a useful blend of the old and the new. Readers are exposed to the more traditional parts of the history, but are also given a glimpse of what is likely to be the future of the field.

Shirayev brings a fresh approach to his text. A Russian-born American professor, with academic degrees from St. Pe-



tersburg and post-doctoral study at UCLA, he is in a strong position to deviate from the traditional U.S. text, and in many ways he does. His review of the history of early psychological knowledge addresses several non-Western traditions – not a typical feature of U.S. texts. I particularly enjoyed his chapters on clinical research and on psychology after “the Great War.” I would have preferred if he had devoted a little more space to Francis Galton. But, instead, he offers a trade-off -- an extensive and very worthwhile section on Vladimir Bekhterev, the Russian behavioral psychologist. As with each of the texts being discussed here, when something is added, it is likely that something else will be taken away, or at least given reduced coverage. Overall, Shiraev often surprised me (pleasantly) with his choices. Even many of the photographs were new to me.

Pickren and Rutherford have put together what strikes me as the least traditional text of the three. They have clearly made an effort to stay away from the commonly used



“schools” approach to organizing the history. Instead, their chapter headings suggest a very different organization, e.g.

“Internationalization and indigenization of psychology after World War II” (chapter 10) and “Inclusiveness, identity, and conflict in late 20<sup>th</sup> century American psychology” (chapter 12). Maybe the most telling chapter heading of all is chapter 2: “Everyday life and psychological practices,” a title that would have had Boring

scratching his head! Although they manage to touch on many of the traditional topics, their stated emphasis is to attend to “the ways that culture, race, ethnicity, and gender have contributed to the making of psychology’s history” (p. xv). And, indeed, international and feminist issues play a particularly strong role throughout the text. I looked for any major topics and persons that they missed, but came up empty handed. Instead, I found sections on such novel topics as psychoanalysis outside of Europe and the U.S., and testing and Dutch society. At the end of each chapter, the authors discuss their sources, a device that I have seen before but which I found particularly valuable here. In short, I found their text both satisfying and inventive, virtually from start to finish.

So what does this all amount to? From my perspective, these texts suggest a new and exciting time for those of us who teach the history of psychology, a wake-up call and a time to start rewriting syllabi. It will be interesting to see how extensively these texts are adopted for the classroom. We learned some time ago that most instructors in the history of psychology rely heavily on their texts to organize their courses for them (Hogan et al., 1998). It is hard for me to see how instructors could go back to the old way of teaching once they have viewed these new directions.

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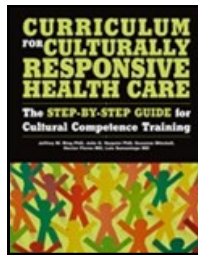
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**ANNOUNCING  
THE PUBLICATION OF ...**

*Curriculum for culturally responsive health care: The step-by-step guide for cultural competence training*  
Ring, J.M., Nyquist, J.G., Mitchell, S.M., Flores, H., Samaniego, L.

**Publisher:** Oxford: Radcliffe Publishing (2008)  
**ISBN:** 978-1-84619-294-4

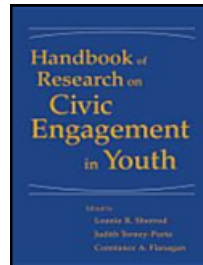
This is a creative, comprehensive and user-friendly manual comprising a curriculum for residencies and medical schools looking to implement new, or enhance existing, curricula in culturally responsive care. It meticulously describes teaching strategies that will prove engaging to learners and faculty alike, challenging them to grow in their attitudes, awareness, desire, knowledge and skills to effectively practice culturally responsive medicine. It demonstrates commitment to teaching culturally responsive medicine towards the elimination of health disparities, be they related to gender, race/ethnicity, income, sexual orientation, religious background or world view.



The manual includes a step-by-step guide for each year of the curriculum, with detailed session descriptions, and sections on teaching techniques, evaluation tools, cultural competence exercises, together with information on further resources. The curriculum provides a solid foundation upon which educational programs can build as they evolve to meet the needs of patients and their communities toward preventing and treating illness, and improving access to excellence in medical care.  
<http://www.radcliffe-oxford.com/books/bookdetail.aspx?ISBN=1846192943>

*Handbook of research on civic engagement in youth*  
Sherrod, L., Torney-Purta, J. & Flanagan, C. (Eds.)  
**Publisher:** John Wiley and Sons  
**ISBN:** 978-0-470-52274-5

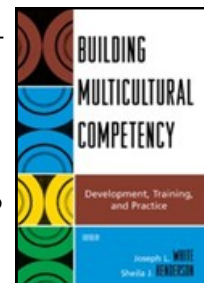
This 24 chapter handbook represents a multi-disciplinary set of reviews of research in this rapidly growing field. Many of the chapters take an international perspective. Of particular interest are the chapter by Amna and Zetterberg who describe



the "stand by" citizen among youth in the Nordic countries, lacking in civic engagement most of the time but ready to respond if there is a concern; and the chapter by Kassimir and Flanagan on the role of engagement for youth in the developing world. There are also chapters on immigrants, LGBT political socialization, and the participatory media culture, to give an example of current concerns that are covered. In the area of psychological theory, the chapter on developmental theory considers the theoretical base of the international IEA Civic Education Study, while the chapter by Beaumont presents a conceptual integration of efficacy as it is considered in psychology and political science with illustrations from multi-method data from PEP (Political Engagement Project). Contact [jtpurta@umd.edu](mailto:jtpurta@umd.edu) for more information.

*Building multicultural competency: Development, training, and practice*  
White, Joseph. L. and Henderson, Sheila. J. (Eds.)  
**Publisher:** Rowman & Littlefield Publishers (2008)  
**ISBN-10:** 0-7425-6420-7  
**ISBN-13:** 978-0-7425-6420-6

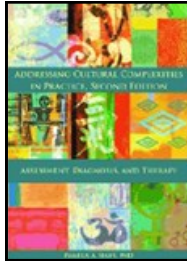
*Building Multicultural Competency* answers this need by providing a new Multiracial/Multiethnic/Multicultural Competency Building Model--a model that, in great detail, provides relevant solutions to this growing problem. This book will supply individuals, students, professionals, educators, and administrators who are involved in the field of psychology with a map on how to build the multicultural competency skills that will allow them to function cross-culturally. The resolutions are personally enriching, helpful to diverse peoples, and influential to other individuals, groups, and institutions.



*Addressing cultural complexities in practice: Assessment, diagnosis, and therapy*  
Hays, P. A.  
**Publisher:** American Psychological Association (2008, 2<sup>nd</sup> ed.)  
**ISBN:** 978-1-4338-0219-5

This engaging book helps readers move beyond one-dimensional conceptualizations of identity to an understanding of the complex, overlapping cultural influences that form each of us. Hays's "ADDRESSING" framework enables therapists to better recognize and understand cultural influences as a multidimensional combination of Age and generational influences, Developmental and acquired Disabilities, Religion, Ethnic and racial identity, Socioeconomic status, Sexual orientation, Indigenous heritage, National origin, and Gender.

## Books by Members



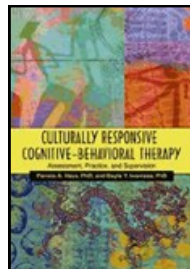
Unlike other books on therapy with diverse clients, which tend to focus on working with one particular ethnic group, this volume presents a framework that can be used with a person of any cultural identity. Organized according to the flow of clinical work (in contrast to the one chapter-per-group approach), the book's contents are summarized in handy Key Tables at the end of each chapter for ease of use

in education and supervision. This stimulating book will be an important resource for counselors, clinicians, and mental health professionals working with clients from a variety of backgrounds.

*Culturally responsive cognitive-behavioral therapy*  
Hays, P. A., & Iwamasa, G. Y. (Eds.) (2006).

**Publisher:** American Psychological Association  
**ISBN:** 978-1-59147-360-2

This is the first book to integrate cultural influences into cognitive-behavioral therapy (CBT). This engagingly written volume describes the application of CBT with people of diverse cultures and discusses how therapists can refine cognitive-behavioral therapy to increase its effectiveness with clients of many cultures. The contributing authors examine the characteristics of some of the most common cultural groups in the United States including American Indian, Latino, Asian, and African American, as well as groups less commonly considered in multicultural psychology books: people of Alaska Native, Arab, and Orthodox Jewish heritage. The volume also describes the use of CBT with older adults, people with disabilities, and gay and lesbian individuals, including examples of people who hold bicultural and multicultural identities. A chapter on culturally responsive assessment, with an emphasis on the most frequently used cognitive-behavioral assessment scales, and a chapter on supervision round out this volume. Numerous case examples provide practical information grounded in an empirically supported theory, making this book a practical resource for every therapist.



**Psychology International**  
2010 Volume 21, Number 2, May-October  
ONLINE VERSION [www.apa.org/international](http://www.apa.org/international)

**APA Reaches Out - Delegations to Australia, Hong Kong, China, Brazil and Beyond**

*Summer 2010 was active for APA representatives at international meetings. APA leaders, Board members, governance leaders and senior staff joined APA members to present and learn. Here is a summary of some of these activities.*

**International Mobility and Regulation**

At the 4th International Conference on Licensing, Credentialing and Certification in Sydney, Australia, APA's Ethics Director, Stephen Edrins joined Susan Zlotnik, Associate Executive Director for Accreditation, Merry Hulbeck, Senior Director of APA's Office of International Affairs and about 90 colleagues from Australia and the rest of the world to explore opportunities, challenges and barriers to international mobility and international professional standards. The conference ended with a broad look at avenues for collaboration and mechanisms for fostering discussion across regional boundaries. There was agreement that it is important to find ways to discuss mobility and credentialing issues at the international level, with broad representation from all regions of the world and all levels of psychology development.

**Education Models and Resources**

The 4th International Conference on Psychology Education (ICOPE), also in Sydney, brought together close to 100 colleagues focused on developing resources and sharing models for psychology education from undergraduate through postgraduate levels. Following a keynote talk by former APA President Diane Halpern that outlined a rich set of opportunities and models, conference participants shared strategies and resources for education. The conference ended with a panel discussion of mechanisms for increasing accessibility of web-based teaching resources.

**Broad Overview at an International Congress**

APA President Carol Goodheart, past-president James Bray, Board members Jennifer Kelly, Aronson Osborne and Barry Anzures, and senior staff from publications, practice, public service, science, ethics and international issues of APA, were among the more than 3000 delegates to the 27th International Congress of Applied Psychology in Melbourne. In addition to their many presentations, APA hosted a reception for several 300+ invited speakers, APA members and affiliates, and other colleagues from around the world. At the reception, APA and the New Zealand Psychological Association (NZPA) signed a memorandum of understanding. Presentation highlights included keynote talks by APA President Carol Goodheart on "Psychology Practice: Design for Tomorrow", and by Pat ... continued, p. 2.

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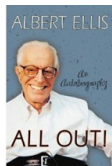
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The latest issue of *Psychology International* can be accessed on the web at: <http://apa.org/international/pi>

### ALSO ANNOUNCING THE PUBLICATION OF...



*All out! An autobiography*  
Albert Ellis, with Debbie Joffe Ellis  
**Publisher:** Prometheus Books, Amherst New York (2010)  
**ISBN:** 978-1-59102-452-1

*Relational being, beyond self and community*  
Gergen, K.J. (2009)

**Publisher:** New York: Oxford University Press.  
**ISBN:** 978-0-19-530538-8



## Wise Words from Veterans in the Field: Gaining International Research Experience Early in Your Career

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Ashley Hutchison  
Ball State University



*Kasey R. Claborn*



*Ashley Hutchison*

Within recent years, the internationalization of psychology has become more prolific in the United States with an increase in students and early career psychologists becoming interested in global research and work. Although the field is moving towards a more international perspective, it can be challenging for students to gain relevant experiences during graduate school. In addition to coursework, teaching obligations, completing the dissertation, and maintaining an active caseload of therapy clients, it can be a daunting task to try to find the time and funding to explore opportunities abroad, particularly for students who may not have mentors at their university interested in international experiences. This article tackles this dilemma by providing recommendations and ideas to initiate these opportunities from two seasoned psychologists with very diverse backgrounds in international psychology.

Dr. Charles Abramson is a comparative physiological-psychologist at Oklahoma State University where he also holds adjunct appointments in the departments of Zoology and Entomology. He is recognized internationally for his work with studying behavior in a wide range of organisms including



*Dr. Charles  
Abramson*

Africanized honey bees, flatworms, ants, crabs, elephants, and humans among others. Dr. Abramson has acted as a visiting professor and conducted research in a number of countries including Brazil, Greece, Italy, Japan, Russia, Turkey, Slovenia, and Venezuela. He has taken undergraduate students to Brazil, Venezuela, Greece and Turkey as part of a National Science Foundation sponsored program to provide research experiences. Dr. Abramson serves on the editorial board of five international journals and is the author of several books including a Slovene phrasebook that has been translated into Italian and German, two animal behavior activity books that have been translated into Slovene, and a children's book that has been translated into French. When Dr. Abramson moved from the culturally-diverse state of New York to a very small college-town in rural Oklahoma, he found it quite challenging to have foreign visitors wanting to come to Oklahoma. He quickly realized that if he initiated contact and conducted interesting, well-designed research studies, people would begin to seek him out for international collaborations. For early career psychologists interested in international research, he recommends deciding where you want to go and what research you would like to conduct and then contacting psychologists, either abroad or domestically, who do similar research. Many universities offer visiting student or faculty members financial assistance in exchange for research. By contacting faculty at universities in the country you would like to work, they can assist you in finding funding and research collaborations.

With his diverse background in international research, Dr. Abramson provides a unique perspective to the field of psychology. Over the course of his international collaborations, he has come to believe that psychologists who lack international experience have a more challenging time "deviating from their network." In other words, international experiences allow for the development of entrepreneurial thinking and collaborations with professionals from diverse backgrounds and worldviews. These experiences create the opportunity for important global scientific advances and allow psychologists to expand their network of colleagues to include non-Western perspectives and theories.

Dr. Abramson, along with his international colleagues, is in the process of creating a "super-laboratory." These international researchers are developing a system of student exchanges to increase opportunities for students to work in different countries through the same research lab. Through the advancement of technology and the use of Skype, it is possible to hold research meetings with lab members from all over the globe. These collaborations allow ample opportunities for publications and research experiences. It also gives the student an opportunity to make international collaborations early in their career and experience the challenges and rewards associated with international work.

Dr. Abramson has found that the growth of these collaborations into friendships is by far the best reward of international work. Additionally, being able to teach a new way of conducting research in various countries and providing opportunities to increase science and education in less developed

countries is a passion of his. Dr. Abramson previously initiated a “Books for Brazil” program in which he partnered with sororities and fraternities on OSU’s campus to gather educational books to send to schools in Brazil that lack these resources. He is committed to providing resources, which we so often take for granted, to countries that lack those essentials to help advance education and research.

One of the most important lessons learned from Dr. Abramson on working internationally is that you have to be careful to not force your views onto members of other cultures. Respect for varying world views is important in maintaining collaborations. Further, it is important to include as many collaborators from the country you are working with as possible to demonstrate that you are a “true partner” in advancing scientific knowledge.

As graduate students, it is often difficult to find the funding to travel internationally. Additionally, gaining extensive international experience during graduate school may ultimately delay graduation. According to Dr. Abramson, the only thing students really needs is “the will to do it and the right people” to help get them there. It is easy to get frustrated when there appear to be so many challenges to gaining international experience while in graduate school. Surrounding one’s self with colleagues of similar interests can help keep that passion for international psychology alive.

In our second interview, we found that Dr. Kathryn Norsworthy is much more than an international researcher in the field of counseling psychology – she is an international advocate, collaborator, and friend to those with whom she works. Dr. Norsworthy has spent over a decade working in South and Southeast Asia addressing a number of topics, including ethno-political conflict, peace-building, HIV/AIDS, and violence against women (Norsworthy & Gerstein, 2003; Norsworthy & Khuankaew, 2004; Norsworthy & Khuankaew, 2008). In collaboration with her partner, Ouyporn Khuankaew, of Thailand, Dr. Norsworthy has worked with communities primarily from Burma, Thailand, Cambodia, and with members of the Tibetan community in exile. She currently teaches at Rollins College and has taken her students to India, Thailand, to the Burma communities in exile, and to the migrant and farm worker communities of Florida to develop international skills and perspectives.



Dr. Kathryn Norsworthy

During this interview, Dr. Norsworthy provided a wealth of information for graduate students and early career psychologists wanting to work in international settings and with international individuals. First, Dr. Norsworthy described what she learned from her many years in the field. She emphasized that in the beginning, she and her American colleagues assumed a power position as “the expert, common for

Western psychologists entering non-Western settings.” She stated, “I learned that I needed to unlearn my training regarding the superiority of U.S. mainstream values – the ethnocentric perspective - and I needed to be willing to approach situations from a beginner’s mind while also recognizing that I do have knowledge and skills that may be of value in the international contexts in which I work and conduct research.” Dr. Norsworthy emphatically described how important it is for those collaborating internationally to *not* assume this expert role and to engage in difficult dialogues with international colleagues around potential power issues and in the service of working from a power-sharing framework. Additionally, when working with international colleagues, it is critical to value multiple ways of knowing and epistemologies, and to “make space for people on the ground with whom we collaborate to put forward their real questions and concerns since they are really the experts on their own lives, communities, and cultures.”

In making recommendations to graduate students and early career psychologists engaging in international psychology research, Dr. Norsworthy noted the importance of being aware of one’s own enculturation. She said being able to shift one’s worldview enough to understand where people come from and openly learn about others’ values and worldviews is the first stepping stone to creating lifelong, collaborative relationships with other international researchers. Further, Dr. Norsworthy made a practical recommendation to students – to simply “go over and hang out at first.” Prior to working professionally in South and Southeast Asia, she spent a lot of time with locals and opened herself up to the beliefs and practices of local cultures. After being immersed in a new culture personally, one can pursue professional relationships through local organizations, working voluntarily, and perhaps writing small grants to assist with associated expenses. From these small beginnings, one can then begin to network and form the relationships necessary to gain the funding for larger projects.

Dr. Norsworthy also commented on the role of training programs in fostering international experiences for students. She acknowledged the recent push for the internationalization of psychology and spoke with caution regarding this movement, stating that “we want to avoid a colonizing, imperialist model of internationalization, but instead it is to center the cultures, worldviews, issues and concerns of people on the ground in the countries in which we do research and practice.” It is important that students gain an intellectual understanding of the issues in internationalizing psychology by reading works that critique the uncritical exportation of U.S. psychology, as well as how we can remedy the effects of this exportation. For further reading, she recommended students and educators begin with Chapter 4 of the *International Handbook of Cross-Cultural Counseling: Cultural Assumptions and Practices Worldwide* (2009), which she co-authored alongside Dr. Lawrence Gerstein, Dr. P. Paul Heppner, Dr. Stefania Aegisdóttir, and Dr. Seung-Ming Alvin Leung. Second, she described opportunities that need to be made available to students, which she called “community engaged models



of international experiences.” She described these experiences as projects in which local people and students collaborate in the development and implementation of projects that are of real value to those in the communities and cultures in which the projects take place and emphasized the importance of having local and faculty mentors and supervisors with a critical consciousness regarding cross cultural research and practice.

These interviews provide a snapshot of Drs. Abramson and Norsworthy’s experiences, knowledge, and recommendations regarding international psychology research. The veterans of the field have a vast array of experiential knowledge and most are eager to share that knowledge and help those early in their careers to build upon that knowledge base. This article provides a brief framework for those interested in international research and will hopefully assist others in building on the international research and advocacy these psychologists have devoted their careers towards.

For more information on mentoring opportunities within Division 52, check out the Division 52 website ([www.internationalpsychology.net](http://www.internationalpsychology.net)). Doran and Stowell (2011) offer perspective on both the formal and informal mentoring opportunities available, and those interested in mentoring may contact the chair of the mentoring committee, Dr. Ani Kalayjian ([drkalaykian@gmail.com](mailto:drkalaykian@gmail.com)). For those of you interested in serving as a mentor to international students, we recommend Wedding, McCartney, & Currey (2009).

### Further Reading

- Gerstein, L.H., Heppner, P.P., Ægisdóttir, S., Leung, S.A., & Norsworthy, K.L. (2009). *International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide*. Thousand Oaks, CA: Sage Publications
- Wedding, D., McCartney, J.L., & Currey, D. E. (2009). Lessons relevant to psychologists who serve as mentors for international students. *Professional Psychology: Research and Practice*, 40 (2), 189-193.

### Additional Resources

- [www.internationalpsychology.net](http://www.internationalpsychology.net)  
[www.apa.org/international](http://www.apa.org/international)  
[www.psychologystudents.org](http://www.psychologystudents.org)  
<http://www.internationalcounselingpsychology.org/>

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**Editor’s Note:** This column is geared towards our student committee members and all students of international psychology. All Div52 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 [opti-malex@aol.com](mailto:opti-malex@aol.com) to submit an idea or a question.

## 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](mailto:Janet2822@aol.com) and [susan.nolan@shu.edu](mailto:susan.nolan@shu.edu)

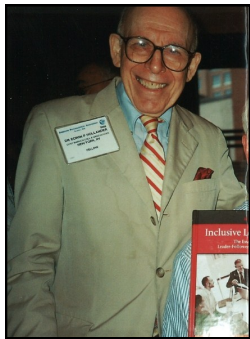
We welcome your input.

We appreciate your participation in this survey.

## Fulbright Awards at 65: A Year Teaching at Istanbul University and Beyond\*

Edwin P. Hollander

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\*Note: This paper was prepared for a Division 52 International Psychology Panel, March 11, 2011, Eastern Psychological Association, Cambridge, MA. The author thanks David Adams and Esther Boyd of the Institute of International Education for providing information and handouts about the Fulbright Awards. I am particularly indebted to Prof. Harold Takooshian, my friend and fellow Fulbrighter, who joined in an effort to honor the program and make its opportunities more accessible to our membership.

### Background

Since its inception in 1946, the Fulbright Program has sponsored 294,000 faculty and students in the Fulbright Scholar Program and the Fulbright Student Program, currently with 7,500 grants in 155 nations. Regrettably, the Program is continually under threats of severe budget cuts, though its total cost is miniscule within our nation's international programs.

### Students from Abroad

In addition to those of us who have had the benefit of time abroad from awards, there are countless students who have come to study for advanced degrees here on awards and gone back to productive careers in their home countries. My two Fulbright doctoral students, S.K. Dani from India and Barry Fallon from Australia, completed their Ph.D.s at SUNY Buffalo. At home, Dani became a much honored Dean of a College of Psychology, and Fallon was Professor of Psychology at the University of Melbourne, and elected President of the Australian Psychological Society. I mainly credit their success to the selection process of Fulbright Commissions, rather than to my influence, because they came as mature, dedicated students, and soon good friends. We maintained contact, and both returned to visit me years later. I now want to give some grateful glimpses of an exceptionally revealing year at Istanbul and beyond, some of which appears in the Afterword of my book, *Inclusive Leadership* (2009).

### A Fulbright Year Teaching at Istanbul University and Beyond

My international interests brought me to apply for a Fulbright Lectureship in Europe for the 1957-58 academic year, when I was an assistant professor at Carnegie Tech (now Carnegie-Mellon University). The small number of social psychology teaching positions made for limited choice, so when I was offered such a post at Istanbul University I was glad to accept. It turned out to be a marvelous opportunity, very worthwhile in many ways, including learning about Turkey, its culture and politics, and the Islamic religion, with early visits to two monumental mosques, Aya Sofia, which had been a church under the Byzantines, and the fabled Blue Mosque. I also gave lectures in seven countries.

In July 1957, at the International Congress in Brussels, I was the guest at breakfast of Sir Fredrick Bartlett, the first Cambridge professor of experimental psychology, a great and very genial, but rare psychologist with a knighthood, chairing our social psychology session. It included Leon Festinger speaking about (you guessed it) "cognitive dissonance." I gave my first overview paper on my "idiosyncrasy credit (IC) model of leadership" at this international meeting, published the next year in the *Psychological Review* (Hollander, 1958a). I then travelled briefly, including to England with a stop to visit Bartlett's Applied Psychology Research Unit at Cambridge, at his invitation. On returning home, I soon began studying the language with a Turkish student. I had received leave from Carnegie Tech, and confirmation from Istanbul University of my appointment as a Visiting Professor, with a letter from my gracious and supportive host, the Professor of Psychology and Chair, Mumtaz Turhan. Coincidentally, he had earned his Ph.D. with Bartlett at Cambridge, as well as having studied in Germany.

The University had been founded in 1492 as a mosque school and had become a major twentieth century institution in the Middle East, with a fully developed set of professional schools and the usual undergraduate arts and sciences college. Interestingly, the medical school had almost as many women as men students, at a time when in the United States women students were in a small minority. I lectured in English, which at least half the students understood, but had sequential translation into Turkish every paragraph or so. Two graduate assistants, Iffet Dinc and Yilmaz Ozakpinar, a woman and a man, were marvelous young colleagues who very capably did the translating as well as aiding me with my research and other academic contacts and writing needs. He did analyses with me for a study I had underway, and eventually earned his doctorate at Cambridge University. She helped translate a paper I wrote for a French journal (Hollander, 1958b), and came to the USA to visit us, and then earned a doctorate at Florida State University. The Istanbul campus had many older but some newer buildings surrounded by greenery, and a familiar feel. The students wore distinctly modern, western attire. I taught a large undergraduate class in social psychology, another in research methods, and a graduate seminar in personality and social psychology.

I found interacting with the students very refreshing, for

their earnestness, and evident motivation, with good performance skills, even with the need for translation. At least half of them knew English well enough to understand it, and almost as many could speak it. Few ever talked Turkish with me since what I'd learned was largely oriented to outside life, such as buying things in stores, or making other needs known. The University faculty were almost always multilingual and also wanted to speak English with me. If not able to, then even my rusty high school French and college German helped many times to bridge the language gap.

I was not then married, and lived alone on a hillside on the Bosphorus, the central straits that separated Europe from Asia, in a two-room frame cottage that had a basic kitchen and a bathroom. Istanbul is on the same 42<sup>nd</sup> parallel as New York City, and can get cold, so heating with the kerosene heater that was the sole source was essential. However, it could not always function in cold weather because of all too frequent fuel shortages. I did get to travel to other parts of Turkey, including the capital city of Ankara, which is relatively modern and set in the central Anatolian plain, the Aegean Coast in the South, and Black Sea region in the North, from which the Soviet naval ships and oil tankers came through these straits in a daily procession that I could view from my cottage.

The Fulbright Commissions in other countries invited me to come to give guest lectures at universities and colleges elsewhere, and in the course of the academic year I visited Greece, Austria, Germany, France, Holland, England, and late in my stay, in June, Israel. My network of acquaintances abroad grew considerably, and I enjoyed seeing old and making new friends. I had some eye-opening experiences, given that the late 1950s were stimulating times, and cross-national contacts could be a challenge. In public places, I met a number of people in Britain who were angry at the American stand in the recent Suez Crisis, and said so as soon as they identified my accent. There was outspoken criticism there of President Eisenhower for withholding support for the British and French forces when they took control of the Suez Canal with Israel. It was not personalized to me though and I felt no threat. Colleagues were cordial at the British Psychological Society (BPS) annual meeting in April, 1958, at Birmingham when I came to give an invited address on interpreting conformity behavior, which subsequently was published in the British journal, *Sociological Review* (Hollander, 1959). My talk afterward generated much interest, and to my delight friendly, probing discussions.

At the Sorbonne in Paris, the director of the laboratory of social psychology was Robert Pages who invited me to do a seminar that Spring with his advanced students and colleagues, in English with occasional translation. It proved to be very lively, with continuing conversation while socializing afterward. He and I became good friends, as did others there whom I saw at meetings later, even during the difficult period of the late 1960s with upheaval on campuses. While lecturing and giving seminars in the Fulbright year of 1957-58, I had an interest in a dynamic conception of personality that takes account of social interaction. It led to a chapter I wrote for a

book on personality research (Hollander, 1960), coedited by a life-long friend from graduate school days, Henry P. David, whose doctorate was in Clinical Psychology at TC. The book came from a session at the 1957 Brussels International Congress, and was also published in German in 1961 in Switzerland. Among my publications in that language are a chapter on the IC Model of leadership, and a 1978 Munich Applied Congress keynote address on applied social psychology (Hollander, 1979).

### Another year spent studying and speaking abroad

In 1966-67, this time in London, with my wife Pat and our son Peter, I was fortunate to receive an NIMH Senior Fellowship at the Tavistock Institute on a sabbatical from SUNY at Buffalo. Among my lectures, I spoke at a time of great involvement by students at the London School of Economics, invited by the psychology chair, a friendly Hilde Himmelweit.

Elsewhere, I gave talks in Paris on leadership at the Institute of American Studies, and then one on organizational conformity and independence. It was to an amphitheater of masters students at the School of Economic and Social Sciences. They are said to be a tough audience, so when they stomped their feet afterward as a traditional sign of appreciation, I was very grateful, and also for their interesting questions. Another highpoint was to be invited back to speak and conduct a seminar at Istanbul University in the Spring of 1967, where we were greeted warmly and met many of my former students, some of whom had become academics.

### Conclusions

These international, scholarly exchanges and subsequent contacts can be priceless experiences for all concerned. That is certainly so for this writer as an awardee, who gladly gained a more rounded, worldly perspective. Our nation would be well served doing more of this, not less, as I fear could be happening.

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## **Fulbright Scholar Program & Psychology from IIE - Given out at 2011 EPA Division 52 Meeting For 2012-13 Program**

### **Finding an Award**

Here are some points that deserve particular attention.

Prospective applicants should not limit their search to only awards with psychology in the title because they will find there are only a few. In 2011-12, only three awards had the word “psychology” in the award title and in the 2012-13 catalog only two do.

This should not discourage people. They need to seek opportunities through what are called “All Discipline Awards” or “Multiple Discipline Awards.”

There is a search function built into the awards catalog. Searching by country/program or by “key word” is the best approach. If the “discipline” search function is used, it will bring up every “All Discipline Award”. Some of these will not be appropriate for scholars or professionals in psychology.

The better approach is to use the “key word” search function. If you type in psychology here, it will only bring up awards that have “psychology” in the description of the award. Or, the prospective applicant might type in counseling, or child psychology, etc.

Alternatively, search by country and have a look at the “All Discipline Awards.” If it is not clear whether psychology is included, contact the program officer listed for that country.

### **CIES (Center for International Exchange of Scholars) Assistance**

Applicants should keep in mind that it is very good idea to be in touch with the program staff member that administered a country’s program to discuss how what the prospective applicant has in mind fits with a particular country’s program. The names of the program staff and their contact information can be found in each of the country entries in the online awards catalog.

Applicants are encouraged to avail themselves of the live Webinars that CIES offers each week during the spring and summer. These cover awards in particular sets of disciplines, particular countries or regions as well as how to prepare a successful application. Information about the schedule can be found on the CIES website, [www.cies.org](http://www.cies.org). Archived Webinars from the 2011-12 competition are also available on the CIES website. There are also some examples of key parts of well-prepared project statements.

**If you are interested in applying for a Fulbright Grant, contact a program officer at 202-686-4000 and/or peruse the Catalog of Awards at [www.iie.org/cies](http://www.iie.org/cies).**

## **The Status of Public Mental Health Services in South Africa**

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### **The Status of Public Mental Health in South Africa**

South Africa, located at the southern tip of the African continent, is an independent country of approximately 48.7 million people. Based on recent health statistics, the country’s life expectancy is low, at 53.4 years of age. The World Health Organization (WHO) estimates both opportunities and challenges for adequate health and development in the country. Among the opportunities are “well developed health policies” and “a National Health Act in place providing legislation” for a structured and uniform health system in the country. These opportunities are tempered by challenges including “equitable provision of health services”, “heavy burden of disease” (including HIV/AIDS, tuberculosis and malaria) and “inadequate health services for health affecting service delivery” (World Health Organization, 2009, p. 1).

In addition to a high burden of disease in South Africa, there is also a high burden of mental illness in the country. According to the WHO World Mental Health Survey Initiative, the lifetime prevalence of any DSM-IV disorder among South Africans is 30.3% while lifetime risk for development of a disorder is 47.5%. The survey showed that, of the 17 countries reporting at the time, prevalence of mental disorders ranged from 47.4% in the US to 12% in Nigeria while projected lifetime risk ranged from 55% in the US and Colombia to 18% in the People’s Republic of China (Kessler, et al., 2007).

The high prevalence of HIV and AIDS in South Africa contributes to the landscape of public mental health in the country. With a large proportion of people living with HIV/AIDS in South Africa, mental health disorders associated with the disease are important to consider. As many as 19% of HIV-infected South Africans also have a mental illness as defined by the Mini-International Neuropsychiatric Interview (MINI). Of all mental disorders measured by the MINI, post-traumatic stress disorder, depression and alcohol abuse/dependence were major mental illness categories discovered as prevalent among HIV-infected individuals. Of these illnesses, depression was the most prevalent (Myer, Smit, Le Roux, Parker, Stein, & Seedat, 2008).

Depression is also correlated with other physical illnesses. Naidoo and Mwaba’s (2010) research indicates depression is a major factor among tuberculosis patients in South Africa. Those South Africans living in poverty and lacking sufficient resources may feel even more vulnerable upon contracting an infectious disease. For tuberculosis patients, the assumption

by community members that they are also HIV positive is an additional stressor. The interaction of these factors contributes to high rates of depression among these individuals.

On the international level, it is generally recognized that the right to health includes mental health. For example the Constitution of the World Health Organization states that “health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (World Health Organization, 1946). Several international charters, also explicitly recognize the right to mental health. The International Covenant on Economic, Social, and Cultural Rights proclaims “the right of everyone to the... highest attainable standard of physical and mental health” (The United Nations, 1966). Regionally, the African Banjul Charter on Human and People’s Rights requires that “every individual shall have the right to enjoy the best attainable state of physical and mental health” and that states party to the charter should “take the necessary measures to provide for the health of their people” (Organization of African Unity, 1981).

More recently, South Africa has promulgated new legislation around mental health, the Mental Health Care Act of 2002 (MCHA 2002). This Act aligns mental health services with the human rights granted by the national Constitution which provides that every South African citizen has “the right to have access to health care services” (Mkhize & Kometsi, 2008, p. 7). The Act further aims to create access to care near the homes and within the communities of mental health care users (Burns, 2008). Most importantly, however, the MHCA 2002 has an ultimate goal of making “mental health a health issue like any other, and not separate it out as something totally different from other illnesses” (Strachan, 2000, p. 5).

While strides have been made in South Africa toward a return to primary health care and legislation for a national health insurance is currently being developed, the integration of mental health into this system and into the general health care debate has been poor. Moreover, as a consequence of low prioritization by government and international donors, mental health rights issues have lagged behind others such as HIV/AIDS and the public mental health system struggles to provide adequate services to its users (Lund, et al., 2008).

The substandard provision of mental health care services, as compared to general health care services in South Africa, has been documented. While expenditure on mental health is not known at the national level, a few of the provinces have been able to report on their local expenditures. Of those provinces, only 5% of their health budgets is spent on mental health care; however, 86% of those funds are spent on mental hospitals as opposed to the desperately needed mental health services at local clinics and in the community (Lund, et al., 2008).

In addition to the low expenditures on mental health, human resources are a challenge. Most nurses in the primary health care system have an already extremely heavy workload and are sometimes resistant to the addition of mental health care users being added to their roles. Further, inadequate training and efficacy building for general PHC nurses “may lead to a loss of professional identity and job securi-

ty” (Mkhize & Kometsi, 2008, p. 107). Additionally, stigma by health professionals leads to poor performance of services and often leads to mental health care users not seeking treatment (Lund, et al., 2008). While a 2010 study suggests that not all South Africans suffering from mental illness internalize negative stigma, the perception that “the general public are rejecting of people with mental illness” may still create a negative impact towards treatment (Sorsdahl, Kakuma, Wilson, & Stein, 2010, p. 6).

Moreover, many South Africans with severe psychiatric disturbances find it difficult to receive adequate mental health services at community-based facilities. A study conducted in the Western Cape, in 2010, suggests that those persons with schizophrenia spectrum disorders do not receive adequate community based care. The study suggests that although many of these individuals seek out services in community clinics, they do not receive necessary services at the primary care level and are often referred on to specialists. This is of some concern, especially in light of the MHCA 2002 which requires that “mental health services should be integrated into primary and secondary care and that patients should use tertiary care (psychiatric hospitalization) as a last resort” (Lund, et al., 2010, p. 236). A considerable number of South Africans find themselves seeking out indigenous healing practices when they themselves, or their family members, experience mental health issues and concerns. These “Traditional healers” use a variety of practices, including Traditional herbal remedies and religious/spiritual practices, to treat mental disorders. Focus groups conducted with Traditional healers (Sorsdahl, Stein, & Flisher, 2010) indicate they do not often refer patients who present with mental health related symptoms, to Western practitioners. Traditional healers in this study felt they were not treated with sufficient respect by Western practitioners, despite their contributions to the health and welfare of their respective communities.

There is some speculation that a collaborative model for mental health provision between Traditional healers and Western practitioners might be successful. A collaboration in this sector must include “evidence-based models of collaboration which promote a reciprocal collaboration at district level and which is respectful of both healing systems” (Campbell-Hall, Petersen, Bhana, Mjadu, Hosegood, & Flisher, 2010, p. 62). In order to be effective, these collaborative models must include Western practitioners who hold respect for Traditional healers and healing practices, and accommodate culturally diverse explanations of mental illness.

With myriad structural and financial challenges presenting to the health system in South Africa, it is important that the mental health of South Africans is adequately provided for and not overlooked by the public health sector. The high burden of mental illness and co-morbidity with other prevalent diseases, which aggravates the situation, calls for mental health to receive prompt and serious attention in the health care debate and in the struggle for the right to health. It is imperative that mental health as a key element of “health” overall is acknowledged and given proper positioning in the programming and advocacy activities of NGOs, the govern-

ment and activists alike.

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## ATOP Meaningfulworld's Psychosocial Rehabilitations Trainings and Healing Groups

### One-Year Follow-Up to the Earthquake in Haiti

January 12, 2011, Port au Prince, Haiti

Dr. Ani Kalayjian  
*Meaningfulworld*

A solemn yet celebratory day in Haiti marks the one-year anniversary of the January 12, 2010, earthquake. 230,000 people lost their lives in this devastating earthquake, 2.3 Million people are still missing; over half of the Haitian population found themselves without homes, 70% of people's homes were destroyed. Although thousands are angry since they cannot get out of the tent-city. Today, on 12 January 2011, streets of Port au Prince were flooded with a sea of hundreds of thousands people dressed in black and white, with some mournful colors like blue and purple or bright forbidden colors sprinkled throughout the crowd.

We began the day with a march to a variety of town centers, churches, community centers, and streets at large. We went to the FOKAL Knowledge and Freedom Foundation where a select group of NGOs, artists, poets, and many other citizens reflected on their feelings of survival and remembered their losses while reinforcing their devotion to hope. "Kanse Pale" ("Stand up and talk") was the theme for the day, which meant express yourself, and discharge emotions, while others in the audience empathically witnessed the events. We then went to pay our respects to Magalie Marcelin, a prominent figure in the women's right movement. We first cleaned up the area around the tomb, where human remains continued to be burned, releasing a strong toxic odor



that was difficult to inhale. The scent weighed heavily on my heart because it reminded me of how fragile people can be. We placed flowers on the grave, burned candles, planted an avocado tree, held hands as we prayed, sang, and then sang and prayed some more.

The afternoon was emotionally moving: We nurtured our body and soul as we sat on the terrace to witness the exact time of the anniversary of the earthquake, 4:47 P.M.. At this time, everyone stood in unison, vehicles stopped moving, and bicycles and motorbikes stood still on the roads. Everyone came out and put their hands up in the air and chanted "Jesus," then sang the Haitian anthem and continued with their marches, memorials, collective meals, and remembrance plans. The sun set very quickly, and people began dancing in the streets in the dark as candles were being lit everywhere. Driving to Jacmel, the beautiful mountains on the southeast side of Haiti, we could not believe the hundreds of thousands of people still in the streets singing, dancing, celebrating their survival, expressing gratitude to one another, and embracing one another.

The Association for Trauma Outreach & Prevention (ATOP) of Meaningfulworld is a charitable 501 c (3) organization founded in 1990, to address the psychosocial and eco-spiritual needs of surviving communities globally. Specifically, it aims to promote the advancement of knowledge about the immediate and long-term human consequences of traumatic events and promotes effective methods of prevention, relief and restoration to those traumatized and to those treating traumatized populations. This goal is accomplished through the recognition of achievement in the advancement of knowledge in the area and through dissemination of knowledge through discussion, education, training, networking, support of professionals, and collaboration with other trauma organizations, and the use of knowledge transfer media. ATOP has served in over 29 missions in 25 countries around the world post natural and human-made disasters, the recent ones being: Haiti, Kenya, Sierra Leone, Mexico, Lebanon, and Armenia. The next ATOP Humanitarian Missions are in Niger Delta in June, Congo in July, Romania in October, and Lebanon in December.

We, the ATOP Team, began our work immediately, surveying Haitians about their feelings and their continued challenges on the day of the earthquake anniversary. Haitians call one another "emotional" but at the same time, it is taboo to express one's emotions or discharge negative feelings, unless it is through reactive behaviors. The next day our ATOP team trained more than 30 students of social work and psychology from several universities, including the University of Notre Dame. Initially, an annual conference was organized to address the emotional and spiritual impact of the



earthquake, but due to election upheaval as well as the cholera epidemic, the conference was cancelled. We decided to go on with our humanitarian mission and one-year follow-up evaluation as planned and were grateful for the local coordination of efforts by Fr. Wismick, Jean Yves Valcour, and Sister Lamerchie. The training utilized the 7-step Biopsychosocial and Eco-Spiritual Model. This seven-step model has been utilized in over 25 countries and 30 calamities, both natural and human-made, with

excellent response. Through this model various aspects of the disaster are assessed, identified, explored, processed, worked through, released, and a new meaning achieved. This innovative model incorporates various theories including: psychodynamic, interpersonal (Sullivanian), existential and humanistic (Viktor Franklian), electromagnetic (EMF), Learning theory, flower essences, essential oils, physical release (Bessel van der Kolk), mind-body-spirit continuum, chakra balancing, prayers and meditation.

Although the roads are still unpaved and rubble caused by the quake still blocks many streets, people have the determination to get to their destinations. Of course, some streets were unpaved and difficult to drive or walk through even before the earthquake, but more deterioration is taking place each day. The majority of the group expressed how the training made them feel better physically: headaches have gone away, body aches transformed, shoulders feel released of all stress; and emotionally: frustration is transformed; hope is strengthened, and plans for action solidified. Everyone prayed to have a smooth election without further violence. Haitians are a fun-loving, honest, sharing, and caring people who are tired of being used by opportunistic dictators. I then invited previous team members Junior Duplier and "Billy" Carl Prophet, who functioned as our interpreters and coordinators of transportation.



On day four we went to the elementary school in Petionville to teach on the subjects of love, nonviolent communication, assertiveness, and forgiveness. More than 200 students standing in rows in the courtyard listened attentively; it was extremely heartwarming to witness their hunger to hear, their curiosity to observe, and their commitment to the messages of love. They were asked to repeat each message after hearing it, and they did so loudly and with conviction. At the end the students surrounded me, asking me what my name was, where I live, and so on! They sang and took photos in groups. We then met with the teachers. I observed that the teachers were using physical punishment (hitting, pinching, slapping) for disciplining purposes. I then conducted a class on disciplining strategies, mindfulness, love, and forgiveness.

On day five we visited the Community Hospital that we worked in last year. We met with the directors and physicians, made an evaluation and comparison, and donated bags of medicine.

On day six we visited Complexe D'orchidee, another primary school, which is located in the heart of a debilitated neighborhood, Delmar 2—perhaps the second-poorest area in Port au Prince. This school is supported by Rose, a Haitian-American who now lives in Boston. Traveling through the neighborhood, one would never imagine there is a school in this area; in fact, the local driver insisted that we must have been given the wrong address, as there could be no school in this neighborhood. Then we turned right and went through an alley and heard the beautiful voices of the children. When we entered we were shocked to see how respectfully the students stood up in unison and began singing a “welcome to our school” song in Creole as well as in English, which brought tears to our eyes. We then visited each and every classroom, spoke with the teachers, hugged the children, and at the end, the team donated a bag of crayons, paper, and other goods to the school. The tuition for each student is \$100 a year, therefore, ATOP is asking your help to support a child in Haiti by paying for one child’s tuition, so they can be educated. I have attached a photo from this very school. Education is the key to the salvation of the next Haitian generation.

[www.meaningfulworld.com](http://www.meaningfulworld.com)



## The Practice of Psychology in Greece

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Psychology first appeared as an academic discipline in Greece in 1926, when a psychology course was first taught at the University of Athens by Theofilos Voreas. Since then, it has been developing slowly in Greece. It was not until recently that psychology received more attention.

Nine years ago, psychology was not a very popular field of study. If somebody were to see a psychologist to ask for help, he or she would have felt the need to hide this fact from other people. A common perception that people had was that seeking help from a psychologist meant that one must have psychological problems. It was commonly believed that one should have something very serious before seeking help from a psychologist. Even today, people harbor prejudice towards psychologists and those that seek their services. This may result from a lack of knowledge about both psychologists and psychological disorders.

Psychology is a relatively young discipline and profession in Greece. In 1979, a law was issued to acknowledge and establish the profession of the psychologist in Greece. Psychology has a 17-year “official” history as an applied professional practice. It was in 1993 when the first licenses in psychology were issued. In order for somebody to become a psychologist in Greece, he or she has to complete a four-year degree in psychology at an accredited university.

Now that licensure has been established, the question is how somebody in Greece can obtain a degree in psychology. While in the United States students usually get into a university first and then declare their majors as sophomores, in Greece, students have to decide what they want to do before entering the university. In other words, in Greece students have to know if they want to become a lawyer or a psychologist as soon as they graduate from high-school. In order to get admitted to a psychology program in a higher education institution, applicants have to take the National Level Examination. The exam typically takes place after students graduate from high-school, and performance on the National Level Examination determines if a student will be offered admission to a certain program in one of the accredited universities. If, for example, somebody fails the National Level Examination or gets a lower score than requirements for acceptance into one of the Psychology programs, he or she will have either to retake the examination or make another career choice. Since the final grade on the examination is the criterion for acceptance to the psychology programs or to any other program, there is a lot of competition. Basically, the idea is that as a future psychologist, one has to score above the average to make one’s dream come true. The National Level Examination takes place only once a year and all applicants across the



country are tested on the same questions. This examination is difficult, and in order to prepare for that, applicants take private classes throughout their last year of high-school. There are even cases of students who begin preparing for the exam two years before the actual exam day. There is a lot of pressure on students to perform well on the examination because their future depends on their exam score.

Currently, there are four different universities in Greece that offer a recognized degree in psychology: the University of Crete, the Panteion University of Athens, the National and Kapodistrian University of Athens, and the Aristotelian University of Thessaloniki, which is the largest university in Greece. The duration of psychology courses of study without specialization is usually four years (approximately eight semesters). For successful completion of studies, it is important to complete 180 hours, including 160 hours (40 courses) attending classes, thesis (10 hours) and a practical training (10 hours). 75% of the classes are directly related to psychology, while the other 25% are related to other aspects, such as Philosophy and Education.

Although pursuing a Master's in psychology is not required to practice psychology in Greece, it is considered highly desirable these days. There are a few postgraduate courses in psychology offered in Greece right now. The duration of the programs is about two years, including one year of practice. Currently, there are postgraduate courses in exercise psychology, school psychology, clinical psychology, developmental-cognitive psychology, and organizational-industrial psychology. Doctoral programs in these fields of Psychology are available as well.

In case somebody has completed a psychology degree abroad and wants to work as a psychologist in Greece, he or she will have to make sure that the degree is recognized. There is an organization called the Hellenic National Academic Recognition Information Center (Hellenic NARIC). This organization works under the Hellenic Ministry of Education and is responsible for the recognition of university degrees that are awarded by accredited foreign Higher Education Institutions. The documents that are required for recognition of degrees from foreign institutions are listed on the official website: <http://www.doatap.gr/en/dikaiolog.php>. In the case of non-European applicants, a work permit is also necessary in order to practice psychology in Greece.

In Greece, anybody with a four-year degree in psychology can call himself or herself a psychologist. However, getting a Bachelor's in Psychology does not automatically mean that anyone can practice psychology. In order to practice psychology or use the title "psychologist", a person would have to hold a psychology license. The Greek professional license that allows practice of psychology is given to all individuals who have graduated from a psychology program with a bachelor's degree after the completion of some paperwork. It seems that this criterion is extremely low compared to what is required in the U.S. in order to become a licensed psychologist. In the United States, a Ph.D. from an APA-accredited psychology program is typically required.

According to the law, there are no official specializations

in Greece. Therefore, somebody who has earned a Bachelor's in psychology and licensure along with a Master's in Sport Psychology is considered to be a psychologist with a Master's in Sport Psychology and not a Sport Psychologist. Usually, psychologists in Greece claim a specialty in some psychology area such as school or clinical psychology although the State has not yet issued an official specialty certificate. Greece is in the process of adopting the EuroPsy Certificate which is a European Certification program that was established across Europe. The purpose of EuroPsy is to define the standards in regards to the application of the profession of Psychologist in more than one setting. These standards define the requirements in order to practice the job of psychologists. The EuroPsy is not a license for the practice of psychology and is not intended to substitute for the laws in each nation for granting licensure. It is basically a set of criteria that defines the tasks of a psychologist. The EuroPsy is issued for a limited period of time and has to be renewed. In order to get the EuroPsy, one has to provide documentation of successful completion of an academic program in psychology. He or she also would have to demonstrate successful completion of supervised practical training. Last but not least, he or she would have to accept the European Code of Conduct for Psychologists.

Various associations have also been founded to represent psychologists of different disciplines in Greece, such as the Association of Greek Psychologists, the Panhellenic Psychological Association, the Greek Psychological Association (ELPSE), the Greek Association for Behavioral Modification (member of EABCT), and the Greek Psychoanalytic Association.

Although there has been a lot of progress in the field of psychology in Greece, it seems that there are many changes that need to occur in terms of the requirements for licensure and specializations for psychologists. The criteria to become a licensed psychologist have to be reviewed and should follow the standards that exist in the U.S. If the criteria were more uniform across nations, a person who is a psychologist in Greece could also be considered a psychologist in the USA.

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## Family Influences on the Career Choices of International Undergraduate College Students

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### Abstract

A literature review, consisting of books and peer-reviewed empirical research studies, was conducted on how families influence international college students' career choices. Due to the limited studies related to international students, parental influences related to other student groups were also examined to draw conclusions regarding international students. Results of the review indicated that parents play a major role in children's gender-role socialization and cultural socialization, which may affect adolescents' and subsequently college students' career choices. We discussed two cultures (individualistic and collectivistic) and how the degree of parental influence on international students' career choice may be different depending on to which culture the student might belong. Implications of our findings and suggestions for future research studies regarding international students are provided.

### Family Influences on the Career Choices of International Undergraduate College Students

Despite the fact that there have been many literature reviews written over the years pertaining to college students and the career decision-making process, most of these literature reviews focus on U.S. students. There are very few literature reviews with an emphasis on international students. A majority of the U.S. colleges and universities, however, host international students; thus it is important to understand how international students choose a career in order for college career counselors and advisors to effectively provide these students with assistance. Previous research (e.g., Bright, Pryor, Wilkenfeld, & Earl, 2005; Lent et al., 2002) indicates that the student's family plays an influential role during the career decision-making process. The purpose of this review is to identify how the family may be affecting an international student's career choice, and to propose suggestions to researchers regarding future research studies that could be conducted. International students in this review refer to foreign undergraduate college students, with a particular emphasis on students from more collectivistic cultures, who were studying in the United States. Because studies were limited, it was necessary to also include research studies that looked at college students from the U.S. and in other foreign countries so

that we could draw additional conclusions regarding international students. The definition of family in this review pertains to the students' parents or legal guardians, as well as to their extended family. In the following sections, gender-role socialization and cultural socialization will be discussed to determine how an international student's family may influence his or her career choice.

### Family and Gender-Role Socialization

In order to understand how family might be influencing college students' career decisions, it is important to look at how these students might be socialized into their gender roles as children. Socialization is "the way in which individuals are assisted in the acquisition of skills necessary to function in their social group" (Grusec, 2002, p. 143). Gender socialization occurs when children and adolescents learn about and develop gender roles (Cobb, Walsh, & Priest, 2009). Wood and Eagly (2002) indicate that gender socialization begins in infancy and that as children grow up they develop gender schemas in which they discover the concept of being men and women. The most important gender socializing medium for children is family, especially parents. West and Zimmerman (1987) state that the conception of gender develops on a daily basis through "social interactions" in order to develop differences between men and women (p. 136). Based on this premise, children learn and establish gender role identities through the constant interactions they have with their parents. Gelman, Taylor, and Nguyen (2004) also indicate that children learn gender roles by watching their parents and other adult family members. Leaper (2002) indicates that parents teach their children values and attitudes about gender, as well as what they consider being appropriate gender roles by mentioning or enforcing gender stereotypes.

Children's and adolescents' gender development may affect their career development, which begins during middle childhood and early adolescence. Parents are the most influential factor regarding children's career development because they pass on career information as well as their beliefs regarding certain careers in relation to gender to their children (Bryant, Zvonkovic, & Reynolds, 2006). One of the main ways parents influence career development is by influencing their children's academic development based on their attitudes toward gender and gender stereotypes, which may affect children's perception of their level of competence in different academic subjects (Wigfield, Battle, Keller, & Eccles, 2002).

Recent research in a western cultural context has examined how parents socialize their sons and daughters regarding math and science. Tenenbaum and Leaper (2003) discovered that sons and daughters are treated differently by parents. They found that fathers gave sons more explanations and used more scientific vocabulary than daughters during a physical science lesson. Lindberg et al. (2008) found gender differences in mother-child interactions they observed during a math assignment. Mothers who believed in gender equality gave equal support and teaching to both boys and girls, whereas mothers who believed in traditional gender roles and

who were more educated in math gave girls more coaching and help than they gave the boys. Thus, both mothers and fathers may encourage or inhibit their children's attitudes and future career interests in different subjects. Based on these research studies, female international students from a western culture may believe that they are not as good as male students in math and science careers and may become less likely to pursue these majors. In fact, UNESCO (2008) found that women worldwide are underrepresented in the field of science. Out of 121 countries surveyed, only 15% of the countries have reached gender equality in science; most are located in Central Asia.

### Family and the Cultural Socialization

Like gender socialization, cultural socialization is a type of socialization children and adolescents are exposed to predominantly by their families. Rothbaum and Trommsdorff (2007) state that there are two different types of culture children and adolescents are socialized into: individualism and collectivism. More individualistic cultures emphasize autonomy and independent decision making, whereas more collectivistic cultures focus on interdependence and having close social relationships (Rothbaum & Trommsdorff, 2007; Triandis, 1995).

A family's involvement in a child's cultural socialization starts during infancy through the process of parental attachment (Bridges, 2003). According to several researchers (e.g. Harwood et al., 2002; Keller et al., 2004), more collectivistic parents spend more time together with their young children, such as holding them, which helps the children develop close relationships. More individualistic parents help their children develop autonomy by being more separated from their children and encouraging them to make their own decisions.

Parents also culturally socialize their children through their parenting styles. The authoritative parenting style is considered to be the best parenting style for more individualistic cultures because it encourages children to be independent, whereas the authoritarian parenting style is considered to be the best for more collectivistic cultures because it emphasizes discipline and the importance of having close social relationships (e.g. Baumrind, 1971; Chao & Tseng, 2002).

Mazzarol and Souter (2002) found that international students' families are a major factor in decisions to study abroad. Once international students arrive in the United States, Poyrazli, Kavanaugh, Baker, and Al-Timimi (2004) found that they begin going through the process of acculturation, which is the process of having to adjust to a new culture. Not only do international students have to adjust to American culture, they have to become fluent in English and adapt to the U.S. education system as well (2004). Yeh and Inose (2003) said that acculturation may be more difficult for international students who come from more collectivistic cultures because more differences exist between international students from more collectivistic cultures and international students from more individualistic cultures.

Yi, Lin, and Kishimoto (2003) stated that succeeding academically is the most important concern international

students have. This could be due to the fact that, according to Popadiuk and Arthur (2004), international students feel considerable pressure from their families to do well. Even though international students want to achieve their academic goals, Prue (2004) indicated they may have a hard time adjusting to the U.S. education system due to different teaching styles. Zhang and Dixon (2003) indicated that how international students deal with their acculturative issues can affect whether or not they will academically succeed. Therefore, students who struggle with acculturation may not do well in college.

It is important to present a major recent research study by Singaravelu, White, and Bringaze (2005) that compared more individualistic cultures to more collectivistic cultures regarding college students' career choice. They compared U.S. students to international students in order to look at how satisfied these students were with their major/career choices. The international student group was divided into Asian and non-Asian groups. All of the students indicated that their family, particularly their fathers, was an important influencing factor when they were choosing a major/career. Family influence was considered to be a stronger factor for the non-Asian international students, whereas it was considered the lowest by the U.S. students. Constantine, Wallace, and Kin-daichi (2005) state that particularly college students from more collectivistic cultures are socialized to consider how their decisions will affect other people, so they will choose careers that will satisfy their parents. Tang (2002) points out that college students from more collectivistic cultures are more willing to compromise with their parents regarding their career choice. Therefore, international students from more collectivistic cultures may defer their career choice to their parents or feel that they need to strongly consider their family's wishes regarding their career choice, whereas the ones from more individualistic cultures may feel that they have more control over their career choice.

### Conclusions

Based on the research studies in this literature review, it appears that families influence international college students' career choices through gender-role socialization and cultural socialization. Families, especially parents, start giving their young children messages about gender roles and what each gender stereotypically might want to choose as a career. In addition, families in more individualistic cultures tend to encourage their children to make their own decisions with some guidance, while families in more collectivistic cultures may expect that the child gives more weight to his or her parents' wishes. Therefore, counselors, student advisors, and college faculty who work with international students may need to consider the influence of the family when helping these students to make the decision to declare, stay in, or change a major.

One limitation of this literature review is the fact that few research studies related to career choice have been conducted on undergraduate international students who are studying in the United States. Because there is a lack of research

regarding the career decision-making process of international students, there are several research studies that researchers should consider conducting. The first research study could be a longitudinal study that looks at undergraduate international students. Researchers could begin to follow the students from the time they enter college in the United States, and they could look to see what the international students' majors are when they begin their college education in the United States. The students could be followed throughout their undergraduate education in order for the researchers to explore their patterns of choosing a major. Researchers should also look at the frequency with which international students change their majors. A second research study researchers could conduct is a study that compares U.S. and international undergraduate students in order to see if there are any possible differences regarding how often the students change their majors while they are in college. If the researchers find any differences between the U.S. and international students they should explore the reasons why the differences exist.

Finally, there is still a lack of research regarding the specific ways in which international students' families influence their career decisions. Therefore, more research needs to focus on how the family influences international students' career choices. In order to do this, researchers should conduct a mixed method study. During the first part of the study the researchers could interview the international students to see how their families might be influencing their career choices. The researchers would then administer a career choice survey to the international students to answer questions about their major choice. Both the interview and career choice survey questions should be based on the Chope's Family Protocol, which provides ways of assessing how the family influences the career decision-making process of college students (Chope, 2005). Chope's Family Protocol has been used with many different cultures and ethnic groups, which makes it a good assessment to use with international students. Because Chope's Family Protocol is one of the few assessments that measures how the family influences college students' career choices, developing measures to explore how the family influences the career decision-making process of college students should be an important part of career development research. Due to the fact that more recent research has begun to focus on the career decision-making process of international students, this is likely to continue to become a popular research topic in future studies for years to come.

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### Social Psychology and International Conflict Resolution

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For almost 25 years, I sometimes tolerated, sometimes enjoyed, a typical academic career in social psychology, teaching at five universities, publishing a textbook and research papers, and even serving as a department chair. During those years, having arrived in academia mostly by chance (Gross, 1998), it occasionally occurred to me that ivory tower scholarship was not my natural calling. For one thing, I often found myself diverted off campus by forays into political campaigns, business deals, and social causes. For another, I was afflicted by writer's block and almost perished on the tenure track.

As a grad student at Stanford, during some very difficult years at the University of Wisconsin in the late 60s (where the

three "colleagues" closest to my interests were unavailable and unsupportive), and even after becoming tenured, I continued to feel tension between relatively pure science shared only with interested colleagues, and applied work with potential to impact and benefit non-academics and the general society.

My first attempts to stray from the rigorous laboratory work that defined the experimental social psychology of the 1960s were ventures into field studies inspired by the work of Donald Campbell and others. Abandoning the Psychology 101 subject pool yielded results with increased external validity, created interesting work for my collaborators and me and provided fodder for some papers and talks (Gross & Doob, 1976; Doob & Gross, 1968; Gross, 1975). However, despite some interest by the media including a mention in *Playboy*, the impact of these field studies on society was hardly noticeable.

Prior to relatively recent involvement in international work, my most extensive attempt at applied research began during the painful years at Wisconsin in collaboration with social work colleague, Irving Piliavin. Based on earlier laboratory work demonstrating that people often do not ask for needed help (e.g. Broll, Gross, & Piliavin, 1974), we successfully applied for a federal grant to study the effects of different methods for delivering service to a population of welfare mothers in Minneapolis. An extensive three-year field study yielded results that clearly identified a means of service delivery that greatly benefited the recipients compared to the standard method in use at the time. Subsequently, we prepared the results for publication in a major social work journal, (Piliavin & Gross, 1977), and sent several copies to the U.S. Department of Health Education and Welfare.

We anticipated that it would be difficult to obtain the attention of busy policy makers, but surprisingly we found that our results were read and understood. Naively, however, we had failed to recognize that our interests and values differed from those with power to implement and act. We had inadvertently delivered a template that allowed bureaucrats to determine how they could conserve funds, mainly by retaining the programs *least* likely to result in more aid for the needy target group. Because this and other attempts at applied research failed to have a desirable impact on various social problems, I came to recognize that academic research without opportunity to implement results was inadequate to affect real world phenomena.

A fortuitous diversion into a lucrative business in the mid 80's provided an opportunity for me to finally resign my academic position and to dedicate more of my time to applied problems, especially in the international arena. This travel-related business also provided cheap or free airfare that allowed me to become familiar with cultures on several continents.

Although I had previously devoted some time to projects outside the USA including airline consulting in Ethiopia and teaching English in Mexico, I was formally introduced to international conflict scholarship and peacemaking applications during an intensive summer fellowship at the Solomon

Asch Center for Ethnopolitical Conflict at the University of Pennsylvania in the late 1990's (<http://www.brynmawr.edu/aschcenter/about/index.htm>). Visitors to the Asch workshops included many international scholars, including psychologists Paul Rozin and Clark MacCauley who co-directed the program, and Herbert Kelman, Ervin Staub, Michael Wessels, among many others. Roy Eidelson, past president of Psychologists for Social Responsibility, served as Executive Director of the Asch Center until it moved to its present location at Bryn Mawr College in 2008.

In addition to the excellent lectures, stimulating discussions and extensive readings, the Asch center experience led to a number of collegial connections, some of which resulted in interesting and challenging international work. For example, Shanee Stepakoff invited me to offer mediation training to her staff at the UN Special Court in Freetown, Sierra Leone; Charles Malcolm asked me to deliver a research colloquium on help-seeking in Cape Town; and Thomas Hill opened the door to my current adjunct professorship at New York University's Center for Global Affairs where I offer applied courses in mediation skills.

Having devoted much of my volunteer time after retirement from academia to conflict resolution work, especially mediation (Gross, 2007), I often attended professional ADR (Alternative Dispute Resolution) conferences. While attending one of these meetings a few years ago, I heard Kenneth Cloke, co-founder of Mediators Beyond Borders (MBB) ([www.mediatorsbeyondborders.org](http://www.mediatorsbeyondborders.org)), speak about his vision for the new organization. The opportunity to combine my international interests with the conflict resolution skills I had acquired from many trainings and volunteer work, mainly with the Safe Horizon Mediation Program in New York City<sup>1</sup>, became apparent immediately.

During the past few years, in collaboration with MBB teams, I have developed and worked on a number of projects designed to build conflict resolution capacity in locations around the world. My involvement with MBB as a project leader and as a board member, has included working with Liberian refugees and child soldiers, Hurricane Katrina victims, villagers in Colombia and members of the Iraqi Peace Network. In addition, I have advocated for the use of mediation to resolve conflicts with delegates and others attending UN climate change conferences, and with Ghanaian attorneys and land settlement officers.

At first, I viewed my ventures into peace making and conflict management as a separate career almost completely divorced from the many years endured within psychology departments. However, it soon became apparent that important principles derived from social psychological research could be applied during MBB and other interventions.

One of the most basic principles, and one often ignored when dealing with groups in conflict, is that all stakeholders must be invited to participate in facilitated discussions, meetings and other activities. Although sometimes impractical

when dealing with very large populations, I consider it critical to ensure that those who are likely to affect decisions and actions be strongly encouraged to attend and participate in all meetings. Inclusion of relevant stakeholders has almost become a standard practice, but this was not always the case. My consciousness for this critical factor had been raised by one of the studies assigned in my first year of social psychology grad school!

Although some have criticized the interpretation of its results, the classic study at Harwood Mills (Coch & French 1948) indicates that decisions reached with full group participation were more likely to be accepted and implemented. The Coch and French results are not directly relevant to conflict situations, but there is a strong implication that people not present or even those represented by others are less likely to buy into whatever agreements or decisions are made during group meetings. As a consequence of the Harwood Mills research combined with much group work experience, I now delay, reschedule, move venues, and take whatever actions are necessary to encourage full attendance of all who are involved in a conflict. One of the first tasks in mapping a conflict, and planning for useful interventions, is to identify all of those involved or affected. The identification process often involves intense interviewing and networking to make sure that all of the critical players are invited to the table and strongly encouraged to attend.

Another important strategy borrowed from social psychological theory and research is closely related to the popular and widely tested "contact hypothesis" and the renowned Robber's Cave study (Allport, 1954, Sherif, M, Harvey, O.J., White, B.J. Hood, W.R. & Sherif, C.W., 1969/1988) that predict that when parties work on a common problem, they often develop more positive attitudes towards each other. Allport and others have proposed and demonstrated that properly managed contact between adversarial groups working on a common problem can lead to better interactions. Some necessary conditions for the effectiveness of intergroup contact include equal status between groups or parties; common superordinate goals for the task at hand; and an interdependent task structure that requires cooperation between groups to perform the task well.

Because of the potential benefits of such contact, we have recently introduced pre-mediation training as warm-up exercises in large multi-party conflicts. In addition to the usual advantages of trainings, especially those that include interactive skill exercises, these exercises also offer benefits derived from simply engaging disputants in a common task not directly related to the conflict that brought them to the table. This method has been employed successfully among groups involved in New York City community disputes and in a recent MBB intervention between two potentially violent student groups at a West African University.

In the West African sessions, we successfully risked including some content material in the training exercises that related to issues at conflict. After the training, which included tasty food, videos, handouts with major take-away points and certificates of completion, many of the participants recog-

<sup>1</sup> After July 1, 2011, this Program will become independent and be renamed "New York Peace Institute".

nized that they had survived, tolerated, and in many cases enjoyed mutual activities with others previously identified only as adversaries. In a sense we had successfully channeled the spirit of the camp boys at Robber's Cave (Sherif et al., 1948) who had first despised and shunned boys assigned to competing teams, but later learned to cooperate with them after collaborating on common tasks.

Although we have consciously borrowed major principles from social psychological research related to the Harwood Mills and Robber's Cave studies, many of our other international practices have benefited more subtly from social psychological theory and data. For example, when we are able to successfully engage adversaries in dialog or other peaceful mutual activities, their cognition that "I worked/talked with them successfully" can be viewed as inconsistent with the cognition that "I hate them" or "I should shun them". When opposing parties engage in mutual activities, negative beliefs become inconsistent or dissonant (Festinger, 1957) with the positive behavior and are likely to change.

As another example, we often encourage disputing parties to understand the other side's point of view, and to empathize with their feelings when mediating or facilitating dialog among adversaries. And when asking our clients to consider an intervention or training, we usually include both potential benefits and costs or risks. These mediation and presentation practices are at least tenuously related to the finding that two-sided communications are usually more credible and often more persuasive than a one-sided sales pitch (Hovland, Lumsdaine, & Sheffield, 1949).

Our international work is certainly not the first or only application of psychological principles related to conflict, negotiation, and peacemaking (e.g. Pruitt 2011; Rubin 1981; Kelman, 2010). Many prominent social psychologists have produced excellent research and writing that is directly relevant to negotiation, conflict management and peacemaking. And a number of academic journals<sup>2</sup> regularly publish articles applying psychological data and theory to peacemaking and conflict resolution.

The empirical frame inculcated via a solid education and extensive experience in academic psychology does more than make it likely that we will apply concepts like inclusion and equal status contact. In addition, a scientific background leads to better understanding of the utility of systematic data collection that can be used effectively in evaluating projects to determine whether they should be continued, adjusted or abandoned. Lastly, experimental social psychology's focus on how situational variables frequently overwhelm individual differences leads us to consider the impact of various interventions and/or causes of problems in general (for more on this issue see Zimbardo, 2007).

<sup>2</sup> See for example *Peace and Conflict: Journal of Peace Psychology*, The Journal of the Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division of the American Psychological Association; and *Conflict Resolution Quarterly*, a publication of the Association for Conflict Resolution <http://www3.interscience.wiley.com/journal/97519532/home>.

Looking back on my career change from academic to applied and international work, it seems less an abrupt break and more a fortunate transition. It has become increasingly clear that my peacemaking colleagues and I often build elements of our interventions and projects on the solid foundation of academic research.

*Note: Thanks to Harold Takooshian for suggesting that I contribute this piece and to Sarah Davies for helpful comments.*

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## A Brief Experiment in China: A Western-Style Department of Psychology at Fu Jen Catholic University, 1929-1933

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In 1932 the *American Journal of Psychology* published a review of recently established psychology laboratories in China (Chou, 1932). As an update to this publication Gregory J. Schramm, a Benedictine monk and experimental psychologist, published a brief report in the journal *Child Development* describing the psychology laboratories that he helped establish at Fu Jen Catholic University in Beijing. Among the three laboratories at the university Schramm identified the child study laboratory as most distinguished, "... believed to be the first and only one in China, which was originally erected and completely controlled by a department of psychology without school system connections" (Schramm, 1933, p. 279).

Gregory J. Schramm was born in Newark, New Jersey on January 9, 1898. Schramm completed his AB degree in St. Vincent's College in Beatty, Pennsylvania (1920) and was ordained in the order of St. Benedict (O.S.B.) in 1925 after completing S.T.B. and S.T.L. degrees at St. Vincent's Seminary in Latrobe, Pennsylvania (Curtis & Elder, 1960). After earning an MA from Catholic University of America, Schramm continued his training in experimental psychology in two influential American departments of psychology. He attended Columbia University at a time when the "Columbia School of Psychology" under W. S. Woodworth had already established itself as one of the "Seven Psychologies" (Heidbreder, 1933). Schramm's (1927) thesis "The Relative Affectivity of Association and Personal Reference Stimuli as Measured by the Psycho-galvanic Reflex and Introspection" was within the framework of Woodworth's dynamic psychol-



Figure 1 – Catholic University of Peking changed its name to Fu Jen Catholic University when the Chinese Ministry of Education officially approved the university in 1927. The Cassinese-Benedictines of St. Vincent Archabbey purchased the Beile Tao Palace in Beijing as its campus and constructed the main building in 1930. (Courtesy of St. John's Abby, Collegetville, Minnesota)

ogy which supported the use of introspective and objective response measures (Graham, 1967).

Schramm continued his training in experimental psychology at Johns Hopkins University but shifted his interest to child development, earning his Ph.D. in 1929. His dissertation, *Direction of movements of children in emotional responses*, was a systematic examination of children's approach and avoidance responses to animals. Schramm systematically exposed children 3 to 6 years of age to a rabbit, rat, frog and parakeet at successively varying distances as they were confined to a high chair or free to walk in the room. The high chair used in the confined condition contained four pneumatic sensors that measured gross body movements. Among his observations was one of the earliest descriptions of habituation in children. His dissertation work was not published immediately, however, appearing in the journal *Child Psychology* six years after earning his doctorate (Schramm, 1935). But there was good reason for the delay in publication. Shortly after earning his Ph.D. the Cassinese-Benedictines of St. Vincent Archabbey (Latrobe, Pennsylvania) appointed Schramm acting dean of the College of Education in a new university in China—Catholic University of Peking (Beijing).

Two Chinese Catholic scholars from Beijing petitioned Pope Pius X in Rome in 1912 to establish a Catholic university in China that would integrate Christian faith in its curriculum with Chinese intellectual and western scientific thought. At the request of the Holy See the Cassinese-Benedictines of St. Vincent Archabbey established the university in 1925 beginning with an affiliation with Fu Jen Academy (also named McManus Academy of Chinese studies). The university's duality as a western Catholic and Chinese university was achieved successfully by introducing western science





Figure 2. Gregory Schramm in the general psychology laboratory of the Psychology Department at Fu Jen Catholic University. (Courtesy of St. John's Abby, Collegeville, Minnesota)

while preserving an appreciation of Chinese culture (Chen, 2004).

In 1927 a reformed Ministry of Education under a new Chinese National Government forced expansion of the university from 1 to 3 schools and a name change to *Fu Jen Catholic University*. One of the added schools was the School of Education consisting of a Department of Pedagogy and a Department of Psychology. Schramm was acting dean of the School of Education the first year but served as the chair of the Department of Psychology his remaining years at the university (Chen, 2004; Wu, 1993). The department curriculum was described as offering "... all the important fields in the realm of Psychology at the collegiate level. The varieties of psychologies spread over the four-year course" (Fu Jen News Letter, April 1931, p. 7). In the early days of experimental psychology Catholic psychologists at Christian institutions had to come to terms with the new scientific psychology by defending its legitimacy while arguing against assertions that the new science demanded an atheistic or agnostic philosophy (Misiak & Staudt, 1954). With training in experimental laboratories at three different American psychology departments Schramm was in an excellent position to introduce the science of psychology to Chinese students within a Catholic context.

Schramm designed the child study laboratory primarily to observe and test preschool children under controlled laboratory conditions. The young American psychologist's efforts as director of a "pioneer child study laboratory" in an exotic land even made notice in the popular press (The Science News-Letter, 1932). However by 1933 as a result of the hardships of the Great American Depression the Cassinese Congregation of Benedictine Monasteries could no longer finance Fu Jen Catholic University, transferring operation to the care of the *Divine World Fathers* (Wu, 1993). When the Chinese Communist Government took power in 1949 the Ministry of

Education dismantled Fu Jen Catholic University, annexing what remained to the Beijing Normal University in 1952. Fu Jen Catholic University would be re-established in Taiwan in 1961.

With St. Vincent Archabbey no longer involved in Fu Jen Catholic University Schramm returned to America. In 1937 he was hired as a lecturer of psychology in the urban division of Seton Hall College in New Jersey (Setonian, Feb 8, 1937). The urban division of the college was established in 1936 as an extension college to provide men and women unable to attend the program at the main South Orange campus (which at the time was exclusively male) an opportunity to attend college in Newark and Jersey City. By the next academic year Schramm was appointed professor of psychology on the South Orange campus in the newly named Department of Philosophy and Psychology. He would establish a laboratory and teach experimental psychology and child psychology. But by 1940 there was no longer a Department of Psychology on the South Orange campus and Schramm had left to teach for two years in the graduate program at Fordham University. He would eventually return as a faculty member in a newly formed Psychology Department at Seton Hall University and retire in the late 1960s. Schramm died September 15, 1972.



Figure 3. Gregory Schramm testing a child participant in the gardens of the Child Study Laboratory. (Fu Jen News Letter, April 1931, p. 14)

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### The January 2011 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:** Information about the new four year ISIPAR membership option with a reduced dues schedule; an article by Lucy Bowe and Louise Arsenaault entitled "Resilience Among Young Victims of Bullying"; information about upcoming conferences 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](http://www.isipar.org).

You can read all prior issues of *Interpersonal Acceptance* by going to [www.isipar.org](http://www.isipar.org) and clicking on Newsletter in the left navigation pane.

### Thoughts on the Status of the Mental Health Psychologies in Thailand

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### Introduction

In an attempt to promote the development of Psychology in Thailand, and especially those disciplines dealing with mental health as Clinical Psychology, Counseling Psychology, Social Work and Marriage and Family Therapy, senior scholars from the US have been annually invited to lecture or teach mini-Psychology courses, consult on curricular development and promote the exchange of Thai students to the US for advanced doctoral training (Svare, 2011). Among the intended audience of these top-down efforts, it is presumed would be Thai administrative personnel who are in the position to initiate and establish the necessary structural organizations to implement new Psychology programs and Departments at various institutions of higher education in Thailand. Not only are advanced programs at the Master's and Doctoral levels needed, but a dynamic and flourishing undergraduate college level curricular is a sine qua non to provide a broad based feeder system into the yet-to-be established graduate programs. This is an important step in the revitalization of

the profession of Clinical/Counseling Psychology in the Thai Mental Health Care System without which jobs taken over by other mental health professionals would override and make superfluous the Thai Psychologist, or at least relegate them to technician status, similar to the first generation of Thai psychologists (Tapanya, 2004).

### Impediments

However, there are at least five deterrents/impediments for the growth and development of Clinical/Counseling Psychology in Thailand. These may be broadly categorized into the following areas: cultural, religious, educational, economic, and the influence of the family.

The cultural area involves the attitude ingrained in young Thais from very early on to respect their elders, to treat them with deference and unquestioned obedience. These concepts are expressed in the Thai term *kao rop* meaning *respect*. In a much broader sense it is expressed in the relationship between *phuu yai* (big person) and *phuu nawy* (little person) along the lines of social rank defined by age (adults vs. children, elder vs. younger siblings), wealth (haves vs. have-nots), occupational status (employers vs. employees), education (highly educated vs. less educated), political power (elected vs. appointed), law enforcement (military/police vs. civilians), nationality (Thais vs. farangs or foreigners), etc.

In the religious arena, it is not uncommon for young Thai males to enter a Buddhist Wat (temple) for a short period (1 week up to 3 mos.), and this brings great merit for the family. Here the novice is exposed to a set of monastic vows imposing disciplinary rules accompanied by meditation and religious (Dharma) study. During the day, barefoot robed monks may be seen receiving gifts (food or money) in their bowls, and through this process, much merit is accorded the donor. Monks are often brought into homes to bless and recite prayers for anniversaries as for a respected and departed member; into Universities to religiously celebrate auspicious occasions, into political (see Fig. 1) and monarchy-related events.

The ever pervasive appearance of monks is a constant reminder of the role of Buddhism in the daily life of all Thais. Monks are sought out for counseling on a variety of psychological issues or emotional problems, and the donation can be much less than the cost of seeing a Clinical Psychologist or a Psychiatrist, depending on the generosity of the donor. There is still a strong stigma attached to seeking mental health services, so it is more socially acceptable for Thais to seek help from monks.

In addition, there is a famous Wat in Saraburi Province that has a reputation for helping people who are suffering from drug (heroin/opium) addiction by employing traditional Thai herbal medicine, psychological support and aspects of Dharma. Wat Tham Krabawk claims a success rate of 70 to 80% with treatment lasting up to 6 months, initially involving emetic herbs to detoxify the body. Upon completing the program, patients ingest a sacred paper inscribed with a vow to remain drug free, which if broken would incur the wrath of the spirit world. In 1975, after 57,000 addicts were treated, the respected head of this Temple was awarded the Mag-saysay Prize. Thus, because of the manner, style, discipline and the respect accorded the Buddhist monks, the Thai people, in general, believe that Monks can help solve or ameliorate their everyday problems, more so than psychologists and/or psychiatrists.

Thai people have their own way of dealing with stress and emotional problems. They practice meditation as prescribed by Buddhism. It would be difficult to scientifically prove that this technique has validity but the incontrovertible fact is that the growth of people from all walks of life practicing meditation suggests the use of this technique is considered a practical way of dealing with emotional issues, perhaps by leading to an increase in self-awareness.

The current Thai system of higher education with its emphasis on not questioning or challenging the authority of the Professor directly, because it is improper or impolite, is well known. This stifles creativity and independent thinking,



*Fig.1 The interior of Wat Luang in the city of Phrae (Northern Thailand) where a wealthy merchant from Chonburi has made a large donation to the monks in the presence of local government officials, bringing together the religious, political and familial influences ever present in Thai society.*

while simultaneously encouraging rote learning where, in many cases, the notes of the Professor become the notes of the student without passing through the brains/minds of either. It would be interesting to note if there are any seminar courses or independent research courses both on an undergraduate level as well as in those Psychology programs offering a Ph.D. degree (like Chulalongkorn Univ.). It would be interesting to specify the courses constituting a Psychology major in the undergraduate curriculum. For instance, are there courses in Abnormal Psychology, Tests and Measurements, Internships or Clerkships, Biological Bases

of Behavior, Theories of Personality, Social Psychology, etc.? Is a Senior Research Project in the college curricula required before graduating? This offers an opportunity for the student to actually get involved in designing/ planning and carrying out his/her own research. If a senior Project is required, are

there opportunities for these studies to be presented? This could easily be accommodated at Mahidol University (See Fig. 2) where many such conferences are annually hosted. Alternatively, is there a national honor society serving as a venue for such an activity, similar to the US Psi Chi Society that is strictly for undergraduates? There are a number of advantages for such a formation, not the least of which is identification with the discipline, coupled with an increase in motivation to study further by working for an advanced degree. This bottom-up approach would further strengthen the development of Psychology.



*Fig. 2 An aerial view of Siriraj Hospital and Mahidol University on the banks of the Chao Phraya River, Bangkok, Thailand*

Another important element having a detrimental effect on the formation of new programs concerns the recent Thai economic situation. A change in the government's policy toward funding higher education programs occurred at and around 2004. Prior to that, public universities were under the jurisdiction of the Ministry of Education and received financial support from them. Since then, the economic recession in Thailand mandated a reduction in subsidies, thereby forcing all public universities to initiate fund-raising activities. In addition to curtailing new programs, all employees of public universities hired after 2004 were no longer considered civil servants, and therefore, were not entitled to health care or retirement benefits. Without money, it is impossible to hire the necessary faculty to staff new programs to meet the need of an expanding student enrollment. While recognizing the need for development in the direction of Psychology, its growth seems to be halted or at best, severely curtailed. Unless the Thai people are aware of the importance of Psychology in their everyday life, the chance for expansion is minimal, regardless of the money. Other programs focusing on public health issues (lymphatic filariasis, HIV-AIDS, mosquito allergies, malaria, parasitic infectivity, etc.) are considered more important, and therefore, are more likely recipients of the limited financial aid that is available.

Finally, the role of the family impacts the type of care received by the mentally ill. At the center of Thai society is

the family unit consisting of all blood relatives and those who marry into the family. In the next strata, are friends, professional colleagues, and close acquaintances. Beyond this circle is everyone else. When anything goes awry within the family circle, the members close ranks and attempt to ameliorate or lessen the negative impact. The Thais have great respect for the family unit. Therefore, in many cases, when one member is stricken with a mental illness, instead of seeking long-term care in a mental hospital, home care is the preferred mode of treatment. This obviates, to a certain degree, the stigma associated with "losing face" by having a mentally ill family member, even though hospitalization and the treatments they offer are recommended. Also, since most Thai parents want their children to be well, seeking mental health services may bring shame and guilt to the family. Consequently, people with mental health concerns may exhibit reluctance in seeking parental advice/support, and would more likely seek out friends. Thus, the concept of peer counselors becomes critical in the advancement of Psychology in Thailand. China and Taiwan have already adopted this model under the supposition that it increases/improves mental health more effectively. It also may help in "planting seeds" to germinate interest in a new generation of students to pursue their education in this important field, reasoning that they also can make a difference.

### Conclusions

These impediments are not written in stone. They can be overcome but the process is long and arduous. There is no quick easy fix. The establishment of new curricula in new programs is a combination of a top-down effort by administrators and a bottom-up approach by the undergraduate departments. This will strengthen a broad-based foundation for the implementation of graduate level training that is currently lacking. Marketing is needed to inform and educate the Thai people about Psychology. This may be realized through (a) advertising and public relations efforts through local media outlets, (b) showcasing to the public at University/Collegiate events, the research efforts of Psychology majors, (c) highlighting specialized interests that characterize particular Psychology Departments. All of these activities would be aimed at explaining the technical aspects of Psychology in a jargon-free manner to the Thai public. At the same time, this is a two-way street. Scholars in the US can learn much from what has already existed in Thailand. It is more about collaboration and learning from one another, rather than "having them to be more like us."

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and is the current CEO of Aquinas Consulting, LLC in Milford, Connecticut. Adipat Chaichanasakul, MA from University of Missouri is finishing his predoctoral Internship at Stanford University and is a doctoral candidate in Counseling Psychology from the University of Missouri, Columbia, Missouri. Kornraphat Ralukruedej, MD from Mahidol University is pursuing an advanced degree in Tropical Medicine from Mahidol University, Bangkok, Thailand. Taniya Kaewarpai, MSc from Mahidol University is a doctoral student in the Department of Immunology at the University of Aberdeen, Aberdeen, Scotland.

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## Internationalizing Your Psychology Course: Preliminary Survey Findings

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Colleges and universities across the country are internationalizing their campuses and curricula. Increasing numbers include the goal of developing global citizens in their mission statement. There are many compelling reasons why a growing number of instructors have tried to internationalize their courses in some way. These include the need to develop intercultural awareness, sensitivity, and knowledge among students, the lack of “Cross-national” knowledge, research, and perspectives about psychology, and that psychology is inherently an international or global field of study (Stevens & Gielen, 2007). There has been an increasingly urgent call by prominent psychologists in the U.S. to internationalize the U.S. psychology curriculum (e.g., Bartolini, Gharib, & Phil-

lips, 2009; Grenwald-Mayes & Moore, 2002; Hogan, 1996; Marsella, 2007; Stevens & Gielen, 2007; Stevens & Wedding, 2004; Takooshian, 2004; Velayo, Oliva, & Blank, 2008).

In 2004, the American Psychological Association was one of the grant recipients from the American Council on Education (ACE) funded through the Carnegie Foundation. APA formed a small task force of psychologists with an international perspective and relevant expertise to determine ways to promote the internationalization of the teaching and learning of psychology at colleges and universities in the United States (APA Task Force on Internationalizing the Undergraduate Psychology Curriculum, 2005).

Internationalization of the psychology curriculum has been an important concern of Division 52, International Psychology, since its inception in 1997. The Division’s Curriculum and Training Committee is charged with promoting and supporting internationalization of psychology across the educational span, including high schools, colleges and universities, graduate school, and specialized training programs. As part of this effort, several APA Convention panels have been offered along with hospitality suite conversations to promote internationalization of the curriculum. Lively discussions among panel audiences and hospitality suite attendees suggested a number of psychology faculty are very interested in finding ways to incorporate global perspectives into the courses they teach. We hoped that from a survey of faculty who are currently internationalizing their psychology courses we would learn something about the methods and approaches they use. The Curriculum and Training Committee conducted a survey to discover how psychology faculty members have attempted to internationalize the courses they teach.

### Description of Survey Project

The online survey “Internationalizing the Psychology Curriculum” began early in 2009. The survey was sent to members of Division 52 and select non-members through the teaching of psychology listserv administrated by the Office of Teaching Resources. There were 128 respondents to the survey by the end of 2010. More than half of the survey respondents had begun to internationalize courses they teach. Survey responses in this article have been edited.

### International and Internationalized Courses

Courses inherently international, such as cross-cultural, international, and peace psychology, were most frequently mentioned as courses taught with international content. Of courses not traditionally thought of as international, survey respondents had internationalized courses in developmental, research methods, abnormal, gender, history, introductory, organizational, educational, cognitive, neuro/physiological, and personality. The method used most often (91.7%) to revise courses to include global perspectives was infusion of international content throughout the course. Far fewer (16.7%) added international content in a module format. Several individuals had both infused and added modules to internationalize courses.

### How Faculty Internationalized Courses

When survey respondents gave specific examples of how they had internationalized psychology courses, nearly all responses corresponded to one or more of the following categories: lectures, classroom activities, and student assignments. Many responses reflected a desire to expose students to greater diversity in areas such as cultural, economic, education systems, and gender relations.

#### How Faculty Internationalize Lectures:

- Use a comparative method, United States compared to another country, such as in teaching gender and educational systems
- Include contributions of non-United States psychologists
- Infuse cultural content into all examples
- Use case studies from other countries
- Include anthropology sources and concepts
- Use international data sets
- Draw from personal cultural and international experience
- Include indigenous psychologies

#### How Faculty Internationalize Classroom Activities:

- Show films that enhance an international perspective and critical thinking pertaining to psychological constructs
- Post a global map to point out world areas
- Invite guest speakers such as visiting scholars, international students, and study-abroad returnees
- Students discuss how given information applies internationally
- Discuss methodologies used in other countries
- Assign exercises using international data sets
- Discuss world events and current issues
- Fields trips such as to the United Nations

#### International Student Assignments:

- Research and papers on psychology in other countries
- Research on psychologists from other countries
- Readings in the field of international psychology
- Readings from other disciplines
- Read news from other countries
- Interview someone from another culture
- Collaborative project with students in another country

There also seems to be a growing number of psychology instructors who recognize the importance of using Internet-based technologies in the classroom as an efficient and convenient way to help internationalize their courses (Power & Velayo, 2006). Such technologies can be particularly relevant and effective pedagogical devices in internationalizing the psychology curriculum (Velayo, Oliva, & Blank, 2008). Blogs, wikis, Facebook, Google groups, LinkedIn, Twitter, YouTube videos, and Skype are among the more common

web platforms used to enhance lectures, classroom activities, and student assignments. Given that many students are relatively familiar with many of these technologies, their use can facilitate readiness to seek international content to infuse in the course, and also to communicate and collaborate with others across geographical regions of the world.

### Goals for Psychology Students with Respect to Internationalization

Stated goals for psychology students reflected four main areas; content knowledge, perceptual framework, skills, and experiences. Representative responses are included below:

#### Content Knowledge

Survey respondents want their students to know psychology is an international discipline and to understand what makes it so. Following are representative comments regarding what faculty want their students to know with respect to international content knowledge in psychology:

- Awareness of limitations of current state of psychological research, that the vast majority of research has been conducted by Western researchers with Western college students
- Understand the issues surrounding psychological universals and cultural specifics
- Understand that culture not only affects the subjects we study in textbooks, but it affects how researchers establish hypotheses and methods, and how clinicians try to reach people across cultures
- Help students understand the influence of growing up in other nations on peoples' thinking and behavior
- Help students understand things American psychology and psychology in other nations have in common and how they differ. Provide students information on the historical impact of other nations on American psychology
- Awareness of broader world of psychology and opportunities for teaching, research, and service in other countries
- Know how to do international research

#### Perceptual Framework

In addition to content knowledge, many faculty expressed a desire for students to develop an open, non-ethnocentric framework through which to view international content. They wanted students to appreciate how the lens through which differences are viewed impacts understanding. Several survey respondents suggested that students need to first examine their own life history and context in order to appreciate how an interpretive lens is formed and how it filters perceptions. While some respondents mentioned conceptual framework in a general manner, others specifically linked conceptual framework to psychology. Selected responses reflecting this theme include:

- Become aware that the United States' view is only one view

- To realize that culture and context affect behavior
- Diminish American ethnocentrism in the profession
- To gain non-U.S. perspectives and appreciate different outlooks on key psychological concepts
- Appreciation of similarities and differences. Respect for diversity reduces ethnocentricity
- A growing sense of cosmopolitanism, marked by increased tolerance and openness
- To adopt a comparative/anthropological perspective when traveling and studying psychology

### Skills

Several survey respondents' goals for students included skills needed presently and in the future for international psychology practice and research. Competency in applying psychological principles to individuals in countries worldwide and the ability to work with individuals from other countries or cultures are representative of skill-related goals mentioned by survey respondents.

### Experiences

A number of faculty recommended that their students participate in international and cultural experiences. These experiences were sometimes included in a course such as service learning or a field trip, but more often were extracurricular. Study abroad, participation in cultural events, attendance at international conferences, and service learning offered through other parts of the university were suggested as ways for students to gain international experience.

### What It Means to be a Global Citizen in the Context of an Internationalized Psychology Curriculum

The American Council on Education, Center for Global Initiatives worked with a number of colleges and universities between 2002 and 2007 to develop strong international outcomes goals for their students in its Global Learning for All initiative (2006). Institutions developed goals and outcomes that addressed both framework and content for international education. Most of the institutions embodied the notion of global citizenship preparing students to be competent and compassionate individuals who participate in the world in a manner that betters life for people and the planet. Although a common definition of global citizenship has not been adopted for psychology students, Hobbs and Chernotsky (2007) propose a three-part definition for students in interdisciplinary international studies programs that may have some relevance to psychology. First, students need an awareness of complexity and interdependence in the world. Second, students need a perceptual framework that reflects openness and appreciation of difference. Finally, students must be able to effectively communicate across cultures. A number of survey responses included these and other ideas of global citizenship in the context of an internationalized psychology curriculum. This question elicited particularly rich answers. Following are several representative responses:

- I think to be a "global citizen" means to have some

understanding of how the rest of world works; to be aware of other cultures and how those cultures influence behavior and cognition; and to be able to accept that differences do not mean inferiority. Global citizens should be able to communicate a sense of understanding and respect for each other even though they may speak different languages.

- It is important that psychology professors and students seek information on research, teaching, and practice internationally. We should reach out to like-minded colleagues abroad; seek the findings of research conducted in other cultures and countries; attend international conferences where possible; and teach our students how to acquire knowledge about psychology internationally.
- A Global Citizen/Psychologist is one who has the philosophy of psychology as a transformational discipline focusing on broad competencies rather than narrow skills or type of education. A Global Citizen/Psychologist conducts her/himself in ways that are culturally sensitive, multimodal, and reflective of multiple ways of knowing, cognizant that behavior cannot be considered apart from specific contexts.
- The competent Global Citizen/Psychologist must have both a broad knowledge of the scientific and theoretical principles of psychology from a global perspective and the ability to apply that knowledge in culturally sensitive ways and in diverse settings. The Global Citizen/Psychologist is flexible and open to new developments in the field and in personal behavior exercises critical thinking, practices in ways sensitive to social justice and universal ethical principles, examines critically the role of personal values, and appreciates cultural diversity.
- Global Citizen: a World citizen. Somebody who belongs to several countries and cultures at the same time. Somebody who doesn't identify with one citizenship as their primary citizenship, but feels they belong to several places in the world. A psychology graduate who has the knowledge and the competence to be able to work and generate knowledge in more than two places, countries, cultures in the world.
- To have an openness to different perspectives, research orientations and varied understandings of psychology, depending on one's cultural background. To be able to impart in the classroom psychological research and practice that accounts for differences and similarities on an international landscape. To get away from the notion that Americanized psychology is somehow superior to alternate approaches around the world.

### Faculty who Internationalized Courses

Survey respondents were varied with respect to institution type (figure 1), faculty rank (figure 2) and courses taught (table 1). The greatest number were from comprehensive universities. Next, were equal numbers from community

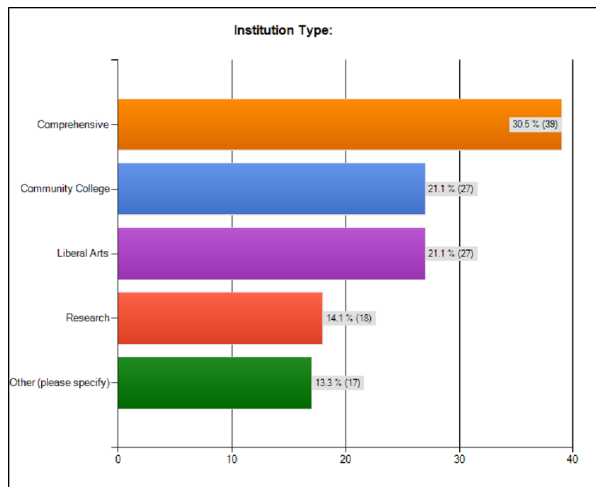


Figure 1. Bar graph showing institutional affiliation type of survey respondents

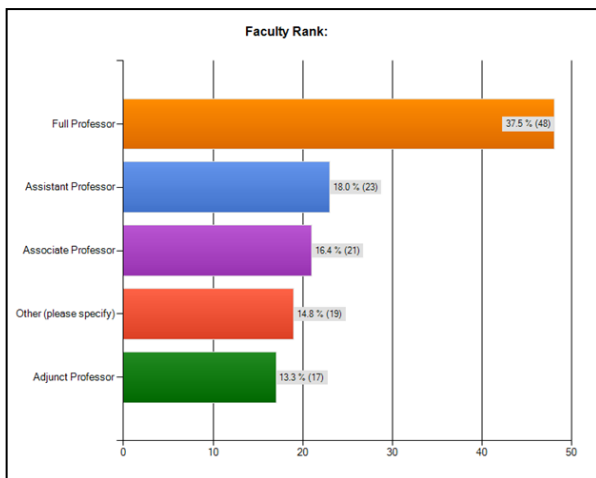


Figure 2. Bar graph showing faculty ranks among survey respondents

colleges and liberal arts institutions. Fewer respondents were from research institutions. Others were from more than one institution type, a high school, or other combination of research and private practice.

In terms of faculty rank, Full Professors were by far the largest groups of survey respondents. Assistant and Associate Professors were nearly equal in number. In addition, there were adjunct professors who responded to the survey.

Survey respondents have engaged in a broad range of international experiences and activities (table 2). However, it is interesting to note that only 25% had been involved with an interdisciplinary international committee or task force at their institution. Approximately three fourths had not been involved with such a group.

When asked the extent to which respondents' institutions encourage internationalism, approximately half identified a

"Internationalized" Course	Created	Revised
Cross-cultural/multicultural	29	14
Other (Psych)	13	21
Other (Non-psych)	7	9
Developmental	5	18
Research Methods/Statistics	5	8
Abnormal	4	16
Gender	3	9
History	3	6
Introductory/General	3	13
Social	3	15
Organizational	2	1
Educational	1	2
Cognitive	0	2
Neuro/Physiological	0	2
Personality	0	4

Table 1 List of "internationalized" courses that survey participants had created or revised

International Activities of Respondents	Frequency	Percentage
International Faculty Teaching Exchange	26	24.8
International Research	63	60
Leading Study Abroad Trip	20	19
Internationalize Courses Taught	61	58.1
Participation in Campus International Activities	51	48.6
International Service Learning as Part of Class	12	11.4
Other(s) (e.g., international conferences, U.N. involvement, studied abroad, Fulbright, international committees, international travel, lived abroad, course development in other countries, foreign national)	38	36.2

Table 2 List of international activities of survey respondents

high level of institutional commitment across the campus to internationalism. Twenty percent identified a more limited commitment to internationalism. Seventeen percent perceived no overt commitment to internationalism, and four percent reported their institutions to be antagonistic toward international efforts.

With respect to support from respondents' academic departments in internationalizing the curriculum, approximately 55% perceived no support or encouragement, 29% reported a high level of encouragement, 15% perceived some encouragement, and 2% perceived hostility toward efforts to internationalize the psychology curriculum. However, as some faculty who perceived high or moderate encouragement to internationalize were quick to point out, encouragement does not always mean monetary support or release time. The picture that emerges is that many psychology faculty members are making significant independent efforts to internationalize their teaching.

Despite challenges, internationalization of the psychology curriculum is solidly underway. The Curriculum and Training Committee has revised its survey and is in the process of collecting more data. Many survey respondents expressed a desire for resources to help with international



course creation and revision. Sample syllabi, curriculum guidelines, reading lists, model programs, recommended textbooks, release time and funding were most often mentioned as needed resources. A number of respondents suggested that internet based resources would be the most helpful.

The Curriculum and Training Committee encourages faculty who have internationalized teaching resources to share these by sending them to the chair of the Committee, Gloria Grenwald at [grenwald@webster.edu](mailto:grenwald@webster.edu) or to Division 52 webmaster, Richard Velayo at [rvelayo@gmail.com](mailto:rvelayo@gmail.com). The resource bank will eventually be posted on the APA Division 52 (International Psychology) website.

### Recommended Resources to Internationalize the Teaching of Psychology

There are abundant resources that can be very useful in incorporating international content into a psychology course but these are not generally available through a single published resource. For those who wish to read more about internationalizing the psychology curriculum, Velayo (2011) lists recommended resources (listed alphabetically based on authorship) to help you gain more knowledge and develop your own unique approach to internationalizing your courses.

1. APA Task Force on Internationalizing the Undergraduate Psychology Curriculum. (2005). *Report and recommended learning outcomes for internationalizing the undergraduate curriculum*. Retrieved on July 11, 2010 from <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/current/past/APAFinalACERreportjtp.doc> [This document recommends five relevant goals and associated learning outcomes for internationalizing the undergraduate psychology curriculum in the United States.]
2. International Journal of Psychology (2006, Volume 41, Issue 1). [This special issue of the journal published on behalf of the International Union of Psychological Science (IUPsyS) features the topic on "International Practices in the Teaching of Psychology" with guest editors, Victor Karandashev and Sherri McCarthy.]
3. *International Psychology Information Clearinghouse*. Retrieved on July 11, 2010 from <http://www.internationalpsychology.net/resources/> [This 100+ page comprehensive listing of relevant resources has been compiled by Michael Stevens, PhD (Professor of Psychology at Illinois State University) and made accessible on the website of APA's Division of International Psychology. It contains general resources - accessible via the web or in print form - including career information, international psychology organizations, work opportunities for academic, research, and clinical settings, potential funding sources for US and non-US instructors and students, books, articles, syllabi, conference presentations, and many other resources.]
4. McCarthy, S., Newstead, S., Karandashev, V., Prandini, C., Hutz, C., & Gomes, W. (Eds.) (2007). *Teaching psychology around the world, Volume 1*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing. [This book provides an overview of teaching psychology internationally by incorporating research and perspectives from psychologists in more than 30 countries. It also includes relevant information for secondary, undergraduate, and post-graduate psychology programs.]
5. McCarthy, S., Karandashev, V., Stevens, M., Thatcher, A., Jaafar, J., Moore, K., Trapp, A., & Brewer, C. (Eds.) (2009). *Teaching psychology around the world, Volume 2*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing. [This book includes current information on the teaching and practice of psychology collected by experts in the field throughout the world. It is highly recommended by prominent U.S. psychologists. One of the chapters from this book that you may find useful is by Meiners (2009) titled "Viewing films to build 'global competence': A case study."]
6. Woolf, L. M., Hulsizer, M. R., & McCarthy, T. (2002a). *International psychology: A compendium of textbooks for selected courses evaluated for international content*. Retrieved March 31, 2011 from <http://teachpsych.org/otrp/resources/index.php?category=International%20Psychology> [This electronic resource contains a compilation of information on textbooks in introductory, social, and lifespan developmental psychology, which have been evaluated for international content. It includes comparative tables (amount of international coverage per textbook and per chapter, total number of chapters, number and gender of authors, etc.), plus narrative reviews of each of the textbooks given these three content areas.]
7. Woolf, L. M., Hulsizer, M. R., & McCarthy, T. (2002b). *International psychology: Annotated bibliography, relevant organizations, and course suggestions*. Retrieved March 31, 2011 from <http://teachpsych.org/otrp/resources/index.php?category=International%20Psychology> [This contains a diverse set of resources including sample syllabi, annotated bibliographies, and video suggestions to help you incorporate international content into selected existing courses. It may also be useful to those who wish to develop a course on international psychology.]
8. Pawlik, K., & d'Ydewalle, G. (2006). *Psychological concepts: An international historical perspective*. Hove, UK: Psychology Press. [This book provides an international perspective on each of the core psychological concepts, describing and analyzing them from a historical point of view. Authors from 11 countries and 4 continents, all distinguished in their respective research areas, contributed the 14 chapters.]
9. Stevens, M. J., & Wedding, D. (Eds.). (2004). *Handbook of International Psychology*. New York: Brunner-Routledge. [This book chronicles the evolution of psychology in different world regions for the purpose of reducing the ethnocentric nature of the western

psychology. Each chapter follows a uniform outline, unifying the volume as a whole, but allowing for the cultural diversity and status of psychology in each country.]

10. Stevens, M. J., & Gielen, U. P. (Eds.). (2007). *Toward a global psychology: Theory, research, interventions, and pedagogy*. Mahwah, NJ: Erlbaum. [This book is a thorough review of the existing literature on international psychology from around the world and provides the knowledge needed to successfully engage in the science and practice of psychology in an increasingly globalized society. It provides an overview of conceptual models, research methodologies, interventions, and pedagogical approaches related to international psychology.]
11. Wedding, D., & Stevens, M. J. (2009). *Psychology: IUPsyS global resources*. [CD-ROM (8th ed.)]. Hove, UK: Psychology Press. [This resource contains a set of tools covering all aspects of psychology around the world. New material is added to this CD-ROM and existing sections are updated and/or expanded annually.]

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## Request for Info: Department Study Abroad Opportunities

Hello Division 52 members:

The student committee of Division 52 is seeking to gather information on what types of study abroad and/or international immersion experiences are available across psychology programs. We hope to use this information to create a resource for students and/or faculty to find information on what types of study abroad experiences exist around the world. If you could take a few minutes and answer the below questions, we would greatly appreciate any information you can provide on what study abroad experiences exist around the globe! Responses can be sent back to me, at [anhutchison@bsu.edu](mailto:anhutchison@bsu.edu).

Please provide the following information, if available:

1. What types of study abroad or immersion experiences does your psychology department offer to your students (e.g. target student population, undergraduate or graduate focus, location, length of time, activities completed during experience, etc.)?
2. How do these opportunities further students' education?
3. How do these opportunities contribute to the study of psychology?
4. Any other information that you feel would contribute to this project.

Again, thank you so much for taking the time to provide this valuable information!

Ashley Hutchison, M.S.  
Student Committee of Div. 52 - Member at Large  
Second Year Doctoral Student  
Counseling Psychology and Guidance Services  
Ball State University

## Psychologists' Role in Advancing the Agenda and STEM Education for Girls and Women at the United Nations: A New Agency and Psychologists' Events at the Commission on the Status of Women

The following three articles describe psychologists' role in new developments at the United Nations regarding the women's agenda.

### The New "UN Women" at the United Nations

Judy Kuriansky, Ph.D. ([DrJudyK@aol.com](mailto:DrJudyK@aol.com))

Mary O'Neill Berry, Ph.D.

The global women's movement now has a rare opportunity to participate in building a new UN agency focused on leading the UN to improve the lives of girls and women worldwide. That hope lies in the creation of a new United Nations organization -- the United Nations Entity for Gender Equality and the Empowerment of Women, known as UN Women ([www.unwomen.org](http://www.unwomen.org)) that was formed in July 2010, became operational January 1, 2011 and was formally launched in March 2011 in conjunction with the Commission on the Status of Women annual meeting at UN headquarters in New York.

Psychologists representing psychology-related NGOs at the United Nations were present at various ceremonies for the

launch of UN Women, and are actively preparing to contribute psychological research and best practices relevant to the mission of the new agency.

One major event was a luncheon at UN headquarters, with the new head of UN Women, Michelle Bachelet, former President of Chile, as the main speaker. Women and men representing over 200 organizations worldwide were present, along with representatives of psychology associations accredited at the United Nations, and UN dignitaries. The Main UN Rep from the International Association of Applied Psychology and APA Division 52 liaison to CIRP, Judy Kuriansky, and the Main UN Rep from the American Psychological Association, Deanna Chitayat, spoke briefly with the President of the New York Chapter of UN Women and with Mrs. Ban Ki-Moon, wife of UN Secretary-General Ban Ki-Moon.



*The UN Secretary-General's wife, Mrs. Ban Ki-Moon (left) with APA Div 52 CIRP liaison Judy Kuriansky (middle) and APA UN rep Deanne Chitayat (right)*

UN Women is composed of four previously separate groups: UNIFEM (United Nations Development Fund for Women, founded in 1976), DAW (Division for the Advancement of Women, founded in 1946), OSAGI (Office of the Special Advisor on Gender Issues and Advancement of Women, founded in 1997) and INSTRAW (International Research and Training Institute for the Advancement of Women, founded in 1976). The new Executive Board consists of 41 elected people, headed by an Under Secretary General *Michelle Bachelet*. Four seats on the Executive Board are reserved for the highest donors, two from the developing world and two from the traditional major donor countries (one of the latter will be the United States).

*The functions of UN Women are:*

- to provide substantive support to UN bodies
- to support national efforts to promote/enhance gender equality through country-driven programs
- to undertake advocacy at regional and national levels
- to support Member States in implementing and monitoring the 12 areas of the Beijing Platform for Action and CEDAW (*Committee on the Elimination of Discrimination against Women*)



*At the launch luncheon for UN Women (seated from left to right) APA UN Representatives Janet Sigal and Susan Nolan; colleague Cecilia Marzabadi; and (standing) APA Main UN Representative Deanna Chitayat and APA Div 52 CIRP liaison and IAAP UN Main Representative Judy Kuriansky*

- to undertake research and analytical work and act as a knowledge hub on gender equality and women's empowerment
- to lead and coordinate the UN system's strategies, policies, and actions in this arena
- to strengthen the accountability of the UN system, including providing oversight/monitoring/ reporting on system-wide performance regarding gender equality and to monitor and report on system-wide compliance with intergovernmental mandates on gender balance, including at senior and decision-making levels

The budget was estimated to amount to USD 500 million annually.

Why UN Women came about: While many organizations had been active in women's issues at the UN and in civil society, and while NGOs had achieved some progress by putting forth statements, declarations, platforms, and conferences related to women's rights and issues, there was great frustration about lack of implementation due partly to lack of resources and the low level authority of women's voices in the UN. The new agency was formed with the promise to be a true "game-changer" -- a new way for women's issues to be talked about and acted upon at the United Nations in a both effective and efficient way. An added advantage is having a high level UN official put in place at the helm, with the high grade of "Under Secretary General."

The challenge is daunting. To help, the GEAR campaign (standing for Gender Equality Architecture Reform) was also launched ([www.gearcampaign.org](http://www.gearcampaign.org)). This network of over 300 women's, human rights and social justice groups and NGOs has four mandates, to: (1) establish meaningful, systematic, and diverse civil society participation; (2) help shape UN Women to play a critical role in the 21st century global women's movement, by ensuring that UN Women becomes a coordinated, strong, and strategic organization that further advances the UN's work on gender equality and women's empowerment and improves the daily conditions of girls and women's lives; (3) pressure donors to aim for USD 1 billion in funding; and (4) seek powerful, capable and effective leadership at every regional and country level.

Enthusiasm about UN Women is high.

### **A Celebration of the Launch of UN Women and a Special Tribute to Women in Technology & Science**

The luncheon celebrating UN Women on February 25, 2011, in the UN Delegates Dining Room, was hosted by the Metro New York Chapter of the US National Committee for UN Women. Many of the luncheon attendees were in New York attending the UN's annual Commission on the Status of Women, whose theme this year was increasing the participation of women and girls in technology and science.

In her welcome, the Chapter President, Cheryl Benton, called the luncheon "an historic occasion celebrating the launch of UN Women, and a significant step by the UN to improve and enhance the lives of women and girls everywhere." Expressing enthusiasm over the new organization,

she noted that the theme of the chapter conference and of the luncheon is consistent with the theme of this year's conference on the Status of Women: "Access and Participation of Women and Girls in Science and Technology," by honoring women in technology and science.

In an unusual opening for the afternoon's presentations, Saranne Rothberg, Founder and CEO of The Comedy Cures Foundation, performed a comedy routine, noting that she has also performed at the launch in February 2008 of UN Secretary-General Ban Ki-Moon's Global Campaign to UNite To End The Violence Against Women, and was the first therapeutic humor consultant called to Ground Zero after September 11<sup>th</sup>. The audience was moved as she shared her story as a survivor of breast cancer, going on to create her foundation to bring joy, laughter, and therapeutic humor programs to kids and grown-ups living with illness, depression, trauma and disabilities. The recipient of several humanitarian awards, Saranne has been featured by media worldwide, including CNN, PBS, NPR and The New York Times, and as a "Hero" in Oprah's book, "Live Your Best Life."

The audience was awed when Saranne introduced the next performer, her 17 year old daughter, Lauriel Harte Marger, who is a partner in Comedy Cares as well as a United Nations Youth Advisor and a World Health Organization Health Champion who helped launch this year's UN International Year of Youth. With her two best friends, Lauriel launched a socially conscious singing group, "The Bonde", with their adaptation of an African chant, "Kamwanna" which protests the rape of young girls. At the luncheon they performed an original song, "Behind The Lies," which is a protest anthem to end Female Genital Mutilation.

The stage was set to introduce the keynote speaker, Michelle Bachelet, the new UN Under Secretary General and Executive Director of UN Women. The audience audibly gasped when it was announced that among Ms. Bachelet's many credits, she had an 82% approval rating when she recently stepped down as the President of Chile.



*The head of UN Women, Michelle Bachelet, addresses the luncheon gathering at UN headquarters during the Commission on the Status of Women meetings*

Bachelet noted in her speech that her training as a pediatrician made her sensitive to the importance of women in

STEM (science, technology, engineering and mathematics) – the theme of the CSW conference.

There is widespread agreement that Ms. Bachelet is the right woman for the job with a rich background to help her accomplish UN women's goals. A pediatrician, with graduate studies in Military Sciences, she speaks Spanish and English and has a command of German, French and Portuguese. A dynamic global leader with highly honed political skills, she served as the region's first female minister of defense and as the first woman elected as President in the history of Chile, for a full four-year term from February 2006 to March 2010 -- with the greatest approval from people in the history of Chile – after which she founded Dialoga Foundation, to support new ideas, action, and leadership in Chile.

Bachelet pledged to involve all women at all levels in achieving UN women's goals and to do more than just "talk" but to accomplish action items and advance the empowerment of women at the UN and globally. She was pleased that the creation of UN Women gives women more political weight and voice and noted that "women all over the world are very powerful agents of development, agents of change, peace-builders, and peacekeepers. They are also essential...because they have good ideas and proposals and they are hard workers in their communities."

Bachelet has been quoted as saying that women have said to her, "I can die now because I know that my daughter has a better future." She is also proud that holding the highest office in Chile as a woman made her sensitive to women's problems. As a result, she gave pensions for housewives to collect when they reached 65 years old so they would not need to depend on their husbands for everything; developed a network of nurseries and kindergartens to help working mothers; and presented bills to Parliament requiring equal salaries for women and men.

The last speaker was Susan Hassler, Editor-in-Chief of a monthly magazine, IEEE Spectrum, the publication for the IEEE (the world's largest technology association) read by over 385,000 technology professionals and senior executives worldwide in the high technology sectors of industry, government, and academia. With her more than 20 years of experience as a science editor and journalist dealing with a wide range of complex topics from developmental neurobiology to genetic and metabolic engineering, Hassler talked about the positive impact of women in the fields of technology and science.

Chapters of UN Women, such as the Metro New York Chapter, advocate, educate, and raise funds on behalf of UN Women. To join UN Women's chapters, go online at [www.unwomen-usnc.org/chapters](http://www.unwomen-usnc.org/chapters). Chapter members participate in educational and informational programs, fundraisers and other events, and receive notices about the progress of UN Women. National Committee Chapters are in New York, Atlanta, Georgia; Chicago, Illinois; East Florida; Gulf Coast, Florida; National Capital; New Haven, Connecticut; North Carolina; and the San Francisco Bay Area. New chapters can also be formed.

## A Contribution of Psychology to UN Women: Women and Organizational Leadership

Walter Reichman Ed.D.  
Mary O'Neill Berry Ph.D.

Judy Kuriansky, Ph.D.

Florence Denmark, Ph.D.

*UN Representatives for the International Association of Applied Psychology*

In response to the call by UN Women for contributions to help their mission, representatives to the United Nations from the International Association of Applied Psychology prepared the below document about the role of women in organizational leadership. The document represents an important example of how psychologists can impact the mission of UN agencies, by providing research and best practices in our area of expertise, in this case focused on organizational psychology.

This report was delivered to the office of the head of UN Women, Michelle Bachelet, which then sent a response email of appreciation for the submission, inviting IAAP to comment on their first strategic plan when it is published on their Website.

*The report read as follows:*

A major goal of the United Nations is to bring about gender equality; in fact, Millennium Development Goal # 3 is to "promote gender equality and empower women." Psychologists have long been researching the role of women in all aspects of life, including their role in organizations. Psychologists join other disciplines in asserting that the achievement of gender equality requires that women have the same opportunity as men to be leaders in organizations, both as entrepreneurs and also within existing organizations.

Presently the number of women leaders in organizations lags behind men in developed countries such as the United States and the United Kingdom, as well as in the developing countries. In the United States only 2% of the Fortune 1000 companies have chief operating officers who are female and of the top 280 companies listed on the London Stock Exchange less than 28% have female top executives. In China, women comprise less than 18% of heads of government departments (United Nations, 2009).

Despite these discouraging statistics there are still sufficient numbers of women in leadership positions for psychologists to be able to research their development into such positions as well as to examine their leadership style and effectiveness. The considerable body of psychological research on leadership has defined the activities and criteria of effective organizational leadership in the 21st century. These activities include: emphasizing task accomplishment, considerate behavior toward employees who carry out the required tasks,

and the ability to inspire and motivate employees to higher levels of effort and dedication. This model is known as *transformational* leadership in contrast to *transactional* leadership which emphasizes reward and punishment for following directions. Transformational leadership demands a relationship between leaders and followers directed at bringing about change that is in the best interest of both (Ayman and Korabik, 2010).

With regard to differences between men and women in leadership positions, a review of research indicates that some studies find that males and females do not differ on the degree to which they focus on task completion or the degree of consideration they show their employees, while other studies have found that women are higher in both skills, e.g. that women focus more on tasks and are more considerate of employees. These studies also show that women tend to be more transformational in their leadership than men. A key component of transformational leadership is better communication and more positive negotiations among leaders and subordinates (Ayman and Korabik, 2010). Research also indicates the benefits of female leadership for company success in that there is a statistically significant relationship between the number of women in top management and the financial performance of the company (Bowers, 2009).

The leadership style of women, which promotes organizational success, is in keeping with the cultural changes of the 21<sup>st</sup> century. In our ever-changing world, flexibility in thinking and performing and an emphasis on consultation are necessary ingredients for success. In addition, under globalization the business leader must have an ability to confront and appreciate increasing diversity and negotiate with and understand those who differ from us. This too, is a component of transformational leadership.

Despite these leadership advantages, there are many blocks to women gaining leadership positions in organizations. Although women in organizations demonstrate all the appropriate attitudes and skills, they are still disadvantaged in both securing and maintaining leadership positions (Kent and Moss, 1994). Even though women demonstrate their leadership ability, they are not perceived as having or being credited with that ability. Psychologists believe that this is due to stereotyping in that leadership is more often associated with male roles and behavior than with female behavior (Ayman and Korabik, 2010). A study by Catalyst on women executives at the vice president level and above in Fortune 1000 companies cited stereotyping and pre-conceptions of women as one of the most significant barriers to women advancing in the workplace (cited in Sanchez-Hulces and Davis, 2010). Even more troublesome is that when women gain positions of leadership, they almost always encounter resistance to carrying it out (Eagly and Chin, 2010). It is uncomfortable for people to see a stereotype broken and will require steps to be taken to promote favorable stereotypes.

Women who achieved leadership positions described their careers as progressing through a labyrinth of hurdles, discrimination, stereotyping and challenges. Those who make it past the proverbial "glass ceiling" often find them-

selves on what has been termed the "glass cliff." A female leader is on a glass cliff when she is promoted to a leadership position to deal with a problem that was not of her making and has a low probability of a positive solution. Those who survive the glass cliff say they did so by working hard and working smart (Sanchez-Hulces and Davis, 2010). Working smart usually involves seeking allies, negotiating and collaborating to reach a solution.

In further research on successful female leaders, these women attribute their success to parental encouragement during their childhood, which fostered a sense of self-worth and a belief they could accomplish their goals. In the business world, they report learning from role models and mentors, networking and developing relationships and partnering with accomplished associates. In life in general, they report having developed life skills and guidelines for melding their personal and professional lives. Their experiences drew them to develop a transformational way of dealing with people that evolved into a transformational leadership style (Cheung and Halpern, 2010).

The barriers to women's success in top levels of organizations also have roots in childhood, since that is when stereotypes begin to form. For example, the stereotype that leadership is associated with men and masculinity begins as early as age five. Also, this stereotype seems to be held more strongly by boys than girls, making it more difficult for women to overcome since men in most cultures are given higher status and greater privilege than women and their prejudices carry more weight (Ayman and Korabik, 2010).

From this overview of the psychological research on women and organizational leadership, we can conclude that the skills and attributes of women are invaluable for the success of organizations in the global world economy of the 21<sup>st</sup> century.

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**The Contributions of Psychology to the Commission on the Status of Women 2011 Conference Focusing on Education of Women and Girls in STEM (science, technology, engineering and mathematics): Two Parallel Events by Psychologists**

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*UN Intern for the International Association of Applied Psychology*

Judy Kuriansky  
*APA Division 52 Liaison to the Committee on International Relations and UN Main Representative for the International Association of Applied Psychology*

**Event #1: Workshop and Demonstration of STEM Education: Best Practices and Products**

A parallel event organized by psychologists for the 2011 conference of the Commission on the Status of Women was entitled “Workshop and Demonstration of STEM Education: Best Practices and Products.” Held on February 24, the presentation focused on techniques and teaching strategies to encourage women and girls to get involved with careers in STEM (science, technology, engineering, and mathematics). Sponsored by the International Association of Applied Psychology at the request of APA, other psychological association co-sponsors included APA, IUPsyS (the International Union of Psychological Science) and ICP (the International Council of Psychology).

APA Main United Nations representative Deanna Chitayat opened the event at the Salvation Army auditorium (a United Nations satellite venue), mentioning how we must question why not as many women as men are involved in STEM careers and introducing that in this program, teachers and students will present best practices and programs involving females in these pursuits.

Glen Schuster, a representative from the NASA Endeavor Science Teaching Certificate Project developed by NASA through a US Satellite partnered with Columbia University Teachers College, reported that this day marked the last scheduled launch of the Discovery Shuttle and then proceeded to describe the Endeavor fellowship and recent graduates’ successes. The Endeavor program is a fellowship for K-12 formal educators whereby fellows take five courses online, earn graduate credit, and receive a certificate in STEM education upon completion (see [www.us-satellite.net/endeavor](http://www.us-satellite.net/endeavor)).

The next speaker, Sharika Castronovo, a teacher from the Environmental Science Manhattan School for Children, presented how she has adjusted her curriculum to motivate

female students in her classroom to get actively involved in STEM activities. These include to:

- make science fun (e.g. making baking soda rockets)
- help girls develop personal connections to show them that they have the skills
- have students write about science through journaling
- have students discuss their ideas to explore successes as well as mistakes
- make it “cool” to participate
- include families by providing worksheets with projects to do at home (e.g. a night at the observatory)
- create school-wide projects to help to get more girls involved

Two girls from her class described their experiences making an energy bike by connecting a bike to water and then to a battery, as well as their greenhouse projects (e.g. developing a hydroponic greenhouse for the classroom, allowing students to develop experiments). In other projects using technology in the classroom, a conference call was made with a female marine biologist and the students made a newscast about endangered animals. Such projects motivate the students to learn science and to use technology.

Louise McMinn, a math and science coach in Stamford, Connecticut at the Scofield Magnet Middle School, then described the after-school STEM programs she developed. She reported that (1) recently the number of women in STEM programs has started to decrease; (2) it is hard to find women actively engaged in science since they often get in administrative positions; and (3) there is a need to get more girls interested in STEM careers. Since after-school programs allow

more freedom to get girls interested in STEM skills and careers – compared to in-class programs which not only need to engage students but have to meet specific educational standards -- McMinn created an after-school program in astrobiology, for girls only. This program was developed after she noticed that even though girls in her class admit that they like to do experiments, they tend to take less active roles in the project.

The astrobiology after-school program for girls utilizes NASA programs found online for content. Recently, her students tested soil samples to decide if there was life present which allowed the girls to reconsider the question, “What is the meaning of life?” The curriculum also includes: extremophiles (examining microorganisms that live in extreme environments); AstroVenture (a simulator to determine what conditions are required to sustain life); rocketry, specifically a design challenge to land a rocket (e.g. make a shock-absorbing container to protect an item such as an egg from breaking); and a waste limitation management and recycling design challenge. Her students studied the water quality in five sites in their town of Stamford, Connecticut and then developed a digital presentation about their study. McMinn reiterated that the NASA website offers design challenges and is a great resource for classroom activities.

The next speaker, Marylin Ortiz is a 5<sup>th</sup> grade inclusion teacher in Newark (i.e., her class has special education students in addition to general education students). She emphasized the need to encourage girls to become involved with STEM activities and to consider STEM careers. She developed a course, called “Inspiring Girls in Engineering,” which provides female role models in the field of engineering, and teaches about how men and women are built differently; for example, engineers have been involved in modifying snowboarding equipment for women. Although STEM activities promote the genders working together, Ms. Ortiz separates girls from boys during science projects, creating classroom competition in order to get more students involved, especially since girls usually take a less active role in science projects. She concluded with a quote from Hillary Clinton: “The future of women and girls are tied together. Girls cannot advance without the advancement of women and no improvement in the lives of women will be sustained unless girls are given the tools and opportunity to reach their potential. For they are the women of tomorrow.”

The fifth presenter, Linda Richardson, is the Principal of Ann Street School in Newark, New Jersey, a school that has received the National Blue Ribbon of Excellence by the United States Department of Education (the highest award an American school can receive). She shared personal reflections about being a product of the women’s movement and her challenge of becoming a principal in a male-dominated field. Emphasizing the need to have women in STEM programs and how to foster this goal, she reported that her district has provided opportunities for girls to set up and participate in math and science fair projects, such as building model boats, that require developing drafts, making models, and taking measurements to build a 15-foot skiff boat.

Four of her students in this project shared their experience in making a full-size functional boat within the time period of 12 weeks. In a dramatic moment, two of the male teachers brought the boat down the aisle and placed it in the front of the auditorium. The students reported that although they were not initially enthused about the project, they quickly became motivated once they realized that they would be building a real boat. Also, the girls were more excited and involved in this project than the boys, and enthusiastically described their experience in working with power tools (e.g. a belt sander and drills) for the first time, their struggles with using math to obtain the correct measurements, and the decision-making process and teamwork required to successfully build the boat. In addition, their class took a field trip to a yacht company in New Jersey and learned how the father who owned the company designed the boats, however, his daughter utilized the computer to implement her father’s designs. The girls concluded by describing how their class launched the boat, amusing the audience by noting that the male teachers who assisted overturned the boat and needed to be rescued while the girls successfully rowed the boat and kept it afloat.



*Female students who built a boat  
(pictured against the wall)*

Dr. Felicia Moore Mensah from Columbia University Teachers College, in concluding the program, described how she used to dream about becoming an astronaut and shared her experiences of incorporating science into her life. She emphasized the importance of bringing STEM experiences to females, whether they live in a rural or urban environment. Telling girls and women that they are already scientists, she said, can help them expand their career options. Given that there are a number of STEM-focused scholarships, the opportunities for young women are plentiful.

All involved agreed that the event was not only successful but inspirational, especially given the related experiences of the young girls themselves.

In the question and answer session, a representative from the World Association of Girl Guides and Scouts said that the



girls inspired her and that she was looking forward to sharing what she learned. A representative from the World Federation of Mental Health noted that the program helps young women develop dignity and inquired about how the programs relate to psychological wellbeing. Principal Richardson responded that the projects also develop moral character and acknowledged that affective as well as academic aspects need to be recognized. She said that while the girls building the boat were stressed (as well as challenged), they (and the teachers) managed the stress well. In addition, the project won first place at the Algebra Olympics (beating out high school students). One of the male faculty members supervising the boat building described that he managed his stress during the process by considering the benefits the students were deriving from the project and remembering that while the girls might not remember how they did in 8<sup>th</sup> grade, they would undoubtedly remember the experience and pride in building a boat. Dr. Chitayat commented on how upbeat the students were in discussing their experience and how this relates to increasing self-esteem and self-efficacy.

Regarding funding, Ms. Ortiz reported that a grant funded the water filtration system but in the past she paid for the projects out of her own pocket. Ms. Castronovo said she received donations from her students' parents as well as outside contributions to fund the \$800,000 greenhouse she now uses as an interactive classroom. Ms. McMinn suggested that education programs include grant writing to secure necessary funding for such projects. The boat project was funded partly by community resources, with networking being crucial to establish relationships to make companies with products and services related to the project aware of the project and how they can contribute.

In response to Dr. Kuriansky's query about future plans to promote the projects digitally, a faculty member reported that he has been working with NASA to post all their projects online to share with educators.

Regarding how the projects are eco-friendly, Ms. Castronovo reported that she teaches in an eco-friendly greenhouse, and a faculty member described how the students engaged in the boat building were encouraged to use natural lighting and to recycle, and were required to take care of their own garbage.

In describing how they are ambassadors of science education, one student said her girl scout troop does science projects with the brownies and juniors, including showing them what they can do with science. Another student described her involvement with a science contest outside of school and her participation in an event about how crime scene investigators work on forensic cases.

It was suggested in conclusion that in-school as well as broad after-school, programs as well as an interdisciplinary approach, are crucial in getting female students interested in STEM skills and careers.

**Parallel Event #2: What Psychology Offers to the Education of Women and Girls**

Another psychology-related event at the CSW was a

caucus on "What Psychology Offers to the Education of Women and Girls." A panel of three psychologists included two representatives from the American Psychological Association team at the United Nations, Deborah L. Vietze, Ph.D., Professor of Psychology at the City University of New York and a member of the Ph.D. faculty in Social Psychology, Developmental Psychology and Urban Education and Beatrice J. Krauss, Ph.D., a Professor of Urban Public Health and Executive Director at Hunter College Office of Faculty Research and Project Development and the Center for Community and Urban Health, as well as Judy Kuriansky, Ph.D., the United Nations representative for the International Association of Applied Psychology and Division 52 liaison to the APA Committee on International Relations.

The aim of the Caucus was to indicate what psychology has done and can do for STEM education, and to create discussion and action steps. Dr. Krauss focused on education and health; Dr. Vietze addressed education in general and access to vocations; and Dr. Kuriansky described the interrelationship between health and financial empowerment of girls, giving examples of field projects. Intended as a workshop, the event evoked lively discussion from the attendees, who represented a wide range of ages, gender and countries. Several CSW delegates from Africa were particularly keen about how to encourage more women to be involved in STEM education and careers and their desire to collaborate on projects.

SPONSORED BY AMERICAN PSYCHOLOGICAL ASSOCIATION

CSW 55 PARALLEL EVENT

**Psychology Caucus:**  
What Psychology Offers to the Education of Women and Girls

Tuesday, March 1 4:00 – 5:30 pm  
The Salvation Army\* Downstairs Room

\* The Salvation Army is located at 221 East 52nd Street, NYC

REVIEW  
Session will begin with a brief review of the CSW's agreed conclusions for the education of women and girls, and the psychological evidence supporting them.

OPEN DISCUSSION

- Additional Initiatives
- Action steps for psychologists affiliated with NGOs at the UN
- Networking opportunities

The Caucus will be facilitated by psychologists active at the United Nations

CO-SPONSORS

IAAP CCUIH



*Presenters from APA and IAAP with attendees at the Commission on the Status of Women parallel event on the role of Psychology in the Education of Girls*



*Young women in the audience of the parallel event*



*Youth from European Lawyers Youth Group describing their intention to further include women*



*APA Division 52 CIRP liaison Judy Kuriansky presenting about female entrepreneurship at the APA-sponsored CSW Parallel event on "The Role of Psychology in the Education of Women and Girls"*

## Aftermath of the Japanese Earthquake and Tsunami: Immediate Response and Impact of Events as Healing Efforts

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From a psychological point of view, when a crisis strikes one part of the world, global solidarity and support – both heartfelt as well as financial – are important in healing. These have been extended to Japan in the wake of the 9.0 magnitude earthquake and subsequent devastating tsunami.

Immediately after the environmental tragedies hit Japan, health professionals and the interfaith community throughout the world started mobilizing special events to help and international psychologists like myself began contacting local mental health professionals and organizations. This report summarizes immediate efforts in New York City to express solidarity and support through fundraising concerts and vigil ceremonies.

Exactly one week after the tragedy, a Prayer Service and Candlelight Vigil for Japan was held at the Church Center for the United Nations at UN Plaza in New York City. An overflowing audience of the interfaith community, UN officials and concerned citizens came to “mark the first week anniversary” showing their solidarity.

Sitting in a row of Buddhist monks and next to my friend Jean-Pierre Amisi Ramazani who had just interviewed me about my IAAP project in Lesotho Africa for UN radio, I was moved to tears not only at the tragedy, but at the cruel irony of this nuclear disaster happening in a country where so much anti-nuclear war effort is being put forth. For example, Mayor Tadatishi Akiba of Hiroshima has been the head of Mayors for Peace for years, and spoke eloquently against nuclear armament at the 2009 Department of Public Information/NGO Conference about disarmament, where my own “Stand Up for Peace Project” has performed as well as partici-



ated in annual peace and anti-nuclear concerts and symposia throughout Japan including for the Dalai Lama and Reverend Desmond Tutu.

This solemn event opened with an incense offering and welcome by co-organizers Reverend T. Kenjitsu Nakagaki, Buddhist priest and Vice President of the Interfaith Center for New York, and Reverend Kathleen Stone from the UN Church Center. Meditations and prayers were then offered by Japanese Religious Leaders from different sects, including Reverend Nakagaki representing Jodoshinshu Buddhism, Reverend Masafumi Nakanishi from Shintoism, Reverend Shogun Kumakura from Nichirenshu Buddhism, Reverend Yugo Suzuki from Christianity, and Reverend Masamichi Kamiya from Rissho Kosei-kai Buddhism.



*Welcome by Reverend Nakagaki and incense lighting by Reverend Shogun Kamakura at prayer service at the United Nations Church Center one week after the 3/11 tragedy in Japan.*

Messages were delivered from leaders of the Japanese community, including Riki Ito, President of the Japanese Lions Club and Gary Moriwaki, President of the Japanese American Association of New York. In a statement on behalf of the Consulate General of Japan, Fumiho Suzawa explained that 6,500 lives were lost, 10,000 people were still missing and hundreds of thousands of people had been evacuated. Tears have been shed, she said, but the government expresses “gratitude for the outpouring of kindness and support towards all the people.”

A message was read on behalf of the Sri Lankan community in New York, expressing sadness since they “know the suffering caused by this event first-hand since we also experienced a similar event... [thus] sending sincere and heartfelt sympathy towards the Japanese community worldwide.”

Pianist Taka Kigawa performed J.S. Bach’s Prelude in C major from “Well Tempered Clavier Book I” and Chopin’s Prelude in C-sharp minor, Op 45; and Maurice Ravel’s “Pavane pour une infante défunte.”

A silent prayer and mediation, and traditional incense offering, was followed by a candlelight vigil. Holding lights and paper Japanese flags, we walked in silence from the church to Dag Hammarskjöld Plaza a few blocks away, to share testimonials and to network. There, I connected with many people from the health sector to determine the best way to help. Emiko Nagano, volunteer community organizer of the Humanist Movement, said that if we send love to the people of Japan they will feel our love.



*Starting the prayer vigil at the UN Church Center in support of Japan: from left, Russell Daisey, international composer; UN Radio reporter Jean-Pierre Amisi Ramazani; Russ Jennings, owner of Common Soul Productions; Dr. Judy Kuriansky, IAAP UN rep and APA Division 52 member; Universal Peace Initiative founder SuZen.*



*Candlelight ceremony and testimonials at UN Dag Hammarskjöld park in honor of Japan*

As a psychologist who has been at many disaster sites around the world, I know that people in crisis appreciate knowing that others care.

The strong message that resonated throughout was that “Japan will overcome” and that the “people of Japan are facing this tragedy with dignity” but that support is direly needed.

The next week, an “Interfaith Time of Reflection for Japan” was held at the majestic Riverside Church near Columbia University in New York City. The event was led by Reverend Nakagaki and co-sponsored by The Mission and Social Justice Ministry of The Riverside Church, the Universal Peace Initiative and its co-founder SuZen; and the Interfaith Center of New York. The large gathering was in part a result of networking through the Japanese community and through social media by volunteers trained by Columbia Journalism School Professor and social media expert Sree Sreenivasan. The solemn afternoon, in a perfectly respectful and moving tone, began with a processional, greetings from Reverend Nakagaki, a musical offering from pianist Masayo Ishigure playing “Yomigaeru-Rising Phoenix,” and offerings to the altar with candlelight, incense, flowers and fruits by SuZen and mothers and children. Welcomes were offered by Reverend Robert Coleman of The Riverside Church and Reverend Chloe Breyer of the Interfaith Center of New York who said movingly that we “come together to pray in shared presence in sacred space, to give thanks [to all supporters and to honor the Japanese people who] through great suffering have an example of grace and dignity.”

The theme of grace and dignity of the Japanese people in the face of such tragedy prevailed – an important testimony to psychological resilience.

Interfaith prayers were offered in many religious traditions, including Muslim (by Iman Shamsi Ali of the Islamic Cultural Center of New York); Jewish (by Rabbi Harlan Wechsler of the New York Board of Rabbis); Sikh (by Bhupinder Singh of UNITED SIKHS); Hindu (by Chan Jammaona of the United Hindu Cultural Center); Christianity (by Reverend Dr. Arnold Thomas of The Riverside Church); and Buddhism (by Reverend Shogen Kumakura of the Buddhist Council of New York).



*Religious leaders offer prayers at The Riverside Church “Interfaith Time of Reflection for Japan”*

Exceptionally moving reflections were offered by the Presidents of three Japanese Prefectures affected by the earthquake and tsunami, including Kenjiro Sasaki from the Miyagi Prefecture in Sendai; Ypji Shikama from the Fukushima Prefecture; and Robert Iwasaki from the Iwate Prefecture. Their first-hand stories about the suffering of the people from the loss of loved ones, homes and livelihood, the threat from food shortage and radiation, and fears for the future, were heart-wrenching. As one ever-so-dignified gentleman cried, many others gasped empathically.

Several musical offerings including “Tamuke-Giving Hands” were performed, Candles of Hope were lit, and Japanese poet Popona Tsukino read two of her haiku poems about the tragedy, followed by silent prayer and mediation. Everyone was then invited to offer incense in the front of the church.



*Division 52’s Judy Kuriansky lighting incense at the “Interfaith Time of Reflection for Japan” at Riverside Church*

It is significant to note psychologically that the prayer services and invocations emphasized “gratitude” to those who are supporting Japan through this crisis. This emphasis on gratitude reminded me of the song my “Stand Up for Peace Project” co-founder Russell Daisey and I wrote and have performed in Japan many times that is called “Appreciation.” When we perform it, I explain that it was inspired from my years in Japan – teaching, doing TV shows, and live broadcasts of my New-York based advice radio show – where I learned about Japanese Naikan therapy which is based on expressing thanks to people and things in your life. It is consistent with Buddhist tradition to offer gratitude rather than make requests.

That same evening, I attended a concert held at Columbia University Miller Theatre headlined by Yoko Ono. The noted performance artist opened her set with a song written about the loss of John Lennon with lyrics like “He is Gone,” accompanied by her son with Lennon (Sean Lennon) on guitar. The other acts were eclectic, including grunge band Sonic Youth.

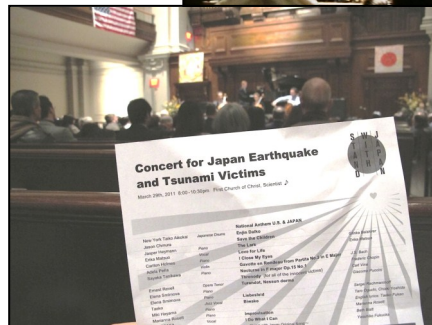
At the end of the concert, Yoko announced, “Give, and you will get back.” As a psychologist, I note that unconditional giving without concern for return is more powerful.

Ironically a fire alarm cleared the hall immediately after the performance, causing some mayhem outside as many fire trucks arrived, which some equated to the emotionality of the disaster. Fortunately most people had already exited.

Two days later, another concert was held to raise funds particularly for the children who have been affected by the catastrophe. Everyone was invited to “Stand With Japan in its hour of crisis” and “Let’s remind everyone in despair that they are not alone in their time of need.”

The evening opened with the national anthems of Japan and the United States of America, and featured twenty diverse musical acts, including traditional Japanese drums, opera arias, jazz piano and vocals, a four-person cello recital, duets and solos of classical music (e.g. Chopin, Bach and Rachmaninoff) and modern styles as well as original compositions (e.g. “Stand With Japan” and “I Do What I Can” songs). In the finale performance, jazz pianist Davell Crawford, hailed as the “Prince of New Orleans,” noted the solidarity he feels for Japan given his hometown’s devastation after Hurricane Katrina. Having led “Wellness Workshops” in Louisiana after Hurricane Katrina, with APA member and Louisiana psychologist Darlyne Nemeth, I was powerfully reminded of the connection not only between these two experiences involving such destructive floods, but the universality of so many natural disasters suffered by so many people in so many countries throughout the world in recent years.

One guitarist made a particularly moving dedication in my estimation, noting that while we are far away from Japan at this moment geographically, the energy of the message of support and love, and offerings from the heart, can still be felt by the people who are suffering.





*Performances at the Concert for Japan Earthquake and Tsunami Victims in New York City at First Church of Christ, Scientist*

The concert was organized by Nozomi Terao, who had two months earlier founded a non-profit organization called “Happy Dolls” linking children with dolls as messengers of hope. A similar concept evolved after 9/11 where young children sent toys and cards to children who had suffered losses of loved ones from the World Trade Tower attacks. My colleagues and I at the International Association of Applied Psychology had done a similar project for children in post-earthquake Haiti, where we had second graders in a New York City public school make cards, and youth in Japan send cranes (a traditional peace symbol), to children in Haiti.

Concerts are useful at these times of crisis since psychologically music is a universal language that reaches across cultures.

Upcoming concerts in New York include a series of 5 “Save Japan Benefits” throughout April; and the Japan-US Chorus Charity Concert to be held at Carnegie Hall on May 20<sup>th</sup> featuring men’s glee clubs, with free admission and donations going to the Sendai Relief Fund.

Funds are of course direly needed for recovery in Japan as in all disasters. Tickets for the Yoko Ono concert were \$50 and \$100. While the concerts at the UN Church Center and The Riverside Church were free, offerings were made at the latter. Proceeds went to several organizations: the New York Japanese-American Lions Club Japan Earthquake Fund (as there are already many clubs in the affected area), with the promise that all donations would go directly to the affected area; the Religious NGO Network on Humanitarian Support (a cooperative system of NGOs); the United Church of Christ and American Baptist Church (that is on the ground and affiliated with the interdenominational Riverside Church); and the Humane Society International (organizing to shelter affected animas). About \$30,000 was raised at the March 29<sup>th</sup> concert at the First Church of Christ with all the proceeds promised to be sent to SAVE THE CHILDREN Japan Earthquake Tsunami Relief. Other donation organizations recommended were

the Japanese American Association and others listed on [www.jaany.org](http://www.jaany.org).

The heartfelt expressions and actions of these events greatly affected all those involved, and serve as an example of immediate responses and outpourings of support and solidarity that are healing for individuals, communities and the world in these times when we are all so inter-connected globally.



### Special Issue on Psychological Consequences of 2010 Chile Earthquake

Dear Colleagues,

For those of you interested on this subject, let me bring your attention to the following:

Vogel and Vera-Villaruel, the invited editors of a special issue of *Terapia Psicológica* write, “this special issue is an attempt to organize preliminary information collected by researchers on the psychological consequences of the natural disaster that occurred in Chile’s south central area on February 27, 2010. This issue focuses on the types of psychological interventions that have been conducted in the affected areas, while emphasizing the need to define intervention strategies for middle- and long-term effects. Finally, some intervention strategies applied in other countries are reviewed.” To see the website of the *Journal* and the special issue on Chile’s earthquake and disasters please visit <http://teps.cl/en/> (*Terapia Psicológica* 2010, Vol. 28, #2).

Most cordially,

Andres Consoli and Wilson Lopez

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### American Psychological Association 2011 APA Convention Travel Awards for Early Career Professionals

The Board of Convention Affairs along with the Board of Scientific Affairs and the Committee on Early Career Psychologists are pleased to announce a travel award program for early career members from all areas of psychology (education, practice, public interest and science) to attend the 2011 APA Annual Convention in Washington, D.C., August 4-7, at the Washington Convention Center.

Thirteen award recipients will receive \$750 to be applied toward their 2011 APA convention expenses. The program is designed to encourage attendance and increase representation of early career members at this year's APA convention.

All early career APA members (within seven years receipt of their doctorate) are encouraged to apply. Preference will be given to applicants who are first-time attendees, or whose primary work is in basic psychological science or those who will be presenting at the 2011 convention. The submission package must include the following information:

1. Brief statement (maximum one page) about your interest in attending the convention and how you will use this award to support your attendance. Please highlight any significant achievements in your career as well as any leadership positions you have held as an early career psychologists (within APA, other related scholarly or professional organizations such as state and local psychological associations) and indicate how you believe you would benefit from attending the convention. Also, please include in your statement if the 2011 convention will be your first APA convention and if you will be receiving other funding to help cover your expenses.
2. If you are presenting at the 2011 APA convention, please include an abstract of your presentation along with the title and the names of co-presenters. Please note that you do not need to be a presenter to be eligible for this travel award.
3. Include your Curriculum Vitae (the year you were awarded a doctorate in psychology should be clearly stated).

Electronic submission instructions: Please submit all materials in a single Word document. Put your name and the name of the award in the subject line (e.g. Jane Smith, Early Career Travel Award).

The deadline for submission of materials is April 25, 2011, midnight (EST). Email or fax all materials to Kraig Scott ([kscott@apa.org](mailto:kscott@apa.org)); fax # 202-216-7628. Award winners will be notified in May 2011 and will be acknowledged during the Early Career Social Hour sponsored by the Committee on Early Career Psychologists at the APA convention on Friday, August 5, 2011 at 6PM.

### 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 (or September 15th for the fall deadline):

Dr. Mindy J. Erchull, [merchull@umw.edu](mailto:merchull@umw.edu) and Dr. Olivia Moorehead-Slaughter, [oms@parkschool.org](mailto: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](mailto:merchull@umw.edu)



**Congratulations to Division 52  
Fellow Judy Kuriansky**

\*\*\*\*\*

**Friends of the UN Announces  
2011 Tolerance Awardees:  
Honors Dr. Judy Kuriansky with  
2011 Lifetime Achievement in Global  
Peace and Tolerance, Nejeed Kassam as  
first Youth Ambassador, and Launches  
Tolerance Awareness Campaign,  
"Wear My Hat" with Awards**

New York, NY 1/21/11 – Dr. Noel Brown, President of

'Friends of the UN' (FOTUN) announces that as Friends of the UN grows to become the world's largest and most connected community of global citizens working to support the achievement of the Millennium Development Goals and the ideals of the United Nations, the association has named its two new honorees for 2011's Global Peace and Tolerance Awards.

"To help people see that fundamentally all people are the same, though we wear different hats, have different lives and grow up culturally different, then we might begin to realize we can take deeper steps of global engagement towards a more peaceful, tolerant world. Further, we can get things done to overcome dire global circumstances, and achieve these goals together," says Dr. Brown.

The first hat to symbolize the worldwide campaign will be awarded to Dr. Judy Kuriansky, the 'Friends of the UN' 2011 Awardee for a Lifetime Achievement in Global Peace and Tolerance at a ceremony at the 8<sup>th</sup> Annual United Nations Youth Assembly, taking place at UN headquarters in New York January 20-21, hosted by the Friendship Ambassador Foundation. Kuriansky, an internationally acclaimed clinical psychologist, humanitarian, journalist and Main United Nations NGO representative for the International Association of Applied Psychology and the World Council of Psychotherapy, will address the youth participants about field models in Haiti and Africa that advance the MDGs, as well as the role of youth and the importance of tolerance in such efforts.

"Dr. Judy Kuriansky is the epitome of the global, responsible citizen we want all people on the planet to strive to be. For years she has tirelessly given her talent and time to causes of peace which make the world a better and more tolerant place for many," said Dr. Brown.

In receiving the prestigious honor, Judy Kuriansky joins luminaries such as Dr. Michael E. DeBakey, the Honorable Mikhail Gorbachev, Melba Moore, Maestro Zubin Metha, Arnold Schwarzenegger, Alanis Morissette, Kyai Haji Abdurrahman Wahid and Sergio Vieira de Mello (Posthumous) who signify what being a 'Friend of the UN' means, and becomes an Ambassador for its ideals and goals.

A well know radio call-in advice host for decades, Kuriansky is on the adjunct faculty of Columbia University Teachers College and Columbia College of Physicians and Surgeons and a Visiting Professor at Beijing Health Science Center, and has done disaster relief worldwide including after the Asian tsunami and earthquakes in Haiti and China. She also serves on the Boards of the Peace Division of the American Psychological Association and U.S. Doctors for Africa.

"My first event with my 'new hat' of Tolerance as a 'Friends of the UN' Ambassador," says Dr. Kuriansky, "will be to announce a 'call to action' at the upcoming Youth Assembly at the United Nations, inviting young people to join me in becoming a Friend of the UN, to work together to foster mutual understanding and appreciation of diversity," says Kuriansky whose recent book "Beyond Bullets and Bombs" about grassroots peacebuilding chronicles youth efforts towards mutual understanding, tolerance and cooperation. "Youth have an important role to play in promoting and em-



bodying the ideals which the UN charter set out 60 years ago." The United Nations International Year of Youth began in August 2010.

Additionally, in her new role, Dr. Kuriansky will 'Share Her Hat' with 'Friends of the UN' 2011 Youth Ambassador Nejeed Kassam who, at 24 embodies the hope and acceptance that we want to see in the future world.

Dr. Kuriansky says, "Nejeed is an aspiring change-maker devoted to helping other youth to appreciate diversity. At a young age he is the creator and director of the High on Life campaign and the editor of the book, 'High on Life: Stories of Hope, Change, and Leadership'. He is the founder of the international NGO 'End Poverty Now' where he continues to work as the organization's Executive Director, as well as Networks for Change".

Adds Dr. Brown, "Nejeed Kassam IS the change we want to see in the world. As a young person who will inherit the world we are proud to name him as a Youth Friend of the United Nations and believe his own future actions will benefit the whole world, as his current initiatives at such an early age have shown".

As an Ambassador for Friends of the UN, Dr. Kuriansky will wear her Tolerance hat at many events and invite others to 'Wear My Hat' as a symbol of their commitment to tolerance. For example, models, designers and attendees at the upcoming February Fashion Week in New York City will be invited by Dr. Judy to 'Wear My Hat'.

"I want to show that tolerance and peace is chic," says Kuriansky, whose Stand Up for Peace Project plays at peace concerts and has done seminars about peace and conflict resolution worldwide.

Friends of the United Nations will further its mission with events, media campaigns and dialogue conferences related to important issues world peoples must face together, asking individuals, corporations, NGOs and governments alike to become a member and partner in its goals for the future.

"We have only one world in this life, and for now, only one planet on which to live together," says Dr. Brown. "For the foreseeable future, we must find new ways to create, collaborate and move forward – in tolerance and peace – or, I fear we won't."

Founded in 1985, Friends of the United Nation (FOTUN) is an independent, non-partisan organization dedicated to increasing awareness of the United Nations' activities through partnerships with educational institutions, corporations, media, international governments and NGOs to bridge the gap between ideas necessary to achieve global progress and collaboration of people worldwide in actual work on issues of peace, human rights, the environment, children and responsible social and economic development.

For more information and to join Friends of the UN, visit [www.fotun.org](http://www.fotun.org) or Facebook at <http://on.fb.me/g8JaSu>.

Correspondence related to this article should be sent to: Donnetta Campbell, [donnettacc@yahoo.com](mailto:donnettacc@yahoo.com)

### **The Florence L. Denmark and Mary E. Reuder Award for Outstanding International Contributions to the Psychology of Women and Gender**

#### **Purpose**

The award is named for two charter members of Division 52 who are known for their scholarly contributions, international outlook, and outstanding mentoring. The award's purpose is to recognize and encourage other outstanding psychologists who have made similar international contributions to further the understanding of women and/or gender. The outstanding contributions can be cross-cultural studies of women and gender, the mentoring of young colleagues across borders, the training of psychologists to do international work, or other areas deemed important by the Award Committee.

#### **Criteria for Eligibility**

The recipient must be a psychologist with a demonstrated interest in international or cross-cultural psychology. Current membership in Division 52 is not a requirement. The Committee will make up to one award per year.

#### **The Award**

The award shall consist of a plaque. The winner will be announced during the Division's annual business meeting at the APA convention.

#### **Submission Requirements and Procedure**

Submission requirements are a copy of the candidate's c.v. and a letter of nomination setting forth the most outstanding contributions of the candidate.

*Six copies of the materials should be sent to:*

Joan C. Chrisler, Ph.D.  
Department of Psychology  
Connecticut College  
New London, CT 06320  
USA

**Deadline: All materials must be received by May 1, 2011.**

E-mail questions to Dr. Chrisler at [jcchr@conncoll.edu](mailto:jcchr@conncoll.edu).



## Fourth Annual Psychology Day at the United Nations

Reach Them, Teach Them:  
*The Role of Psychology in Achieving  
Universal Access to Education*

United Nations Headquarters and Surrounding Venues  
New York, New York

**Thursday, 14 April 2011**  
10:00am – 5:00pm

Morning DPI Briefing  
*Reach Them, Teach Them*

Afternoon Concurrent Workshops  
*Innovative Ideas*  
*Innovative Technologies*  
*Challenging Places and Situations*

To register, go to <http://sites.google.com/site/unpsychday/>

## Nominations for International Union of Psychological Science Awards

Nominations are invited for the following International Union of Psychological Science sponsored awards to be given at the 2012 International Congress of Psychology in Cape-town, South Africa. Deadline for nominations is only 6 months away. More details at <http://www.iupsys.net/index.php/prog-awards> or by following the hotlinks below.

Mattei Dogan Prize: Recognizes a contribution that represents a major advancement in psychology by a scholar or team of scholars of high international reputation.

Young Investigator Awards: Recognize young post-doctoral scientists who have already made a significant contribution to psychological science.

Achievement Against the Odds Award: Honors a researcher or team of researchers who succeeded in conducting research under extremely difficult circumstances.

Lifetime Career Award: Honors distinguished and enduring lifetime contributions to international cooperation and advancement of knowledge in the field of psychological science.

**The deadline for receipt of nominations for the  
2012 Awards is 30 September 2011.**

## Call for Student Research Manuscripts on Women and Gender

**Deadline April 1, 2012**

The Society for the Psychology of Women (SPW) of the American Psychological Association and the Association for Women in Psychology (AWP) seek research manuscripts for the 2012 Annual Student Prize for Psychological Research on Women and Gender.

### Research Topics

The student research manuscript should focus on women's lives and issues, or more generally, on gender ideologies and behavior, from a feminist perspective.

### Eligibility

Jointly-authored papers are eligible, but the first author must have been a student at the time the research was conducted, as indicated by a statement by the first author, in a cover letter accompanying the submission, specifying when and from what institution the first author obtained the degree, the name of the faculty who supervised the research, and the department of the supervising faculty. Entries should be of journal length and in *APA* style. Eligible papers include unpublished manuscripts as well as papers that have been submitted or accepted for publication. Published or presented papers are also eligible as long as they have a date of 2011 or 2012. All papers should be submitted in manuscript form, not as pre-prints or prints with information about submission and publication status provided in the cover letter.

### Evaluation

Entries will be judged on theoretical creativity, methodology, clarity and style, and social importance of the research questions and findings for the psychology of women and gender.

### Awards

A \$250.00 prize will be awarded to the best paper. First and alternate winners will be announced at the 2012 meeting of the American Psychological Association.

### Submission Procedure

Please attach a copy of your paper to an e-mail sent to the address below. Also, please send four (4) copies of the paper, a self-addressed, stamped postcard, and a self-addressed stamped business size envelope by April 1, 2012 to: Silvia Sara Canetto, Ph.D., Department of Psychology, Colorado State University, Fort Collins, CO 80523-1876 ([silvia.canetto@colostate.edu](mailto:silvia.canetto@colostate.edu))

**The Submission Deadline for the 2011 AWP/SPW Student Research Manuscript Prize is April 1, 2012**

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### Call for Papers: Journal of Asia Pacific Counseling (JAPC)

[www.kcajournal.org](http://www.kcajournal.org)

**Deadline: April 30, 2011**

The Journal of Asia Pacific Counseling (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. Korean Counseling Association has long 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 the Journal of Asia Pacific Counseling, many internationally renowned scholars have provided invaluable input regarding the title of the journal, potential editors, and the target audience.

JAPC is intended for both researchers and practitioners, and includes theoretical, empirical, and methodological articles in the areas of counseling interventions, prevention, career development and vocational psychology, supervision and training, assessment, multicultural aspects of counseling, and consultation.

All articles are published in English, and JAPC is issued twice a year in February and August. The inaugural issue has just been released in the past month. Please visit the homepage of the Journal of Asia Pacific Counseling ([www.kcajournal.org](http://www.kcajournal.org)) for full details on aims and scope, editorial policy, and article submission.



The next due date for manuscript submission is on April 30, 2011. Please submit manuscripts via e-mail ([japc@snu.ac.kr](mailto:japc@snu.ac.kr)), following the guidelines described on the homepage of the journal.

We hope you will seriously consider JAPC for your scholarship.

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### Graduate Student Scholarships To Be Offered for Teaching the Psychology of Men Continuing Education Program at the APA Washington D.C. Convention

Teaching the Psychology of Men will be a Continuing Education Program during the APA Convention in Washington, D.C. Eleven scholarships will be awarded to graduate students who want to attend the workshop free of charge.

The purpose of this introductory workshop will be to assist psychologists in developing course work on the psychology of men using the theoretical and empirical literature on men and masculinity. Participants will learn basic knowledge on how to create a psychology of men course or how to infuse this content into existing courses on gender or the psychology of women. Each presenter will share their syllabi, reading materials, class manuals, evaluation processes, and other resources. The workshop will discuss pedagogical processes such as traditional lecturing, psychoeducational techniques, group discussion approaches, use of video media, student assessment techniques, managing classroom problems, and the infusion of diversity and multiculturalism as critical content.

The goals of the workshop are to help psychologists:

- 1) Design a psychology of men course or incorporate the psychology of men into existing courses;
- 2) Locate syllabi, core concepts, readings, media, self assessments, and other resources to teach the psychology of men;
- 3) Utilize multiple teaching methods when teaching the psychology of men including psychoeducational and multicultural approaches; and
- 4) Enumerate the critical problems/dilemmas and solutions when teaching the psychology of men.

The teaching faculty for the workshop include: James M. O'Neil, Ph.D., University of Connecticut, Storrs, CT; Christopher Kilmartin, Ph.D., Mary Washington University, Fredericksburg, VA; James Mahalik, Boston College, Chestnut Hill, MA.

Information about the graduate student scholarships, how to apply, criteria for selections, and the deadline date can be obtained by emailing Jim O'Neil, Chair, Committee on Teaching the Psychology of Men, Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of APA, at [jimoneil1@aol.com](mailto:jimoneil1@aol.com).

**Registration For APA Continuing Education Programs Begins April 15, 2011:** Call 1-800-374-2721, ext. 5991 or register online at [apa.org/ce](http://apa.org/ce).

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### **The Institute for the Study and Promotion of Race and Culture 2011 Diversity Challenge: Intersections of Race or Culture and Gender or Sexual Orientation October 28-29, 2011**

Each year the Institute for the Study and Promotion of Race and Culture addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference. The theme of the 2011 conference is the examination of intersecting identities from multiple frameworks. The two-day conference held at Boston College includes panel discussion/symposia, workshops, structured discussions, a poster session, and individual presentations by invited experts and selected guests including educators, administrators, researchers, mental health professionals, and community organizations. Individuals interested in presenting should check the ISPRC website where the Call for Proposals is posted, <http://www.bc.edu/schools/lsoe/isprc/dc2011.html>. The proposal deadline is May 2, 2011.

General information about the conference including pre-registration will also be available on the website. For all inquiries feel free to email [isprc@bc.edu](mailto:isprc@bc.edu).



### International Employment Opportunities

Michael J. Stevens, PhD, DHC  
Illinois State University  
[mjstevenc@ilstu.edu](mailto:mjstevenc@ilstu.edu)

**Murdoch University, School of Psychology:** The School of Psychology at Murdoch University seeks applications for a senior lectureship in clinical psychology. The appointee will have a primary responsibility for teaching and supervising in the postgraduate clinical psychology program. The appointee will also be expected to conduct research and supervise student research. Applicants should hold relevant postgraduate qualifications in psychology, be registered or registrable as psychologists within Australia, and be eligible for membership of the College of Clinical Psychologists in the Australian Psychological Society. They should have experience in providing clinical supervision and teaching in an academic environment. Knowledge and expertise in the area of psychological assessment would be an advantage. The School has a tradition of excellence in research and teaching, particularly in areas of applied psychology and offers a range of accredited courses in psychology (including specializations in clinical and organizational psychology at the postgraduate level). Information about the School of Psychology can be found at <http://www.psychology.murdoch.edu.au/>. Information about this position and other upcoming positions in the School of Psychology can be obtained from Associate Professor Max Sully, Dean of the School of Psychology, at +08 9360 2253 or [M.Sully@murdoch.edu.au](mailto:M.Sully@murdoch.edu.au). Application procedures and a position description with detailed selection criteria are available from the University's web site at <http://jobs.murdoch.edu.au/>. All applicants should address the selection criteria within their application. Please send applications to [recruitment@murdoch.edu.au](mailto:recruitment@murdoch.edu.au). Closing date: March 2011

**University of New England, Clinical Psychology Program:** Join the UNE Clinical Psychology Program to strengthen and expand the University's research and teaching capacity in this area and to serve the needs of education in clinical psychology in regional Australia. This Program is well-established and popular with students, particularly those wanting to live and work in rural and regional areas. The Clinical Program at UNE has five full-time staff, a part-time clinic receptionist, and contributions from the other fifteen psychology staff as well as from adjunct practitioner-educators. The Clinical Program staff work closely with the other academics in psychology and the program is integrated with the general psychology program in regards to teaching and research collaboration. There are 12 Commonwealth supported student places per year. The program provides a key pathway for education and training in clinical psychology in a major rural and re-

gional centre in Australia. The successful applicant may have teaching and research interests in any area of clinical psychology including (but not limited to) child clinical psychology, adult mental health, clinical neuropsychology, and health psychology.

Further information about psychology at UNE, including the Clinical Program is available at [www.une.edu.au/bcss/psychology/](http://www.une.edu.au/bcss/psychology/). Informal enquiries may be directed to Dr. Tanya Hanstock, Director of the Clinical Psychology Program, Tel: +61 2 6773 2871, E-mail: [thansto2@une.edu.au](mailto:thansto2@une.edu.au)

Salary: AUD\$90,977 to \$104,763 per annum (Senior Lecturer level); or AUD\$74,438 to \$88,222 per annum (Lecturer level) plus 17% employer superannuation and optional salary packaging. A 15% market loading currently applies to this position. This loading is subject to review from time to time.

Closing date: April 11, 2011

An application package, including selection criteria that must be addressed, may be obtained from [www.une.edu.au/recruit/](http://www.une.edu.au/recruit/) or by phoning Human Resource Services, +61 2 6773 3972. Applications will be received up to 5 pm on the closing date.

**Macquarie University, Department of Psychology:** An outstanding opportunity exists for two clinical neuropsychologists and one organizational psychologist to join one of the leading psychology departments in Australia. The organizational position is Level B (Lecturer) and the Neuropsychology positions are at Level B or C (Lecturer/ Senior Lecturer) and Level D or E (Associate Professor/Professor). Located on the north shore of Sydney, the Psychology Department at Macquarie University is a research intensive department that is home to the Centre for Emotional Health, a newly planned Centre for Elite Performance, Expertise, and Training, and other highly productive research groups and laboratories. It is also closely affiliated with the Macquarie Centre for Cognitive Science (MACCS), the Centre of Excellence in Cognition and its Disorders (a national centre of excellence), the Macquarie University Hospital (which specializes in neurosurgical research and practice), and the Mild Traumatic Brain Injury Clinic at Westmead Hospital. The Psychology Department has outstanding undergraduate and post-graduate programs, and a large number of excellent higher-degree research students. The successful applicants will contribute to the undergraduate curriculum and to the postgraduate programs in clinical neuropsychology or organizational psychology. The successful applicants will be expected to teach and carry out research in a relevant area, supervise research students, and seek external research funding and will have the opportunity to maintain a neuropsychology or organizational psychology practice.

#### Neuropsychology positions:

For the Level B or C appointment available teaching areas include behavioral management and psychopathology, and

psychological assessment. The Level D or E will have the relevant professional expertise to provide academic leadership for the program. Candidates must have a PhD in psychology and be eligible for membership to the Australian Psychological Society's College of Clinical Neuropsychologists, and for endorsement as a clinical neuropsychologist with the Psychology Board of Australia.

### Organizational Psychology position:

Candidates must have a PhD in psychology and be eligible for membership of the Australian Psychological Society's College of Organizational Psychologists, and for endorsement as an organizational psychologist with the Psychology Board of Australia.

For full details of the positions and selection criteria, please visit <http://www.mq.edu.au/jobs/>. Anticipated start date for these roles is from July 2011.

Appointment: Full-time, continuing (permanent)

Inquiries: Professor Bill Thompson on +61 2 9850 9949 or E-mail: [bill.thompson@mq.edu.au](mailto:bill.thompson@mq.edu.au)

Package: Salary level dependent on level of appointment

Applications close: March 2011

### **University of British Columbia, School of Arts & Sciences:**

The Irving K. Barber School of Arts & Sciences invites applications for a tenured or tenure-track position in the area of clinical psychology at the rank of associate professor, to begin with a possible start date of January 1, 2012. The position will be held in Psychology (<http://web.ubc.ca/okanagan/psygo/welcome.html>) within the Barber School. The successful candidate will assume the role of clinical training director, and will provide leadership, guidance, direction, and coordination and inspiration to students/interns, members of the training committee, and other program staff on matters relating to training in professional psychology. Minimum Qualifications: A PhD in clinical psychology from an APA/CPA-accredited university; minimum 4 years of full-time university teaching at the rank of assistant professor (or equivalent) or higher; evidence of scholarly achievement comparable to peers at major research universities; a productive research program; experience and skills in teaching and mentoring within a university-based clinical psychology PhD program; and licensed or license eligible in clinical psychology in British Columbia. The Barber School (<http://web.ubc.ca/okanagan/ikbarberschool/welcome.html>) - the largest faculty in the University of British Columbia, Okanagan Campus - offers opportunities for world-class research that spans the sciences, social sciences, and humanities within an intimate teaching and learning environment. UBC is consistently ranked among the world's top 40 universities, and the UBC system comprises two distinct and autonomous campuses in the province of British Columbia - one in Vancouver and the

other in Kelowna. Applicants should provide a cover letter, curriculum vitae, evidence of teaching ability (e.g., course evaluations), program of research, and the names and contact information of three referees. All documents must be submitted as E-mail attachments and sent to [recruitment.bsas@ubc.ca](mailto:recruitment.bsas@ubc.ca). For additional information, go to <http://web.ubc.ca/okanagan/facultystaff/prospective/recruitment/tenuretrack.html#bsas>. Applications will be reviewed starting April 30, 2011.

**Pine River Institute, Chief Executive Officer:** Pine River Institute is a residential treatment center and outdoor leadership experience for youth 13 to 19 struggling with mental health issues, and specifically, substance abuse. Their campus is located on a 200-acre site 100 kilometers northwest of Toronto, Ontario, and includes a residential program for 36 adolescents, an eight-bed therapeutic wilderness program near Algonquin Park, an aftercare program, and a head office in Toronto. Its family-centered program is innovative and highly structured, and creates opportunities for troubled teens to engage in a focused transformation process through a fusion of education, therapy, recreation, and life skills. The majority of its students is from Ontario and funded by the Ministries of Health and Education. They also work with families from across Canada and internationally. The organization has been in operation for 4.5 years, and has achieved stable funding from the Ministries of Health and Education. The current CEO and the Board have developed a 10-year developmental trajectory (strategic plan). A collaborative, relational therapeutic milieu culture has been achieved, and the new CEO will implement the growth strategy within the context of ensuring the integrity of the Institute's integrated educational and therapeutic program (the Pine River Model - comprehensive developmental-systemic approach). Reporting to the Board of Directors, and working collaboratively with the Institute's Executive Director, Clinical Director, and staff, the new CEO will lead the organization through its next stage of growth and success. To meet the challenges of this position, candidates should meet the following criteria:

- Relevant graduate degree (psychology, social work, mental health, health sciences, Public policy, etc.).
- Professional affinity with the Pine River treatment model;
- Proven ability to build organizational capacity with clinical and service excellence, and ensure accountability for such; an excellent manager and coach for staff;
- Demonstrated ability to develop, foster and nurture strong working relationships with external stakeholders (local community, government(s), other leading clinical/professional organizations, relevant community organizations, business, key funders/donors) to advance an organization's mission, and plans. Proven ability to be an effective champion and advocate for an organization, its plans and its people; become a valued "go-to" thought leader;

## International Employment Opportunities

- Proven senior leadership/management experience in a mental health, addiction treatment, adolescent health organization.

Please forward your resume, in confidence, to Heather Connelly, Managing Director, Kinley & Connelly, Stanton Chase International (Toronto), 220 King Street West, Toronto ON, M5H 1K4, (416)593-5550, [hconnelly@kinleyconnelly.com](mailto:hconnelly@kinleyconnelly.com) or to Cheryl Lai, [clai@kinleyconnelly.com](mailto:clai@kinleyconnelly.com).

**Science Applications International Corporation (Germany), Addictions Counselor:** Develop and implement a community-based adolescent substance abuse prevention and treatment program on U.S. military base overseas (Netzaberg, Germany). The duties include intake, screening, assessment, case management, providing AOD training and specialized education on a variety of topics, treatment planning, discharge and continuing care planning, records management, and participation in quality assurance. The essential prevention and education role includes classroom education for adolescents, in-service training to community agencies, community education, screening for and facilitation of prevention support groups for youth from high risk environments, and participate in community awareness campaigns. Also, obtain and maintain written referral agreements with all community agencies, briefing referral agencies about the ASACS program and how to transfer adolescents for assessment and case record management and documentation, maintaining program statistics maintaining Continuous Quality Improvement Manual; maintain valid license. Required Education: Masters

NOTES: 4 openings. US Residents Only. Employer will assist with relocation costs. Two-part compensation package includes salary plus Living Quarters Allowance. Foreign-Earned income (U.S. Federal and State Tax Exempt).

**Sterling Medical, Child Psychologist:** Civilian opportunity for a child Psychologist to provide EDIS services to the U.S. Navy located in Okinawa, Japan. Sterling Medical offers excellent compensation, relocation, paid time off and holidays off, CEU allowance, health/dental/life/ADD and disability insurance, and tax advantages. For more information, please contact Rochelle Myers at (800)852-5678 x.323 EST, or E-mail [rmyers@sterlingmedcorp.com](mailto:rmyers@sterlingmedcorp.com). Fax number is (727)821-0711. Child psychologist must have a doctorate in clinical or counseling psychology from an APA-approved program, and completed an APA-approved internship, with a fellowship in child psychology. Must have 2 years experience in family-centered services to children with disabilities and/or behavioral disorders.

**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. E-mail: [office@alignrecruitment.com](mailto:office@alignrecruitment.com); Phone: +64 3 366 8779; Fax: +64 3 377 6770; Web [www.alignrecruitment.com](http://www.alignrecruitment.com). An expatriate American is available to assist with all enquiries.

**University of Otago, Department of Psychological Medicine:** Applications are invited for the part-time position of associate professor/senior lecturer in the Department of Psychological Medicine from graduates with relevant specialty qualifications in clinical psychology. Duties include contributing to: undergraduate medical school teaching, relevant specialist topic(s) in the postgraduate programs in cognitive behavior therapy and psychiatry, Departmental and Faculty examination duties, developing a personal research program and making applications for external funding support within 1 year of appointment. Those appointed at associate professor level will be expected to have already developed a substantive research program of at least national standing. The appointment will be for up to 0.8 FTE for a senior lecturer or up to 0.7 FTE for an Associate professor. This position offers an exciting academic opportunity to contribute to the development of undergraduate and postgraduate mental health education, and to mental health research, within the School of Medicine and Health Sciences, University of Otago, Wellington.

Specific enquiries may be directed to Professor Peter Ellis, Head, Department of Psychological Medicine, University of Otago, Wellington, P.O. Box 7343, Wellington South, New Zealand, Tel: +64 4 385 5656, Fax: +64 4 385 5877, E-mail: [pete.ellis@otago.ac.nz](mailto:pete.ellis@otago.ac.nz)

To see a full job description and to apply online go to: [www.otago.ac.nz/jobs](http://www.otago.ac.nz/jobs)

**Nanyang Technical University, Business School:** The Nanyang Business School (NBS) invites applications for assistant professor/research scientist with the Culture Science Institute in the area of social neuroscience, in the Division of Strategy, Management and Organization. Applicants should hold a doctorate degree with expertise in social neuroscience (broadly defined) and research interests in culture, social cognition, behavioral economics, and other business related topics. The Culture Science Institute (CSI) is a newly developed research institute at NBS, Nanyang Technological University in Singapore. It aims at conducting cutting-edge transdisciplinary research on culture and business. The school has recently built a research laboratory equipped with state-of-the-art ERP/EEG system, bio-physiological system, eyetrackers, and other facilities for acquiring behavioral data. Functional MRI facility will also be available at a later stage. Successful candidates will be offered an internationally competitive salary commensurate. International faculty will enjoy subsidized housing in a 500-acre residential campus environment, on-campus childcare center, and children's educational allowances for Singapore's acclaimed international schools. Applicants should submit (1) a curriculum vitae with a full list of publications, (2) statements of teaching and research

interests, (3) representative publications, and (4) three references and letters of recommendation. Applications will be screened until positions are filled. Please send application package electronically (PDF documents) to [HeadSMO@ntu.edu.sg](mailto:HeadSMO@ntu.edu.sg), and addressed to:

Professor Soon ANG

Goh Tjoei Kok, Endowed Chair & Professor in Management Head, Division of Strategy, Management & Organization Nanyang Business School, Nanyang Technological University  
Singapore 639798

**Nanyang Technological University, School of Humanities and Social Sciences:** The School of Humanities and Social Sciences at Nanyang Technological University (NTU), Singapore, invites qualified academics to apply for a faculty position as assistant professor. Applications are welcome from any area of academic psychology, though preference will be given to social psychology and/or areas that complement the research foci in Psychology at NTU. Successful candidates should possess strong research track records, including publications in international peer reviewed journals, and should demonstrate a commitment to effective teaching. The successful candidate is expected to have completed the requirements for the PhD degree in psychology, or a cognate discipline, and post-doctoral experience will be a significant advantage. A visiting appointment, particularly in social psychology, will also be considered. Salary will be competitive and will commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package. Further information about the University and the Division of Psychology can be viewed at the following websites: NTU: [www.ntu.edu.sg](http://www.ntu.edu.sg). Division of Psychology: <http://www.ntu.edu.sg/hss/psychology/Pages/default.aspx>.

To apply, please refer to the Guidelines for Submitting an Application for Faculty Appointment (<http://www.ntu.edu.sg/ohr/career/submitApplications/pages/faculty.aspx>) and E-mail your application package [consisting of cover letter, curriculum vitae, personal particulars form, teaching and research statement, three selected reprints/preprints of publications, and the names and email addresses of three potential referees] to:

Head, Division of Psychology  
School of Humanities and Social Sciences  
Nanyang Technological University  
14 Nanyang Drive  
Singapore 637332  
E-mail: [H-DPSY@ntu.edu.sg](mailto:H-DPSY@ntu.edu.sg)

Review of applications begins on April 4, 2011 and we will continue until the position is filled. Only short-listed candidates will be notified.

**Özyegin University, Department of Psychology:** Özyegin University invites applications for an assistant professor position in psychology. A PhD degree is required. Applicants

must have a strong commitment to teach at both the undergraduate and graduate levels, to conduct theoretical as well as applied research, and to provide community service. Özyegin University is a private, not-for-profit university located in Istanbul, at the crossroads of Europe and Asia. Founded in 2008, Özyegin University aims to be a "Third Generation University" that facilitates the transformation of knowledge to economic and societal value. Internationally competitive salaries and benefits are offered to qualified candidates. The language of education is English. Currently, Özyegin University has undergraduate and graduate programs in engineering, business, and hotel management. Plans are under way to start programs in law, economics, international business, entrepreneurship, finance, civil aviation management, as well as psychology. Following the successful launch of the undergraduate program in 2011, we plan to launch graduate programs within 3 years. Our intent is to have particular strengths in clinical psychology as industrial/organizational psychology, while serving all areas of the discipline. Candidates should submit a cover letter, together with their curriculum vitae, teaching and research statements, and complete contact information of three professional references. Please direct questions and submit applications by E-mail to Prof. Erhan Erkut, Rector ([rector@ozyegin.edu.tr](mailto:rector@ozyegin.edu.tr)), +90 216 559 2300. Review of applications will continue until the position is filled.

### Accredited Internship Training Programs – Canada:

Alberta Children's Hospital  
1820 Richmond Road, SW  
Calgary, Alberta  
Canada T2T 5C7  
Accredited: June 30, 1992  
Next site visit scheduled 2008

British Columbia Children's Hospital  
4480 Oak Street  
Vancouver, British Columbia  
Canada V6H 3V4  
Accredited: May 19, 1995  
Next site visit scheduled 2012

Center for Addiction and Mental Health, Clarke Division  
(formerly listed as The Clarke Institute of Psychiatry)  
250 College Street  
Toronto, Ontario  
Canada M5T 1R8  
Accredited: May 23, 1991  
Next site visit scheduled 2007

Children's Hospital of Eastern Ontario  
401 Smyth Road  
Ottawa, Ontario  
Canada K1L 8L1  
Accredited: May 4, 1990  
Next site visit scheduled 2012



## International Employment Opportunities

The Hospital for Sick Children  
Department of Psychology  
555 University Avenue  
Toronto, Ontario  
Canada M5G 1X8  
Accredited: August 10, 2001  
Next site visit scheduled 2011

IWK–Grace Health Center  
(formerly listed as IWK Children’s Hospital)  
5850 University Avenue  
P.O. Box 3070  
Halifax, Nova Scotia  
Canada B3J 3G9  
Accredited: January 9, 1996  
Next site visit scheduled 2006

London Health Sciences Center  
339 Windermere Road  
London, Ontario  
Canada N6A 5A5  
Accredited: May 13, 1999  
Next site visit scheduled 2007

University of Manitoba Counseling Service  
474 University Center  
Winnipeg, Manitoba  
Canada R3T 2N2  
Accredited: June 30, 1992  
Next site visit scheduled 2012

University of Manitoba Faculty of Medicine  
Department of Clinical Health Psychology  
PZ-350, 771 Bannatyne Avenue  
Winnipeg, Manitoba  
Canada R3E 3N4  
Accredited: May 1, 1979  
Next site visit scheduled 2011

McGill University Psychology Internship Consortium  
(This program is affiliated with the McGill University doctoral training program in clinical psychology)  
Department of Psychology  
1205 Dr. Penfield Avenue  
Montreal, Quebec  
Canada H3A 1B1  
Accredited: September 1, 1972  
Next site visit scheduled 2007

University of Ottawa  
(This program is affiliated with the University of Ottawa doctoral training program in clinical psychology.)  
Center for Psychological Services  
School of Psychology  
11 Marie Curie  
Ottawa, Ontario  
Canada K1N 6N5

Accredited: October 27, 1987  
Next site visit scheduled 2007

Queen Elizabeth II Health Sciences Center  
(formerly listed as Camp Hill Medical Center)  
1763 Robie Street  
Halifax, Nova Scotia  
Canada B3H 3G2  
Accredited: October 23, 1992  
Next site visit scheduled 2006

Royal University Hospital  
Department of Clinical Health Psychology  
Saskatoon, Saskatchewan  
Canada S7N 0W8  
Accredited: May 12, 1994  
Next site visit scheduled 2011

St. Joseph’s Healthcare  
Anxiety Treatment and Research Center  
6th Floor, Fontbonne Building  
50 Charlton Avenue, East  
Hamilton, Ontario  
Canada L8N 4A6  
Accredited: July 15, 2005  
Next site visit scheduled 2010

Vancouver Hospital and Health Sciences Center—UBC Hospital (formerly listed as University Hospital—University of British Columbia Site)  
Internship Training Program in Professional Psychology  
2211 Wesbrook Mall  
Vancouver, British Columbia  
Canada V6T 2B5  
Accredited: November 6, 1987  
Next site visit scheduled 2006

**CANADEM JPC International Internships:** CANADEM is looking for qualified Lawyers, MAs and other university graduates interested in development, human rights and peace building to work overseas starting in June with the following international organizations:

- Sierra Leone Special Court
- UNDP (United Nations Development Programme) - Central Asia, Africa
- UNESCO (United Nations Educational, Scientific, and Cultural Organization) - Thailand
- OSCE (Organization for Security and Cooperation in Europe) - Balkans
- IOM (International Organization for Migration) - Washington DC, Ukraine
- UNHCR (United Nations High Commissioner for Refugees) - Geneva, Croatia
- IFES (International Foundation for Election Systems) - Congo (Kinshasa)

## International Employment Opportunities

- UN ODC (United Nations Office on Drugs and Crime)  
- Uzbekistan

CANADEM is sponsoring up to 40 internship placements, pending funding notice from the Department of Foreign Affairs and International Trade (DFAIT) and the Canadian International Development Agency (CIDA). You must be under 30, underemployed and meet all other eligibility criteria (for more information please visit our website at [www.canadem.ca](http://www.canadem.ca) ).

Of the over 120 JPCs placed by CANADEM over the past four years, most found relevant employment after completing their internships. Many continued working as full-time staff members with their host organization.

On-Going Support: CANADEM interns are given assignments and responsibilities commensurate with their academic, working and volunteer experiences. Contracts include:

- An in-Canada pre-departure orientation (early summer);
- A six months overseas posting;
- On-going follow-up while an intern (including job leads); and
- A final in-Canada debriefing session.

Throughout the internships, the Program Coordinator remains in contact with the JPCs and, as the internships draw to a close, provides assistance in reworking and updating resumes.

Funding: This project is undertaken within the Government of Canada's Youth Employment Strategy (YES) with contributions from DFAIT and CIDA. CANADEM provides its interns with a \$12,000 stipend out of which all direct expenses are paid (e.g. travel, health insurance, briefing sessions, accommodations, etc).

For Application, Eligibility and Additional Information Visit: [www.canadem.ca](http://www.canadem.ca)

"A national roster of Canadian skilled in human rights, peace building, democratization, admin-logistics, security, reconstruction and other field expertise." tel: (613) 789-3328, fax: (613) 789-612, e-mail: [neil.burron@canadem.ca](mailto:neil.burron@canadem.ca) , web: [www.canadem.ca](http://www.canadem.ca)

Please send all completed applications to: [jpc@CANADEM.ca](mailto:jpc@CANADEM.ca).

**The Seeds of Sustenance Fellowship Program:** The Seeds of Sustenance (SOS) Fellowship Program is a unique cross-sectoral and sustainable training program providing skills and practical information in food production, nutrition, AIDS prevention, and income generation to rural African communities affected by HIV/AIDS. Through this program, Global Service Corps recruits, prepares, and trains pairs of Local and

Visiting Fellows to become qualified instructors in HIV/AIDS prevention and care, nutrition, and sustainable agriculture methods. Visiting Fellows and Local Fellows receive a one-month initial training in Arusha, Tanzania. Following this training, Fellow pairs work with Participating Organizations (POs) for five to eleven months. Fellows assist POs with the development of community training and education programs, and facilitate in-depth field seminars for local communities. <http://www.globalservicecorps.org/d/levelsofservice.html#internship>

**St. Francis College, Department of Psychology:** The Department of Psychology at St. Francis College invites applicants for a tenure-track Assistant Professor position to begin September, 2011. The College seeks a highly motivated professional with a Ph.D. in Developmental, Social or Experimental Psychology. The successful applicant must be qualified by training and experience to teach both undergraduate and graduate level courses in general psychology, developmental psychology, social psychology, statistics, experimental psychology, and to provide supervision to students. The successful applicant will work with a diverse faculty and student body and is expected to teach 12 credit hours (or graduate equivalent) per semester, provide advising and research mentoring for undergraduate and graduate students and serve on departmental and college committees. Preference will be given to applicants who demonstrate a history of experience and proficiency in conducting research and have prior experience in teaching upper-division undergraduate courses.

St. Francis College is a Franciscan founded, coeducational, liberal arts institution of higher learning in which teaching, research, and service are central to its total learning environment. Located in Brooklyn Heights, and with Manhattan just one subway stop away, the entire spectrum of art, culture, and educational/research facilities is at your fingertips. St. Francis College has been recognized by U.S. News & World Report as one of the top Baccalaureate Colleges in the North and ranked on the Forbes.com list of America's Best Colleges. The psychology department has six full-time faculty members (five tenured), 250 undergraduate majors, and as of September 2011, will have students enrolled in a new five-year combined BA/MA program in General Psychology.

Candidates should submit a statement of teaching/research interest, curriculum vitae, and three letters of reference. All applications should be emailed to the address listed below to the attention of Dr. Michele Hirsch, Chair of the Search Committee.

Review of applications will continue until the position is filled. Apply for this position through My HigherEdJobs. Contact: Dr. Michele Hirsch, Chair of the Search Committee St. Francis College, e-mail [hr@stfranciscollege.edu](mailto:hr@stfranciscollege.edu).

## International Employment Opportunities

The **Graduate School of Professional Psychology (GSPP) at the University of Denver** is seeking 2 core faculty members specializing in international disaster psychology. The full-time position is tenure-track; the half-time position is a clinical appointment. Salary and rank will depend on academic and clinical or field experience. There are numerous practice opportunities in Denver. Duties include teaching in the Master's Program in International Disaster Psychology, advising, supervising local and/or overseas practica, and participating as a core member of the GSPP. The applicant should have sufficient academic background and field experience in international disaster psychology to be able to teach a variety of courses in the program. Preference will be given to license or license eligible applicants. A doctorate in clinical psychology is preferable. The University of Denver is an EEO/AA Employer. Minorities are strongly encouraged to apply. Please apply at: <http://www.du.edu/hr/employment/jobs.html>. Inquiries may be addressed to Dr. Judith Fox, Director, Master's Program in International Disaster Psychology, at [jufox@du.edu](mailto:jufox@du.edu). Applications will be reviewed beginning February 1, 2011. Subject to budget availability, preferred starting date is September 2011.



### OFFICERS (2011)

#### President

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#### President-Elect

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#### Past President

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#### Secretary (2011-2013)

Ayse Çiftçi, Ph.D.  
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#### Council Representative

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Joy K. Rice, Ph.D. (2011-2013)

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### COMMITTEE CHAIRS (2011)

*[\*ad hoc committees]*

#### \*Aging

Norman Abeles, Ph.D.  
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#### APA Oversight Committee on Lesbian, Gay, Bisexual and Transgender Concerns

Mercedes McCormick, Ph.D.  
33 Hudson Street, #2810  
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#### \*Award, Book

Renée Goodstein, Ph.D.  
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#### \*Award, Denmark-Reuder

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email: [jchr@conncoll.edu](mailto:jchr@conncoll.edu)

#### Awards, Division

Danny Wedding, Ph.D., MPH  
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email: [ugielen@hotmail.com](mailto:ugielen@hotmail.com) or  
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web: <http://www.geocities.com/uwegieleniccp>

#### \*Award, International Mentoring

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#### \*Award, Student International Research

Sheila J. Henderson, Ph.D.  
Visiting Associate Professor  
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Systemwide Associate Director, I-MERIT  
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## Board Members

### \*Communications

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### \*Curriculum and Training

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### Division Liaison to CIRP (Committee on International Relations in Psychology)

Judy Kuriansky, Ph.D.  
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### \*Early Career Professionals/Psychologists Committee

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### \*Ethics (Presidential Initiative)

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Tel: 312-777-7748  
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### \*Federal Advocacy Coordinator

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### Finance

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### \*Handbook

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### \*Immigration/Refugees

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### \*International Committee for Women (ICFW)

Susan A. Nolan, Ph.D.  
Chair, Department of Psychology  
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