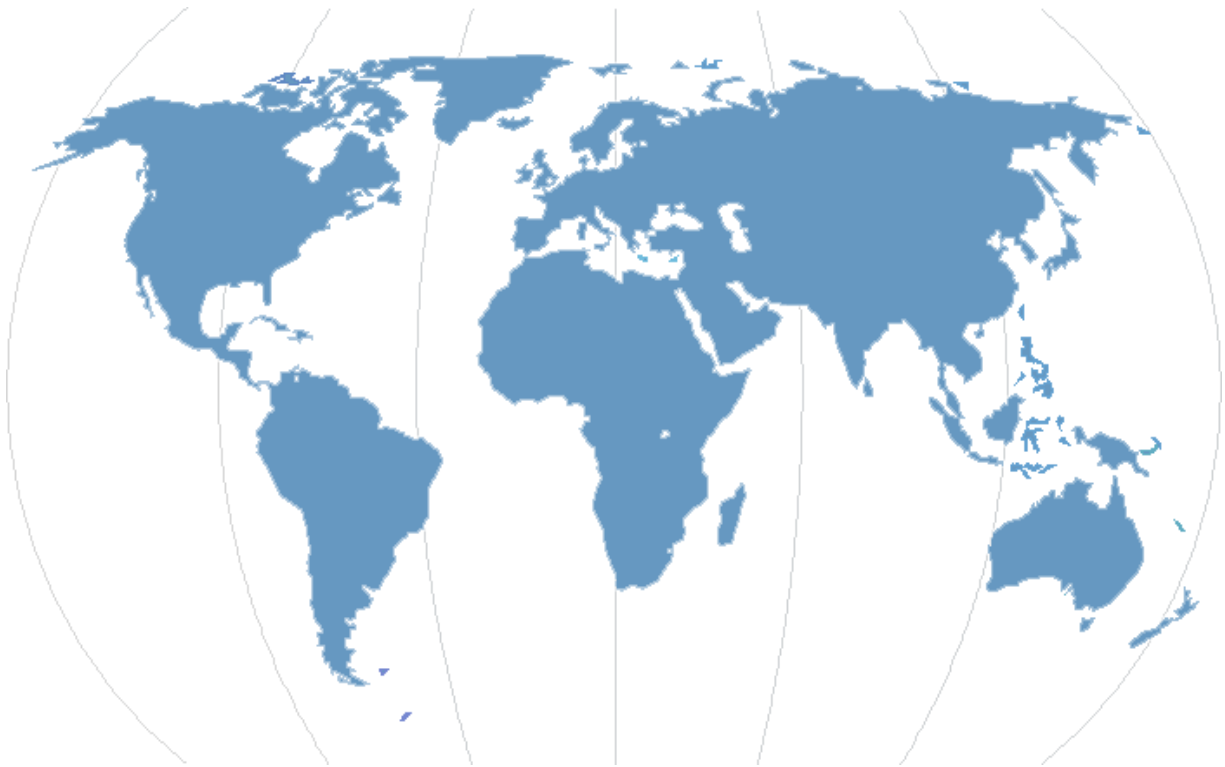




# INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 15 No. 4 Fall 2011



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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.

To submit manuscripts to the Division's new peer-reviewed quarterly journal, *International Perspectives in Psychology: Research, Practice, & Consultation*, contact Editor Judith Gibbons at [gibbonsjl@slu.edu](mailto:gibbonsjl@slu.edu).

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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 June 30th

Fall issue September 15th

Winter issue December 15th

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### Looking Back/Looking Ahead

John D. Hogan, PhD  
President, APA Division 52  
St. John's University  
[hoganjohn@aol.com](mailto:hoganjohn@aol.com)

This is my last column as the Division 52 president. It is amazing how quickly the year has gone by! But, as most of you are aware, presidential terms these days are really three years long – comprised of terms as president-elect, president, and past-president – each year with specific duties. So I am not going away just yet! ☺

#### 2012 Awards

As past-president, I will oversee the various awards that the Division gives, and chair the committee for the International Psychologist Award. We give two awards each year in this category, one for an outstanding international psychologist from the U.S., the other for a non-U.S. outstanding psychologist. We seek to honor individuals who have made outstanding contributions to international psychology either through significant research, teaching, advocacy, and/or contributions to international organizations. I hope you'll consider making a nomination in one or both of these categories. Our members have always been an excellent source for nominations. Please send your nominations, with a brief letter of support, to me at: [hoganjohn@aol.com](mailto:hoganjohn@aol.com). I will need the nominations by February 1, 2012.

Our other Division Awards include the Henry David International Mentoring Award, the Florence L. Denmark/Mary E. Reuder Award for Outstanding Contributions to the Psychology of Women and Gender, the Ursula Gielen Global Psychology Book Award, and the Awards for Student International Research. Please check our website for further information about the awards, as well as the due date for nominations and the email addresses of the appropriate award chairs: [www.internationalpsychology.net](http://www.internationalpsychology.net).

#### 2012 Elections/ Committee Participation

As past-president, I will also Chair the Nominations and Elections Committee. This year we will be voting on two upcoming openings for member-at-large positions. One of these openings will be reserved for an Early Career Psychologist (ECP), that is, a psychologist who is within ten years of receiving the doctoral degree. Members-at-large are voting members of the Executive Committee of the Division and

typically focus on an area of special interest to the Division during their term.

Of course, there will also be an election for president-elect during 2012, as there is every year. Nominations are welcome for this position as well. Although any Division member may be nominated, the final nominees are typically individuals who have been active in the Division over a period of time. Obviously, some experience with the Division is necessary before an individual can become an effective leader of it. So perhaps this is a good time to remind all of our members that we encourage your participation in the Division's governance. A good place to start is to become a member of one or more of our various committees. By the time you read this, Neal Rubin, our president for 2012, will have already begun to make committee assignments, but I am certain he would welcome any offers of committee participation: [nealrubin@hotmail.com](mailto:nealrubin@hotmail.com)

#### New Officers/Future Plans

Speaking of Neal Rubin (Argosy University, Chicago),



our newly elected officers will begin their terms at the beginning of the calendar year, January 1. In addition to Neal as president of the Division, Mercedes McCormick (Pace University) will become president-elect, and Susan Nolan (Seton Hall University) will become the Division treasurer. Each one of them has a substantial history with the Division, as well as more than enough energy and enthusiasm to safely carry the Division through their respective terms of office. Neal has already

begun to plan our mid-winter meeting, to be held in Las Vegas, NV, from February 22-25, 2012. He has discussed the meeting elsewhere in this newsletter.

With all that we have coming up, I want to be certain to remind everyone of our new journal – *International Perspectives in Psychology: Research, Consultation, Practice* which will be launched in the new year and which is being edited by Judith Gibbons of St. Louis University. By all accounts, we are off to a good start, with many worthwhile submissions. The journal is an important extension of the mission of the Division and we are very excited about its future.

#### Looking Back

It's been a wonderful year for me. I've had the opportunity to share the work of our Division with a terrific group of active, hard-working, and committed individuals. I've been particularly impressed with those members whose work is so often behind the scenes and yet is so crucial to keeping our Division running efficiently. I hesitate to name any

## Message From The President

names for fear of leaving some people out, but I will risk naming a few: Richard Velayo, who has done such wonderful work with our website and has calmed us whenever we have had electronic concerns; Joy Rice, who oversees our Handbook and bylaws and, in general, makes certain we abide by the “rules” and know what we are doing; and our recently “retired” treasurer, Michael Stevens, who has been a wise and extraordinarily efficient treasurer as well as a counselor *par excellence*.

I must also mention the work of our program committee: Senel Poyrazli (Pennsylvania State University, Harrisburg) was in charge of the “regular” convention planning, and Mark Terjesen (St. John’s University, NY) supervised the suite programs. The Suite planning has become increasingly important as APA divisions are being allotted fewer and fewer hours. The suite also affords a more intimate venue for our attendees, as well as the opportunity to interact more easily with the presenters. They’ve done a wonderful job in both venues. Mark will be in charge of the “regular” programming this coming year: [terjesem@stjohns.edu](mailto:terjesem@stjohns.edu). Robyn Kurasaki will be in charge of the suite programs.

Finally, many thanks to all of the members of the Division for their support during 2011. It has been a privilege to serve the Division as president, and I remain very grateful for the opportunity.

John

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

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

## Division 52 Midwinter Meeting in Las Vegas, Nevada

Neal S. Rubin, Ph.D., ABPP  
*Argosy University, Chicago*  
[nealrubin@hotmail.com](mailto:nealrubin@hotmail.com)

The Board of the Division of International Psychology (Division 52) has decided to hold its yearly midwinter meeting from February 22 through February 25, 2012 at the Riviera Hotel in Las Vegas, Nevada. We are delighted to be meeting in conjunction with the Society for Cross Cultural Research's annual conference (SCCR) [www.sccr.org](http://www.sccr.org). Also meeting jointly with Division 52 and SCCR will be the Society for Anthropological Science (SASCI) <http://anthrosciences.org/> and the American Anthropological Association's Children and Childhood Interest Group (AAACIG) <http://www.aaacig.org/>. We are hoping that meeting with a range of social scientists that share many of our international and cross cultural interests will provide an opportunity for lively exchange and for possibilities for collaboration, during and beyond the conference.

Together with William Jankowiak, President-elect of SCCR and Professor of Anthropology and Ethnic Studies at the University of Nevada, Las Vegas, we are planning a number of avenues to promote stimulating interaction. For example, we have proposed a scholarly exchange in which an SCCR speaker will be scheduled in the Division 52 program and a Division 52 speaker scheduled similarly in the SCCR program. We are also designing a joint symposium that will feature prominent speakers from each group presenting on the same panel. Additionally, our schedule will free up Division 52 members to hear the keynote speakers\* in the SCCR program. Of course, numerous opportunities for more informal exchanges will be available throughout the conference including opening ceremonies, conference banquet and a Board dinner.

Initial information on the SCCR program, along with information on accommodations and tourism, can be accessed @ [www.sccr.org/sccr2012](http://www.sccr.org/sccr2012).

Regarding the Division 52 schedule, our Board meeting will be held in the Riviera on Wednesday 2/22/12 from noon

to 5 pm. Following the SCCR opening ceremonies on Thursday morning 2/23/12, our Division 52 program will begin at 1 pm and conclude at 5 pm. We will continue on Friday 2/24/12 with a day long series of presentations from 9 am to 5 pm. Division 52 members interested in submitting a proposal for the midwinter program should send a brief summary of your proposed presentation to [nealrubin@hotmail.com](mailto:nealrubin@hotmail.com). Presenters are strongly encouraged to design panels that include students and/or early careerists on their programs, or as co-authors of their presentations. In this way we hope to encourage increased interaction between our more established members and members who have more recently joined our division. We appreciate your consideration of this request as our valued senior members can so impressively serve as role models for our early careerists, students and prospective members.

We are hoping that our Midwinter Meeting will be a stimulating opportunity for new connections, collaborations, and creative problem solving as we review our work together, engage in strategic planning and problem solving, and as always, as we renew valued friendships.

### \*Keynote speakers:

- 2/23/11 "History of Las Vegas"  
Eugene P. Mohring  
Professor of History  
University of Nevada, Las Vegas
- 2/23/11 "Legalize Prostitution in Nevada"  
Barbara G. Bents  
Professor of Sociology  
University of Nevada, Las Vegas
- 2/24/11 "Unpacking Female Sexual Desire: Desire for What, for Whom and When?"  
Marta Meana  
Professor of Psychology  
University of Nevada, Las Vegas



### The Division 52 Poster at the International Poster Session at the 2011 APA Convention

Judy Kuriansky, Ph.D., Richard Velayo, Ph.D.,  
Neal Rubin, Ph.D., Brian Davis, and Rebecca Houran

This August 2011, the American Psychological Association Conference featured a poster session for which all divisions were invited to participate, to present their international work. The session was launched by the APA Office of International Affairs, evolving out of discussions of the APA Committee on International Relations (CIRP) about the international connections, membership and activities of the various APA divisions.

An email was sent to all the APA division Presidents to invite their division to participate. The email described the purpose of the poster – “to provide information and to foster interaction among Divisions around international activities” – and suggested content. The session was called “Psychology Around the World – APA Divisions Reach Out” and took place on Friday, August 5 from 1:00-1:50 PM at the Convention Center Halls D and E.

Division 52 enthusiastically agreed to participate. Division 52 CIRP liaison Judy Kuriansky convened a committee comprised of Division 52 Past-President Richard Velayo, President-elect Neal Rubin, APA United Nations student representative and NYU graduate student Brian Richard Davis and recent Smith College graduate Rebecca Houran, a psychology major, Division 52 student member and Dr. Judy’s summer intern.

The committee worked together throughout many months, and many nightly long evening sessions, in person and on Skype, to create an interesting design (greatly enhanced by Brian Davis’ creative skills) and to honor as much work of division members as possible.

The Division 52 Poster is titled “*One World Psychology: Global Connections and International Psychology in APA Division 52.*”

Whatever information could not be included on the poster itself, was presented on an exceptionally unique feature – an interactive kiosk presented via an iPad attached in the center of the poster. The iPad provided an interactive way in which viewers could interact with the poster. It contained information presented in the poster, including the Division 52 video on “International Psychology: What Students Want to Know”.

Several emails were sent to all the members of the division to solicit their information in many categories of international work. Several members replied with extensive information, and these responses were honored as much as possible by being included in the poster itself and also placed in full on the iPad.

Given the extent of interesting international work by division members, it was challenging to organize the efforts.

The design decided upon consisted of five main sections, each with subsections. These are:

1. Teaching activities (teaching appointments; seminars, workshops and presentations; teaching-related committees; books; and developing courses);
2. Science activities (presentations at international conferences; publications; and research projects and scholarship);
3. Basic information and demographics about the Division (mission; membership; programs including international liaisons, adopt-a-psychologist, clearinghouse, and heritage mentoring project; and opportunities including speakers network, student activities, cross-divisional collaborations; book series and international awards);
4. Service (humanitarian field projects; international organizations and committees; editorial board appointments; organization board appointments; guidelines; manuscript reviewing; and policy/public interest/advocacy); and
5. Other international activities (grants and fellowships; awards; media; and organizations founded).



*Dr. Judy Kuriansky at the Division 52 Poster at the International Poster Session (APA 2011).*

The Division 52 poster was exceptionally well-received, with many visitors viewing the poster and enjoying the iPad.

The poster may be accessed on the Division 52 website at: <http://www.itopwebsite.com/InternationalPsychology/Media.html>. The interactive kiosk, which was presented through an iPad at the poster session, may also be downloaded in PDF format.

Given the great success of the poster session, APA and the CIRP committee agreed to repeat such a session at next year’s convention.



**Call for *Internationally Focused Papers***  
**Western Psychological Association**  
**April 26 – 29, 2012, San Francisco, CA**  
**Deadline: 15 November 2011**

The 2011 WPA Convention will be in San Francisco from April 26-29, 2012 at the Hyatt Regency. For the fourth year, WPA leadership has allotted some convention time and space for internationally/cross-culturally focused presentations. The deadline is 15 November 2011 (midnight PST).

The WPA Call for Papers is located at: <http://www.westernpsych.org/convention/call.cfm>



To be reviewed for the *international program*, please use the WPA Call-for-Paper submission process and select *International Psychology* from one of the “topic” areas listed within the on-line submission process.

Please consider organizing international symposia or selecting the “one-speaker paper” option. The “one-speaker paper” option will alert the program committee of your interest in being assembled into a panel of papers with related topics. The online process for submitting symposia requires two-steps (first, the chair submits the proposal for the symposium and receives a symposium number; second each of the speakers submits a paper proposal and identifies the symposium number in one of the submission form fields).

WPA requires that at least one of the authors of each submission should be registered for the conference; conference registration fees are lower for WPA members.



For questions (or to provide suggestions) about the international sessions, activities, and events at WPA, please contact Lynette H. Bikos, Ph.D., Div52@WPA Program Chair, [lhbikos@spu.edu](mailto:lhbikos@spu.edu).

To learn more about Division 52/ International Psychology, or join the division: [www.internationalpsychology.net](http://www.internationalpsychology.net)

**INVITATION:** All students and faculty who present international research at WPA, and are (or become) members of the APA International Division, can submit their 300-word abstract by 30 June 2012 for publication in the APA *International Psychology Bulletin* in summer 2012. For details, contact Editor Grant Rich at [optimalex@aol.com](mailto:optimalex@aol.com).

**Call for Fellows 2012**

Members of APA Division 52 are now invited to nominate others or themselves for election as a fellow of Division 52, based on "unusual and outstanding contributions" to international psychology. Phone or write soon for a packet of forms for APA, and our Division's 15 criteria. This year all completed materials must be submitted by 5 pm Friday, 2 December 2011 -- including the nominee's vita, personal statement, and endorsements from 3 current APA fellows. At least 2 of the 3 endorsers must be a fellow of Division 52. (Those who are already a fellow of another APA division can ask about a streamlined nomination procedure). A roster of D52 fellows now appears at:

[www.internationalpsychology.net](http://www.internationalpsychology.net).

Contact:  
Harold Takooshian  
D52 Fellows Chair  
314 Dartmouth  
Paramus, NJ 07652, USA  
Phone 212-636-6393  
[takoosh@aol.com](mailto:takoosh@aol.com)

**Translators Wanted**

A one-page overview of the history of the APA Division of International Psychology was co-authored by its Presidents John Hogan and Harold Takooshian. We now seek global colleagues to translate this sheet into other languages, with themselves as the author, to circulate to colleagues and students in their nation. As of October 2011, this sheet appears in 14 languages: Armenian, Chinese (Mandarin), Dutch, English, Estonian, French, Korean, Polish, Russian, Somali, and Spanish.

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

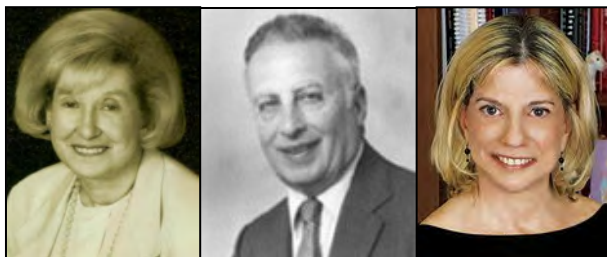
## Division 52 National Speaker Network

Harold Takooshian, Rivka Bertisch Meir,  
and Ronald G. Shapiro (co-chairs)

What do these three experts have in common: **Dr. Florence Denmark** in New York, **Norman Abeles** in Michigan, and **Diane Halpern** in California? Besides being past-Presidents of APA and fellows of our APA International Division, they also kindly registered for the new APA Speaker Network, to share their expertise as speakers to local student and community groups.

If you would you like to find a local psychology expert or two this year, to speak to your school, community group, or corporation, here is good news. At APA in Washington, D.C. this August, our international suite again hosted its annual gathering of the APA Speaker Network—a national roster of 212 APA fellows, arranged in zip code order, who are prepared to share their “unusual and outstanding” expertise with local audiences. In addition, many of these indicate they are also prepared to host visits to their lab or clinic, speak with the media, or advise younger colleagues or students. These 212 gracious experts include five past-Presidents of APA, several textbook authors, and some of the leaders of US and international psychology. To download a PDF of this free list, simply check our website, <http://web.mac.com/rvelayo/Div52Announcements/Speakers.html>.

This PSYCHE network—Psychology Speakers You Can Hear Easily—was first arranged in 2006 with a CODAPAR mini-grant. It currently spans four APA divisions—1 (general), 2 (teaching), 21 (human factors), 52 (international)—and will expand to include other APA divisions in 2012. It also cooperates with other speaker networks, including ROMEO for international speakers, at [www.apa.org/international](http://www.apa.org/international).



*Pictured from left to right: Florence Denmark, Ph.D., Norman Abeles, Ph.D., and Diane Halpern, Ph.D. Three of the 212 distinguished experts in the APA national speaker network.*

## Be Sure to “Stay Connected”

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

To find out about free international activities in greater New York, check Richard’s “NY-52” webpage at: <http://web.mac.com/rvelayo/Div52/Div52-NY.html>.

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

## Call for 2012 EPA International Proposals

The 2012 meeting of the Eastern Psychological Association is set for 1-4 March, at the Westin Convention Center in Pittsburgh PA. Once again, for the eighth year, EPA welcomes proposals from all students and professionals interested in international and cross-cultural psychology, due by **15 November 2011**. A low fee of US \$45 also includes one year membership in EPA (\$25 for students). The 2013 meeting will be at the Marriott Marquis in Manhattan.



In 2011 at EPA in Cambridge MA, many of 1,800 psychologists and students shared two full days of global programs—invited international speakers, symposia, papers, posters, and organizations.



To submit proposals by 11/15/2011:  
[www.easternpsychological.org](http://www.easternpsychological.org).

For any details, check  
[www.internationalpsychology.net](http://www.internationalpsychology.net), or  
contact the EPA International Program:  
Harold Takooshian at [takoosh@aol.com](mailto:takoosh@aol.com)

**INVITATION:** All students and faculty who present international research at EPA, and are (or become) members of the APA International Division, can submit their 300-word abstract by 31 March 2012 for publication in the *APA International Psychology Bulletin* in spring 2012. For details, contact Editor Grant Rich at [optimalex@aol.com](mailto:optimalex@aol.com).

**Division 52 Images from the APA Convention, Washington, D.C. USA**



*The D52 board meets.*



*In the international suite, Drs. Michael and Rivka Meir host a one-hour Skype session with Dr. Noach Milgram in Tel Aviv.*



*The international suite was shared by Division One (General Psychology), where President Russo presented a book award to the Editors of the International Handbook of Applied Psychology.*



*The D52 board members share an international supper at the exotic Marrakesh restaurant.*



*In the suite, the officers of Psi Chi, the international honor society in psychology, present their annual awards.*

## Division 52 News and Updates



*A conversation hour with the Ursula Gielen Book Award winners in the APA international suite.*



*Many officers worked hard to help purchase the lavish snacks that kept the suite well-stocked.*

*Late into the night, some members enjoyed the Renaissance suite's magnificent veranda overlooking Washington.*



*In the APA suite, two Fulbright officers were recognized for their presentations on the U.S. Fulbright program.*



*The international suite was the site of many awards and receptions.*

**Division of International Psychology  
American Psychological Association  
Annual Board Meeting Minutes  
Wednesday, August 3, 2011  
2 – 6 pm  
Renaissance Washington Hotel,  
Meeting Rooms 10 & 11**

**Present:** John Hogan (President), Ayse Çiftçi, Andrés Consoli, Judith Gibbons, Uwe Gielen, Gloria Grenwald, Ani Kalayjian, Mercedes McCormick, Rivka Bertisch Meir, Susan Nolan, Ann O'Roark, Wade Pickren, Artemis Pipinelli, Senel Poyrazli, Joy Rice, Grant Rich, Neal Rubin, Janet Sigal, Michael Stevens, Harold Takooshian (late, coming from Council), Mark Terjesen, Richard Velayo, Danny Wedding.

**Guests:** Merry Bullock, Anna Laura Comunian, Michael Meir, Tara Pir, Karin Vann.

**Absent:** Norman Abeles, Fred Bemak, Joan Chrisler, John Davis, Florence Denmark, Sharon Home, Judy Kuriansky, Jennifer De Mucci, Roberta Nutt.

The meeting was called to order at 2:07 pm and President John Hogan welcomed all board members and guests. All individuals attending the meeting introduced themselves.

- 1) **Changes to the Agenda:** The agenda was unanimously approved.
- 2) **Approval of the Minutes** from the Mid-Winter Board Meeting in Cambridge (3/10): The minutes were unanimously approved.
- 3) **President's Report:** John Hogan reviewed some of the major issues that have come up in previous months. He expressed concern about a possible decline in memberships related to increased dues associated with the new journal. He explained that this decline is typical when new dues are introduced. He reported that we have new officers elected for the Division. He also discussed different awards given by the Division. He had previously suggested the need for an "awards-coordinator", but noted that the Handbook indicates that past-presidents serve in this position. He expressed special thanks to Senel Poyrazli and Mark Terjesen for the convention programming and special thanks to Michael Stevens for his contributions to the Division. Michael is leaving the Division board this year.
- 4) **Past-President's Report:** Danny Wedding announced election results: Mercedes McCormick is the president-elect and Susan Nolan is the treasurer. They assume their

positions on January 1, 2012. As the awards coordinator, Wedding announced the recipients of the Outstanding International Psychologist Awards: Michael Stevens for the US based award and Narasappa Kumaraswamy for the non-US based award. Three awardees for the Henry David International Mentoring award were Larry Gerstein, Tara Pir and Harold Takooshian. The Gielen Book Award went to the editors of the *International Handbook of Cross Cultural Counseling: Assumptions and Practices Worldwide* (Gerstein, L. H., Heppner, P. P., Ægisdóttir, S., Leung, S. A., & Norsworthy, K. L.).

- 5) **President-elect Report:** Neal Rubin discussed the concerns about membership, specifically issues related to early career psychologists (ECPs). He reported several initiatives to recruit and engage more ECPs in the Division: (1) recent changes on the board (voting seat for an ECP and non-voting seat for a student representative), (2) newly proposed ECP award, (3) dedicated ICP regular column for students and ECPs, (4) recruiting one student and one ECP member for each committee, (5) Heritage Mentoring Project. Rubin also reminded that next year will be the 15th anniversary of the Division. He invited members to make recommendations regarding the anniversary. He proposed bringing together all the past-presidents of Division 52 as a part of the 15th anniversary celebration. Rubin reported that the student committee applied for a National APAGS award. Even though Division 52 didn't receive the award, students put together an excellent proposal. One of the concerns about the application/selection process was that our Division doesn't require students to be APA members. Rubin also reminded the Board members about the poster session that will take place on Friday at 1pm. Division 52 prepared a very impressive, interactive poster. Finally, he presented two options for the mid-Winter meeting: SCCR (Las Vegas, February 22-25) and WPA (San Francisco, April 26-29). A straw vote was taken regarding the location of the 2012 mid-winter meeting.

The board members clearly indicated preference for SCCR (14 votes) over WPA (7 votes).

- 6) **Policy Changes Re Early Career and Student Board Representatives:** Joy Rice reported the proposed bylaws changes regarding student and early career representation on the Division 52 board. The purpose of these proposed changes were not only to increase the number of ECPs and students but also to get them more involved in the Division. Rice reported that both changes were approved (95% for the early career representative and 92% for the student representative) and the changes are reflected in the bylaws. Further discussion on the following items took place:
  - a) the Early Career MAL is expected to chair the Early Career Committee;

- b) the definition of an Early Career Psychologist is up to ten years post graduate status; and
- c) 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.
- d) the Student Representative will generally be a graduate student, but that a particularly outstanding psychology undergraduate may be nominated for the position, and
- e) the Student Representative is expected to chair the Student Committee.

All items were discussed separately and unanimously approved. Rice will reflect the changes in the Handbook.

- 7) **Presentation of Denmark-Reuder Award:** John Hogan presented the Denmark-Reuder Award to Joy Rice. This award is named after two founding members of Division 52, Florence Denmark and Mary Reuder. Rice thanked the committee and the board.
- 8) **Division 52 Budget:** Michael Stevens discussed the changes between 2011 and 2012. He discussed the expenditures due to the Journal (i.e., office expenses and subscription fees). For the long term investments, Stevens suggested to be on the safe side and keep the accounts in the same place due to the current economy. He suggested that we continue our discussions as the economy changes. Stevens reported that Division 52 received support (grants and donations) for the hospitality suite from Division 1, the College Board, and Psi Chi. Finally, there was a discussion over ISCP funds (approximately \$3,100). Stevens expressed his concerns about the legitimacy of the funds-whether this organization is really dead or not? Gloria Gottsegen and Danny Wedding were the past-presidents of the group. However, there is still some confusion about the organization. It is recommended that it will be best for Gloria Gottsegen to write a check to APF indicating that the money is for Division 52.

The budget was unanimously approved.

- 9) **Discussion About Committees and Survey Results:** Wade Pickren summarized the history of the long-range committee and the need to review the subcommittees and ad hoc committees. Pickren reported that based on the survey, we have 11 active ad hoc committees. Multiple recommendations were made to follow up on the report. One recommendation was that appointments be considered division appointments, not ad hoc committees, e.g., webmaster, student coordinator, and ECP coordinator. These appointments may be for 2- or 3-year terms. Another recommendation was that ad hoc committees be

reviewed periodically. All appointments should have terms associated with their appointments. Finally, there were some requests/discussions to re-group some of our committees such as awards or communication and publication (journal, website, and newsletter). Rubin will continue to work with Pickren during his presidential year to review committees.

- 10) **Discussion on Eligibility Henry David International Mentoring Award:** Mercedes McCormick raised some concerns about the eligibility of this award whether mentoring is separate from international work. It is decided that mentoring is different from international mentoring and it will be up to the committee to evaluate the relevant qualifications. There was a consensus that the award is best served by being awarded to one person each year, although it is understood that multiple awards may be necessary based on the quality of the nominations.
  - 11) **Discussion on Eligibility for Student Research Award:** Danny Wedding raised some questions about whether undergraduate students are eligible for this award. Based on the Handbook, this award can be given separately for graduate and undergraduate submissions. Furthermore, the student is required to be a student affiliate of APA or Division 52.
  - 12) **Webmaster Committee:** Richard Velayo reported on the increasing web presence of Division 52, including our use of other social media (Facebook, YouTube, Twitter). Currently, there are four listservs: announce only, open discussion (51 subscribers), ECP (13 subscribers), and student (0 members). With the increasing need for social media and IT, Velayo expressed a need to create a committee. The board supported Velayo developing a Webmaster committee.
  - 13) **Membership:** Janet Sigal reported two new membership co-chairs: Josephine Tan, the Canadian Coordinator and Julia Rose, the UK Coordinator. Sigal also provided information on the proposed ECP award: the ECP award committee can be co-chaired by one ECP and another committee member. The President-elect will appoint the committee chairs.
- This new award was unanimously approved.
- 14) **Policy about registration waiver** for the outstanding international psychologist award (non-US). In order to be able to have a possible registration waiver for the awardee and meet the APA deadlines, the deadline for this award will change. The deadline will be much earlier in order to have the opportunity to submit the awardee name to APA in March, if needed.
  - 15) **Update with the New Journal:** Judith Gibbons provided information about the current state of the journal. She

received 78 submissions in 7 months with none yet accepted for publication. (Most are currently under review.) She has established an editorial board of 43 scholars, with primary affiliations in 32 countries. Even though most of these submissions are from the US, an effort has been made to reach out to non-US authors. Gibbons praised APA and the efforts they have made toward publishing a successful journal. A "mock" issue of the journal has been constructed, with published articles from other APA journals as an example of what the journal will look like.

- 16) **Merry Bullock (APA Office of International Affairs)** distributed copies of the Office's annual international Convention program book, that includes all programs with an international focus and a list of all international presenters. She also distributed the first brochure in a new APA publication series of interest to Division 52: "Going International: a Practical Guide for Psychologists". Bullock informed the Board of a new web based resource called Psychology Resources Around the World that is being developed to be the repository of information on organized psychology in every country in the world. Two international conferences of note are: Caribbean Regional Conference of Psychology in November, 2011 and the 30th International Congress of Psychology in July 2012. APA has just been awarded a \$25,000 grant to fund travel and a mentoring program for the ICP (up to 16 students/ECPs, and up to 10 more senior mentors) by NSF. Finally, Bullock reported that in 2012 the APA President will invite all the presidents of national psychology organizations around the world to a special Presidents' Initiative at the Convention.
- 17) **Program Committee:** Senel Poyrazli and Mark Terjesen updated the board on the program. The suite will be opening on Thursday. Board members thanked them for the wonderful programming they developed.
- 18) **International Psychology Bulletin:** Grant Rich updated the board about the Bulletin that is published four times a year. Rich reported the changes from the previous year such as the new regular student column. The next deadline for submissions is September 15th.
- 19) **Council:** Division 52 Council representative Harold Takooshian reported that the Council unanimously approved all six D52 nominations for new Fellows of APA: William R. Herkelrath, Samvel S. Jeshmaridian, Tahereh Pirhekayaty, Grant J.M. Rich, Mihaela Robila, Nancy Sidun. The suite hosts a breakfast reception and conversation hour to salute these six, and other fellows in the APA speaker network.

The meeting was adjourned at 5:50pm.

Respectfully submitted, Ayse Çiftçi, Ph.D.



**Local Networking Event in Los Angeles:  
APA Division 52 International  
Psychology & International Council  
of Psychologists (ICP)**

Dr. Tara Pir  
*Institute for Multicultural Counseling  
and Education Services, Inc.*  
[tarapirimces@msn.com](mailto:tarapirimces@msn.com)

A local networking social event was coordinated between Dr. Tara Pir (ICP long range planner and area chair for ICP, and Division 52 member) and Dr. Lynette Bikos (Division 52 program chair for the Western Psychological Association). The purpose of the event was to bring together local members of the International Council of Psychologists and APA Division 52 International Psychology. This event took place after the 2011 conference for the Western Psychological Association at the Bonaventure Brewing Company located in downtown Los Angeles. The event was well attended and well received by participants who took advantage of the opportunity to network and connect with members of both organizations who shared the common interest of international psychology. As a result, we were able to recruit new members for both ICP and APA Division 52.



*Dr. Tara Pir and Dr. Lynette Bikos received certificates of appreciation from APA Division 52 International Psychology.*



*New members of APA Division 52 and International Council of Psychologists (ICP) in Los Angeles.*



## Member Profile

Members of Division 52 could not be more richly diverse in every way: nationality, specialty, age, gender, heritage, ethnicity, lifestyle, and worldview. This new column profiles the work of some of our most active members. For details or suggestions, contact Editor Grant Rich at [optimallex@aol.com](mailto:optimallex@aol.com).



**Naji Abi-Hashem, Ph.D.**, a long time member of Division 52, had three projects completed: A large book chapter on, "Working with Middle Eastern Immigrant Families," published in an edited volume entitled *Working with Immigrant Families: A Practical Guide for Counselors*. While the book focuses on immigrants from all continents of the world and on their mixed cultures and identities, adaptations and acculturation, needs and struggles, this particular chapter focuses on people from various Arabic, Muslim, and Middle Eastern backgrounds. Also, it explains the similarities and differences among the countries and societies of the East Mediterranean region and Gulf-Peninsula area, versus those of North Africa. The chapter is divided into several sections and covers a host of topics, timely matters, and sociocultural dynamics. The table of contents includes the following: Introduction; Migration, Survival, and Coping; History and Demography [in the USA & North America]; Counseling and Psychotherapy in the Middle East and Arabic Countries; Major Religions and Social Meanings; Tenets of Faith and Modes of Religious Practice; Generational Gaps, Cultural Trends, and Counseling Considerations; Born and Raised in North America [1st, 2nd, & 3rd generations, socioeconomic, and mixed marriages]; Multi-Identity or Multiple Identity; The Concept of Cultural Self; Suggested List of Proper Etiquette and Behavior; Integration Versus Alienation; Therapeutic Modalities and Orientations; Insights and Guidelines for Counseling and Caregiving Among the Culturally and Religiously Diverse Middle Eastern and Arab American Populations; and finally, the References.

The last section of this chapter is an extensive list of practical hints and suggestions on how to help and relate to all types of immigrants and refugees, including the people from Middle Eastern, Arabic, or Islamic descent. Many of these insights and skills can also apply to other minorities, diverse populations, global travelers, and all kinds of internationals. After all, every encounter we experience these days, anywhere in the world, can be qualified as a *cross-cultural encounter!*

### Reference

Abi-Hashem, N. (2011). Working with Middle Eastern Immigrant Families. In A. Zigelbaum & J. Carlson (Eds.), *Working with immigrant families: A practical guide for counselors* (pp. 151-180). New York, NY: Routledge Press.

"*Working With Arab Americans*," a professional DVD produced by APA that includes interviews, analysis, a live session, and commentaries, with an informative website and

coverage. It is a part of the *APA Multicultural Counseling Video Series* and can be found at the following link: <http://www.apa.org/pubs/videos/4310843.aspx>.

Abi-Hashem demonstrates his approach to working with clients with Middle-Eastern and Arab backgrounds in this closed captioned DVD. He explains in detail about the so-called Arab Americans. He shows that Middle-Easterners living in the West are a heterogeneous group that includes people from two continents and the three major world religions. They originate from a dozen countries and have diverse subcultures and backgrounds. Abi-Hashem suggests a general way of working with Arab American people that touches on certain commonalities across these cultures and that is relevant to their particular generation, such as greeting clients with respect regardless of age, increasing cultural awareness for personal behaviors and boundaries, and resolving potential internal conflicts about living in the West, as they try to reconcile their own heritage and tradition with the American culture at large.

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Abi-Hashem, N. (2008). Psychotherapy with Arab Americans. *APA Training Videos: Multicultural Counseling Series*. Hosted by Jon Carlson, PsyD, EdD. Washington DC: American Psychological Association. <http://www.apa.org/pubs/videos/4310843.aspx>

"**On Cultural Resiliency**," a journal article that has just appeared in *The Australian Community Psychologist*, which is a peer-reviewed, yet open access periodical (the new trend of professional writing).

The article tries to revisit the subject of resilience and emphasizes its psycho-emotional and sociocultural roots. It explores the major themes, dimensions, and conceptualizations of resiliency from a communal, psychological, spiritual, existential, and cultural perspective. The article discusses the interplay among social norms, tradition, and religion and their implications on surviving, coping, and thriving. Also, it ponders how to remain resilient in this globalized and fast changing 21st century. This article argues that, in addition to all the other factors and mediators, resiliency is a function of culture, wisdom, and generational heritage and identity.

The article is divided into the following sections: Introduction; Is There an Adequate Definition of Resilience?; Conceptual Considerations of Resiliency; Is There an Adequate Definition of Culture?; Resiliency and Cultural Competency; Spiritual and Existential Aspects of Resiliency; Resiliency in the 21st Century; References.

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### Links

<http://www.groups.psychology.org.au/GroupContent.aspx?ID=883>  
[http://www.groups.psychology.org.au/Assets/Files/Abi-Hashem%20ACP%202011\[1\].pdf](http://www.groups.psychology.org.au/Assets/Files/Abi-Hashem%20ACP%202011[1].pdf)

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## Challenges and Effective Strategies For Conducting International Research

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Despite increasing diversity and widespread interest in cultural and international issues in the field of psychology, the difficulties of conducting international research have not been adequately addressed in the literature. Key challenges in international work are addressed, and an eight-step guide is introduced to assist in navigating these challenges. International research is important to the field of psychology and emerging scholars need access to information and resources to make such pursuits possible.

*Keywords:* international research, challenges, cultural sensitivity, guide

International research is of paramount importance to the field of psychology. America continues to become increasingly diverse, and it is projected that by the year 2060 Caucasians will become a minority, making up less than 50% of the overall U.S. population (U.S. Census Bureau, 2011). As the cultural milieu changes, more research on international or cross-cultural populations will be needed. Additionally, increasing numbers of international students are enrolling in U.S. academic institutions, with around 1/3 of international graduate students majoring in psychology (Koh Chin & Bhandari, 2007; National Science Foundation, 2007). Wedding, McCartney, & Currey (2009) state that as international students and interest increase, more internationally proficient mentors will be needed to guide such students in their careers. International research is critical to helping us understand global issues such as war, terrorism, the falling economy, and ways to improve international relations. Furthermore, knowledge of international psychology can prove invaluable for individuals pursuing careers in business, social work, education, and all other professions that require interaction with diverse people (Russo & Takooshian, 2002).

Despite increasing globalization and the importance of international research, the topic is under-researched and little information is provided to emerging scholars on why this research is important, how one can go about doing it, and what challenges can be expected along the way. In a 2010 Members Survey conducted by the Student Committee of APA's Division 52 (International Psychology), students of the division reported that there is a lack of information available to them and that they wanted additional resources on international opportunities and how to go about conducting international work (Doran & Stowell, 2010).

The following article discusses key challenges and offers a practical, eight-step guide for how to navigate these chal-

lenges in international research and prepare oneself for success in the field of international psychology.

### Key Challenges

*Language Barriers.* In all populations where English is not the primary language, issues of translatability arise. Translation can be problematic in a variety of ways. Different spoken languages may make it difficult (or impossible) for the researcher and the target population to interact in a meaningful way. The researcher, if not fluent in the native language, will require a translator or collaborator who can communicate with the population in an accurate and efficient way. Of note, while most words will translate, not all *concepts* will, and researchers need to consider if a construct translates validly into another language and culture. For example, there is no word for *assertiveness* in many languages, such as Armenian, Turkish, Arabic, and Swahili.

*Cultural Differences.* Differences regarding the perceptions of test and assessment may come into play in many cultures. While testing is common in Western societies and prevalent in our educational system, this is not the case in more underdeveloped areas. Tests may produce unnecessary anxiety in international populations and this can impact participant's responding or performance. In some areas, stigma and fear of evaluation will play a role, or the participant may be overly concerned about providing 'right' answers. Social desirability can also play a role in disclosure. The appropriateness of self-disclosure and the expression of feelings vary across cultures, and not all participants will be used to talking about or answering questions about themselves. They may perceive personal questions as uncomfortable and intrusive. All of these factors can impact the validity of an assessment. In research conducted by the second author, it was observed that in certain countries (Sri Lanka, DR Congo, Haiti, and

Sierra Leone), participants were looking over at one another's responses to see if their responses were 'right' or the same as others'.

*Feasibility of Research.* In order to conduct international research, one needs to obtain funding to travel to the country under study. Often times multiple trips or an extended visit will be required, which can be a financial burden to the researcher. Careful planning will likely be required to ensure that financial means are available to cover the associated costs of the study, including translation fees and travel expenses. For a successful international research collaboration is recommended while inviting professors or researchers from another country to join and assist in the data gathering process.

*Clinical/Research Divide.* Many clinical or community services will aim to collect data to determine if the services they are offering are effective in international populations. However, many individuals seeking services may not want to participate in the research component of the clinic or center, leaving the service provider unable to determine if the treatment methods being provided are efficacious in this population or tailor interventions appropriately. In populations that are unfamiliar with scientific research, there may be a lack of understanding about the research process, the importance of data collection, the meaning behind the assessment, and concerns about the confidentiality of information they provide and how that information might be used in the researcher's home country.

*Finding Appropriate Psychometric Tools.* Perhaps the biggest challenge is locating appropriate assessment tools for use in the target population. While most assessment tools have been created and validated in the United States, very few psychometric investigations have occurred outside of this country. There is a dearth of information about the reliability and validity of popular tests outside of the United States, particularly in underdeveloped areas. This is problematic because what may measure *depression* or *intelligence* in the researcher's country may not measure the same construct in an outside population. Lack of data on the international reliability and validity of popular measures makes research studies that use them in other contexts questionable.

### 8-Step Guide to Conducting International Research

1. *Find International Collaborators.* In order to be most effective in designing and executing research studies, it would be ideal for researchers to have connections with other scholars in the target country, particularly those who conduct research in the same discipline. International collaborators would be useful to assist with recruitment, ensure the fidelity of any translated materials and constructs, and act as a liaison between the researcher and the target population. Having a collaborator of the same racial or ethnic background may help alleviate any cultural mistrust. They may also provide valuable connections to local guides and translators. International collaborators may be found by researching authors who have published data on countries you are interested in studying, or looking on international university websites for local scholars.
2. *Funding Travel and Associated Costs.* It is ideal for the researcher to spend considerable time in the country in which they would like to undertake a study. However, repeated or extended travel may not always be possible. Fundraising needs to be a priority in advance of any international research study. The researcher should seek out funds, in the forms of grants or travel scholarships, to partially support travel costs associated with their research. Collaborators may be able to assist in hosting outside researchers as visiting scholars at their institutions. Where travel is not possible, it may suffice to work closely with an international collaborator who can oversee the project in the target country. Modern technology also makes it possible for the researcher to conduct studies electronically from home (Takooshian & Stevens, 2001), though this method does present unique challenges (e.g. verification of data).
3. *Research Design.* Research should be viewed through a "cultural lens" perspective (APA, 2003). The researcher needs to be aware of their own cultural framework and should try to avoid bias in study design and interpretation. They should also endeavor to balance finding both similarities and differences across cultures. Researchers need to take care to learn about and incorporate cultural practices and idiosyncrasies to increase the validity of tests, and make sure to respect the culture in which they plan to study. If there is no IRB in the target country, make sure the home institution reviews and approves the research and consider creating a workgroup in the target country to review the study as well. Outcome research associated with clinical interventions may need to include a psycho-educational component about the importance of conducting research to examine the efficacy of treatment for the population under study. Information about these studies may make participants more likely to participate in research associated with clinical interventions.
4. *Combat Western Superiority Bias.* As most tests were created and normed on Caucasian samples in America, "Americentrism" can occur. Researchers need to be aware of and strive to combat the Western superiority bias (the way things are done in the *West* is not always *best*). Cultural *differences* should not automatically imply inferiority; the difference should be investigated and understood, and the researcher should avoid making a distinction between which cultural response pattern is "better." Researchers are advised to be mindful of the fact that a psychology based solely on meanings in Western cultures misses the larger picture (Russo &

Takooshian, 2002) and to consider the various ways in which their findings can be interpreted.

5. *Psychometric Translation.* Finding an appropriate assessment battery can be a challenge. The first step is figuring out if an appropriate tool exists. Are there measures that have successfully been used in the target population in the past? Have any measures actually been validated for this sample? Psychometric theory dictates that scales should only be used on populations they have been validated and standardized on (Gregory, 2004). When this is not possible, the researcher should be sure to include reliability and validity statistics in any research they publish, to demonstrate the effectiveness of the scale in the population of interest and provide some material for researchers seeking to conduct similar research in the future. If scales require translation, they should be translated and then back-translated to ensure fidelity (Beaton, Bombardier, Guillemin, & Ferraz, 2002). A local scholar or consultant should also ensure if all concepts and constructs can be understood and investigated cross-culturally. For example, in Eastern countries, where somatic symptoms of depression are more common than affective ones, a scale should be used that asks about somatic symptoms. It can be difficult to determine how much one can or should adapt a measure (should somatic symptoms be added to a preexisting depression scale?). This may change the reliability and validity of a measure, so this technique should be used only when necessary and should always be accompanied by appropriate reliability and validity assessment and reporting.
6. *Considering Cultural Differences.* Cultural differences should always be thoroughly considered and evaluated at all phases of research. Are there any meanings of tests or attitudes towards evaluation that may be playing a role in the results? Could cultural mistrust (Terrell & Terrell, 1984) be present and could this impact honest reporting? In cultures where biases may exist, could stereotype threat confirmation (Steele & Aronson, 1995) play a role (e.g. an African American examiner is anxious about an IQ test because he does not want to “prove” the stereotype that African Americans perform more poorly on intelligence tests). When children are being evaluated, it is important to understand how children are treated in the target population, and if it is common or disrespectful to look at or speak freely to adults (Kalayjian & Eugene, 2010). Finally, social desirability is a concern, and care should be taken to understand any attitudes towards sharing and disclosure that may impact a respondent’s willingness to share information.
7. *Field Work.* International researchers should spend as much time in the field as possible, and should become

familiar and comfortable with any areas they wish to study. Researchers should visit target countries as often as is possible and immerse themselves in the cultures and customs of the people there. The more information the researcher has about a particular cultures norms and beliefs, the more able they will be to conduct meaningful and culturally sensitive research. Field work should also be supplemented with outside reading and education, and past studies on the target population should be evaluated.

8. *Balance the Results.* Researchers should always strive for balanced reporting of both similarities and differences they find in cross-cultural studies. The researcher should take care to not assume that a cultural difference implies a deficiency or inferiority, and alternative explanations should also be considered (what other reasons can you think of for why African-Americans traditionally achieved lower IQ scores on standardized intelligence tests?). Researchers should be aware of the Western superiority bias so they can aim to avoid it, and should always consult local scholars about the meanings of their findings and possible alternative explanations. Researchers should carefully consider how their research will impact the target population, and should not publish any findings they would not be comfortable directly sharing with the target population themselves. The international researcher has a large responsibility to be unbiased, culturally sensitive, and fair in all assessments.

International research remains a challenge, yet these eight steps can help in the design, execution, and interpretation of research studies. While it can be difficult to translate research across cultures, the effort is ultimately rewarding and necessary if the field is going to conduct valid and meaningful international research. Recommendations for aspiring international researchers are: to learn as much as possible about the target population, through research, ecological observations, and collaboration with local scholars; to get involved in organizations dedicated to furthering international work, such as Division 52 or APAGS International Division within APA; Association for Trauma Outreach & Prevention, to find a research mentor who conducts international work, which can be facilitated through joining the Division 52 mentoring program; and to strive to take a cultural lens perspective to conducting and analyzing research studies.

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*Dr. Ani Kalayjian conducting outreach work and research in Sierra Leone.*

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**ANNOUNCING  
THE PUBLICATION OF ...**

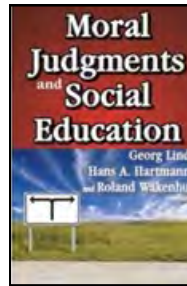
*The new humanitarians: Inspiration, innovations, and blueprints for visionaries*  
Volume 1, *Changing global health inequities*  
Volume 2, *Changing education and relief*  
Volume 3, *Changing sustainable development and social justice*  
Chris E. Stout; foreword by Mehmet Oz  
**Publisher:** Westport, CT: Praeger Publishing (2008)  
**ISBN-10:** 0-275-99768-5; **ISBN-13:** 978-0-275-99768-7



“All of us aspire to someday “make a real difference” in the world yet, caught up in our own day-to-day personal crises and seemingly pressing obligations, very few of us ever fulfill this important human dream. Chris Stout is a world class humanitarian who has taken the time to vividly explore the inside world of those who have succeeded. Perhaps with this new appreciation for how to succeed, more of us will eventually fulfill our own personal quest to make the world just a little bit better.”  
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*Moral judgment and social education (2nd ed.)*  
Georg Lind, Hans A. Hartmann, & Roland Wakenhut (Eds.)  
**Publisher:** Edison, NJ: Transaction Publisher (2010)  
**ISBN-10:** 1412813395; **ISBN-13:** 978-1-4-4128-1339-6

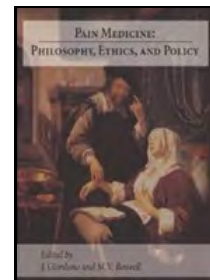
The study of morality is an empirical as well as conceptual task, one that involves data collection, statistical analysis, and the formulation and rigorous testing of hypotheses. The book relates this directly to the work of Jean Piaget, Jürgen Habermas, and Lawrence Kohlberg, who wrote the introduction to the book. The contributors are psychologists, sociologists,



and philosophers of morality, most of whom have collaborated on long-ranged research projects in Europe involving socialization. Though the contributors represent diverse disciplines, they have as their common concern the two basic aspects of moral behavior and development, and the implications of dual-aspect theory for moral and social education. Although deeply involved in empirical research, they maintain that research on moral development can be pursued properly only in conjunction with a well-formulated theory of the relationship between society, cognition, and behavior.

*Pain medicine: Philosophy, ethics and policy [paperback]*  
J. Giordano & M.V. Boswell  
**Publisher:** Urbana, IL: Linton Atlantic Books, Ltd. (2009)  
**ISBN-10:** 0981785441; **ISBN-13:** 978-09817854

This book, edited and written by leading scholars in the field (s) of neuroscience, ethics, law and healthcare policy, provides a unifying perspective of how a philosophical understanding of pain and medicine gives rise to the ethics and policies of pain care. Toward these ends, the chapters shed light on how pain and the experience of the patient and clinician establish the moral obligations of pain medicine, and the conditions necessary to enact pain care on a global scale. In this context, the authors consider possible ethical systems and approaches that are important to, and viable for pain medicine, and provide perspectives into the ways that moral obligations and practical realities are wedded to (and should underscore) any and all practice guidelines, health policy, and laws. In these ways, this volume provides erudite discussions of how contemporary knowledge of pain could and should influence the moral values, and conduct, tenor and value(s) of medical practice, and how this knowledge might serve as a foundation upon which to construct policies toward a more meaningful, patient-centered pain medicine in the future.

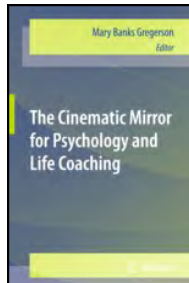


*The cinematic mirror for psychology and life coaching [paperback]*  
Mary Banks Gregerson (Ed.)  
**Publisher:** New York: Springer (2010)  
**ISBN-10:** 144198156X; **ISBN-13:** 978-1441981561

Cinema both reflects life and contours life—that is its psychological power. And for decades, clinicians and educators have recognized the value of this power, using it to respectively heal in therapy and educate in the classroom. This volume mines the illustrative value of cinema, offering therapists and life coaches access to ideas that can motivate and

## Books by Members

enlighten clients. Although many movie guides exist, this volume complements the available literature by adding positive psychology, mental health, and wellness perspectives to the clinical/educational/coaching mix. The serious intent to cull from cinema its underlying psychological value has motivated noted clinicians, life coaches, and cultural critics to offer science-based analysis and intervention strategies. Readers may add their own movie insights and professional expertise to this rich foundation. The volume covers international as well as domestic cinema in a variety of genres, providing a range of film choices relevant to clients' lives. Beyond this, it expands on universal concepts of strengths, capabilities, and coping methods.



### *Technology innovations for behavioral education*

Mary Banks Gregerson (Ed.)

**Publisher:** New York: Springer Publishing (2011)

**ISBN-10:** 1441993916; **ISBN-13:** 978-1-4419-9391-5

Evolving alongside technological advances is a new generation of tech-savvy, media-attuned students, particularly in graduate and medical programs. But while much is being made of a growing digital divide between teachers and learners, inventive instructors are using the new electronic media to design educational strategies that are creative and practical, engaging and effective. *Technology Innovations for Behavioral Education* documents these successful strategies emphasizing both technology-powered breakthroughs and psychology-driven instructional techniques reflecting the quantum leap in how students learn and what they have come to expect in the classroom. In these pages, multimedia pedagogy in itself involves multitasking, as competency development encourages technological development and improvements in health care education translate into improvements in client care.



### ALSO ANNOUNCING THE PUBLICATION OF...

### *International perspectives in psychology: Research, practice, consultation*

Judith L. Gibbons (Ed.)

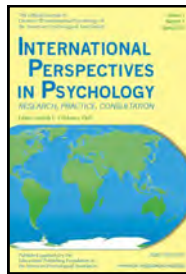
**Published:** Quarterly, beginning in Spring 2012

**ISSN:** 2157-3883; **eISSN:** 2157-3891

This journal is a publication of APA Division 52 (International Psychology). *International Perspectives in Psychology: Research, Practice, Consultation* is committed to publishing research that examines human behavior and experiences around the globe from a psychological perspective. It publishes intervention strategies that use psychologi-

cal 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, and the experiences and needs of disadvantaged groups.



If you would like to include a book in a future issue of the *International Psychology Bulletin* and have not already done so, please email information to Jennifer Lancaster at [jlancaster@stfranciscollege.edu](mailto:jlancaster@stfranciscollege.edu).

Please note that at least one author/editor must be a member of Division 52 and the work must have been published in the last three years.

## Reflection on Division 52 Activities at the 2011 APA Convention

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*California School of Professional Psychology at Alliant  
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Reflecting on my experience at the 2011 APA Annual Convention in Washington D.C., I am glad I attended early in my career. After just finishing the first year of my doctoral program, I am thankful to Division 52 for not only the opportunity to present my research for the first time at the APA convention, but also for providing a broad range of programming that inspired, taught, and motivated me. In the sea of programming offered at the convention, it was incredibly useful having a guide of hand-picked interesting presentations as well as self-selected internationally-minded attendees. As many of you know, reviewing the telephone book-sized convention program is the first of several daunting aspects of attending a multi-day conference with several thousand participants. By using sessions related to Division 52 as a road map, I navigated my way through the convention, managing to cover a breadth of topics that were held together by their international focus.



As a member of the Division 52 student committee, I attended a diverse set of international psychology programs and events that put me in touch with several peers and mentors. Through this, I discovered many research areas that I would have otherwise not known about. From examining the psychological aspects of immigration to the international dissemination of evidence-based practices, this broad exposure to the possibilities of working in psychology was inspiring, and something I would have not encountered at a smaller conference or in a school course.

Presenting at the Division 52 poster session was also quite the experience. While I have presented my research at other smaller conferences, I was not prepared for the amount of exposure I would receive by merely having a poster up for an hour. The foot traffic at APA was constant, and I surprisingly received more than polite questions and brief glances. From suggestions for alternative interpretations of my results to offers to collaborate on other international research projects, I was shocked at how much came out of that brief poster session.

One thing that stood out to me about the International Psychology Division poster sessions was that several other

students were walking around, mostly all looking for answers to the same question: how did you get involved with international research in psychology? With very few psychology programs in the United States having an international focus or having international liaisons for student research and training experiences, coming to APA is one of the best ways for students to reach out to psychologists worldwide. In my own (limited) experience, it seems that aside from international researchers conducting research in their country of origin, American students and professors come across opportunities to work abroad by happenstance—perhaps a colleague knows someone abroad looking for research support in your particular area of research, or—in my case—one of my professors knew of my interest in China and put me in touch with a visiting professor in our department. This repeated questioning from students about how to get involved with international research and clinical training led me to think that mentorship in the field of international psychology is especially important, as the path is largely undefined. We know that in order to have people follow in our footsteps, it helps to create a path. In an era of increasing globalization and ability to collaborate cross-nationally, I encourage leaders to reach out and make yourselves available to students and share your stories of how you became involved in your current position. In a time of rapid change in the way we communicate and work, I encourage students to not be afraid to reach out to professors and psychologists and ask questions and offer your unique perspective. Our division is a place to start this dialogue.

The social hour sponsored by Division 52 was a great way for me to meet both seasoned psychologists and other students along various steps of their graduate programs. For example, I met division members who took alternate paths with their graduate degrees in psychology, such as working as an international mental health advocate or being a Fulbright Teaching Fellow in a developing country. Being a PhD student in an academic setting, it can be difficult to envision working as a psychologist outside of a traditional path. I found such conversations were eye-opening to various non-academic career paths that I would not have encountered otherwise. Networking at APA through specific divisions was both helpful for professional development because of shared interests, as well as a common connection that is personally relevant. I had the pleasure of meeting in person with some peers that I have already been in contact with through my involvement in Division 52. Actually attending the convention and meeting other members in person has had a great impact on how connected I feel to the division.

Based on my interactions with other students at the Division 52 student committee meeting, I found that we had a small but motivated group of minds hoping to be the next generation of practitioners, teachers, and research scientists. A unanimous buzz amongst the students highlighted how exciting the entire convention was for a group new to this process. For young investigators, it is inspiring to see so many like-minded people who have established their careers in improving research and practice of psychology. It was



encouraging to observe a senior generation of psychologists collaborate so easily, share ideas, and support each other in research and friendship. There was not only a professional relationship among many members of Division 52, but a clear camaraderie that had formed over years of being a part of this community.

Overall, my first in-person experience with Division 52 was positive one, and I intend to continue involvement throughout the rest of my graduate career, as well as into the future. It is my hope that during my time as Co-Chair of Student Public Relations, I can help increase outreach and student membership in our community. I look forward to carrying the optimism I picked up at the convention, sharing it with colleagues, and helping maintain and expand the next generation of international psychologists. In sum, a sincere thank you to those at the 119<sup>th</sup> APA Annual Convention who provided an exceptional opportunity to meet other students already involved in impressive and exciting work in the field, as well as a network of psychologists willing to share their experiences and offer their time and support. I look forward to seeing you all at next year's convention in Orlando.

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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 [optimalex@aol.com](mailto:optimalex@aol.com) to submit an idea or a question.

### The September 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:** A review of *Interpersonal acceptance and rejection: Social, emotional, and educational contexts*; information on the Seminar on Paternal Love & Psychological Adjustment held in Dhaka, Bangladesh; information on the International Association for Cross-Cultural Psychology Regional Conference held in Istanbul, Turkey; a review of *Social pain: Neuropsychological and health implications of loss and exclusion*; activities and accomplishments of ISIPAR members 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.

## How Do U.S. Fulbright Scholarships Change Lives?

Harold Takooshian, [takoosh@aol.com](mailto:takoosh@aol.com) &  
Anne Stout, [AnneStout@aol.com](mailto:AnneStout@aol.com)

In August of 2011 in Washington, D.C., many faculty and students at the 119<sup>th</sup> annual meeting of the American Psychological Association had to bypass dozens of other fine sessions to reach the APA international suite, for an unusual briefing by four experts about the U.S. Fulbright Scholars program.

The report that follows was inspired by that lively Fulbright briefing, to share practical information about Fulbrights here with the much larger readership of the *APA International Psychology Bulletin*. The briefing addressed participants' most common questions: "Why should a U.S. professor apply for a Fulbright award?" "How competitive are such awards?" "Do these Fulbright awards change lives?"

The four speakers in August were: (1) **Andy Riess, Ph.D.**, Fulbright Assistant Director for Outreach and Communication; (2) **David B.J. Adams, Ph.D.**, former Fulbright Senior Program Officer for Outreach and Public Affairs; (3) **Danny Wedding, Ph.D.**, a two-time Senior Fulbright Scholar to Thailand and Korea; (4) **Harold Takooshian, Ph.D.**, a Senior Fulbright Scholar to the USSR who later hosted multiple Fulbrights to the USA.

The U.S. Fulbright program was launched by U.S. Senator J. William Fulbright in 1946, just after the devastation of World War Two, as an effective way for the USA to increase global harmony, with an exchange of faculty and students. In 65 years, a staggering 110,000 U.S. Fulbrights have served overseas, and another 183,000 from 155 nations have served in the USA. As of 2011, the program now serves 7,500 scholars annually, and is fully detailed at the website of the Council for International Exchange of Scholars, [www.cies.org](http://www.cies.org).

As a long-time outreach officer, Dr. Andy Riess noted three clear trends that he has seen the past 22 years: (1) **Reticence**. Many U.S. faculty are unduly wary to apply as Fulbright Scholars, because they wrongly assume they have little chance to succeed among the Nobel Laureates and other celebrities who have served as past Fulbright Scholars. (2) **Gratification**. Yet those who go on to Fulbrights typically report the experience as one of the highlights of their lives, if not the lives of their families as well. (3) **Surprise**. It is common for Fulbrights to look back 10 years later with surprise, at how much their career has been transformed by their overseas experience.

As detailed in the expanded essays below, the advice is the same for all these Fulbright panelists: for each professor or graduate student to seriously consider the great adventure that lies ahead if they apply for a Fulbright experience overseas by the annual August 1 deadline.



Here, Andy Riess shares Fulbright materials. Dr. Riess completed his Ph.D. in Russian History, then joined the Council for International Exchange of Scholars in 1989, where he is currently the Council's Assistant Director for Outreach.

## Behind the Scenes at the U.S. Fulbright Program



**Andy Riess, Ph.D.**  
Council for International  
Exchange of Scholars  
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It is difficult not to be impressed by the Fulbright Programs' list of grantees—43 Nobel Prize laureates, 78 Pulitzer Prize winners (with a total of 82 awards) and 28 heads of state. For many, such statistics are not inspirational, but forbidding. They look at Fulbright and decide, without further consideration, that they would never be competitive and should, therefore, not bother applying. Many take an almost hubristic attitude toward a grant. They are not worthy.

In fact, each year the Scholar Program awards grants of varying length to nearly 1,100 American academics and professionals. Not surprisingly, the recipients are not all laureates, presidents, or prime ministers. Rather, they run the gamut of academic and professional positions. There are university presidents, deans, chairs, tenured and non-tenured faculty, lawyers, research scientists, government workers, unaffiliated scholars and artists of all types. Each competition's grantees represent over 500 different institutions and every field one can imagine.

Fulbright scholars are the same people who sit in the office next door, teach a course in the adjoining classroom, serve on campus committees and labor to keep up-to-date in their fields. The distinguishing factor between them and non-Fulbrighters is that they applied for and won a grant. As a

result, it is fair to suggest that they also changed their lives based on living, teaching, and conducting research abroad. They almost certainly created new friendships and established ties with scholars and students they might never have known otherwise. Upon returning to their home classrooms, it is likely they entered them with renewed vigor and a different sense of how their academic specializations relate to the wider world and their local teaching. If they traveled with their families, the impact of the grant was shared even more broadly. The power of Fulbright can be exponential. It all depends on the grantees.

The view of Fulbright from the stratosphere is always bracing. But for the individual scholar/applicant, the point of view that counts is at ground level. What do Fulbright grantees in psychology “look” like? In the academic years 2006-2007 to 2010-2011 there were 96 Fulbright grants awarded to individuals who identified themselves as specialists in psychology. The grantees spent time in 64 different countries ranging from India to Russia, Australia to Norway, Japan to El Salvador. Together, they represented 86 different educational institutions and governmental entities. Their homes were major research institutions, liberal arts colleges, community colleges, and local, state and national governmental agencies. They were drawn from 36 states and the District of Columbia. In short, Fulbright scholars, affiliated and unaffiliated, truly represent America in all its facets. The talents and interests they bring to the program are of extraordinary breadth.

It is important to note that Fulbright awards are designed, each year, in the hosting countries. There is no great bureaucratic machine in Washington, D.C., that instructs our overseas partners as to what their interests should be. The programs, administered either through 51 Fulbright commissions or the local American embassies, create their award programs based on local interests, needs and priorities. That is the reason why the programs vary dramatically, country by country, and why topics currently of interest in one country may not show up in another. Fulbright is a cooperative effort and the annual competitions represent that fact. Awards and interests often change with time and each new competition will, in some degree, look quite different from the one before and the one to follow.

For all applicants, there is a variety of activities covered by the awards. Some are exclusively for teaching, others solely for research. There is a combined field (teaching/research) for which an applicant designs a program that covers both. Many awards will offer options as to the activity and in a number of cases, all three possibilities are available. It is up to the applicant to decide what seems best and then to make a case for that choice. For the period 2006-2011, 29 psychology grantees conducted research, 23 chose to teach (including 3 Distinguished Chair awards), and 44 used the combined teaching/research category.

The specific topics of these cohorts of Fulbright scholars can be found at the Council for International Exchange of Scholars website ([www.iie.org/cies](http://www.iie.org/cies)) and are well worth looking through. Fulbright depends on the imaginations and

scholarly interests of the applicants to shape not only the program but to describe what is happening within their fields of specialization. Among the grantees in psychology, the scope of the work done has been truly impressive. Fulbrighters focused on neuroscience, cultural memory, mental health services for youths, drug and alcohol dependence, street children, health policy regulation, multi-ethnic community issues, solution-focused therapy, psychodrama, etc. The full roster of the topics covered by Fulbright grantees is truly a fascinating read. As it is with psychology, so it is with all academic fields. The world has much to learn from Fulbrighters. And Fulbrighters have much to learn from the world.

One aspect of Fulbright that may be overlooked by some is that it brings over 800 scholars from abroad to the United States each year. Hosting scholars at American universities and colleges is an excellent way to create ties; to build them, to rebuild them, to maximize non-Fulbright grants; to encourage others to become globalized and to construct a framework that might lead to a Fulbright grant for an American scholar. In the period 2006-2007 through 2009-2010, 79 scholars of psychology were hosted at American universities through the Core and the Scholar-In-Residence programs. They came from 42 different countries including Yemen, Kyrgyz Republic, Nigeria, Qatar, Peoples Republic of China, Norway, Panama, and Latvia and were hosted in 21 states. As with American Fulbrighters, they worked in widely divergent aspects of psychology and were able to interact, on a daily basis, with fellow academics and students. Simultaneously, many had their first experiences with American university and community life.

In terms of outcomes, they are so varied and so individual that is difficult to characterize them. Statistical surveys make clear that Fulbright recipients conduct research and teach in new academic and governmental environments. They publish, they make conference presentations, they travel, they build bridges to their home institutions. Returning to the United States, they often reevaluate elements of their course presentations, adding new topics, including innovative points of view. A major outcome is their inspiring students to become global. Between 40% and 70% of student Fulbright applicants note that their teachers were the ones who directed them to apply for an overseas grant. Fulbrighters speak to other faculty, to administrators, and to the wider community about their experiences and the importance of linking to the world.

Fulbright grants are not always easy, but years of experience have confirmed the profound impacts that grants have on the personal level. The CIES Website has a number of scholar experiences for reading and viewing. In dealing on the personal level with Fulbrighters, the years have made clear that the impact is profound; but it is wonderful to hear, again and again, comments such as “the most important thing I have ever done,” “I shall never be the same person,” “how can I possibly summarize what the grant has meant to me?” Fulbright is all about personal diplomacy and over 300,000 Americans have already taken the opportunity to represent their country and its academic strengths abroad. The people

who undoubtedly will never have this opportunity are the people who never apply.

## A Cultural Lens on Social Relations

**Kristine J. Ajrouch, Ph.D.**

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**Lebanon, 2008**

U.S. Senior Fulbright Scholar  
to Haigazian University

My Fulbright experience in Lebanon has played a transformative role in my life personally and professionally. It provided me with an experience that has enriched my understanding of social relations, both practically and theoretically. This extends into my personal relationships—particularly how I interact with others, as well as into the research I have been carrying out on social relations over the past ten years.

Through my social outings, teaching experience, and research project, I came to recognize the importance of an overlapping sense of self in Lebanon. The ties that bind extend beyond family, and are achieved through various interactional norms within the society that cut across religion, gender, class, and age. Learning this fact, and in many ways living it, provided insight useful for understanding cultural differences which in turn helps me to be aware of how social relations vary, and are similar, across countries.

I have plenty of personal experiences that demonstrate this point (i.e., students' feeling they have the right, indeed a duty, to negotiate assignments, due dates, etc. with their professors is a case in point). For illustrative purposes I would like to present the sample case of driving in Lebanon as a microcosm of social relations.

I absolutely loved driving in Lebanon. I could drive as fast as I dared and that there were seemingly no clear rules on the road-- I found it liberating to have the freedom to negotiate the road based on my needs and goals. I also had no problem yielding to others when it was clear they had a need greater than mine. The way Lebanese drive is often joked about by those living in the country. For instance, a student at Haigazian University (where I taught and conducted research during my Fulbright) wrote an article in the university newspaper in December 2007 that identified what she observed to be unique to Lebanon. In that list of distinctive characteristics she frames as: *Where else in the world...* she included the following observation "would a driver illegally enter a one-way street and then yell at people moving WITH traffic?" Note that it is not just the act of doing something "illegal," but the fact that the driver who turned into a one-way street is yelling at those driving in the correct direction!

This scene perfectly captures the issue. It is not simply the fact that rules are broken, but that the person breaking the rule feels justified, and makes the others out to be wrong. Though seemingly chaotic to the unaccustomed observer, there is order to this seeming madness. The order, however, is a negotiation that happens with each and every encounter. How and whether one moves depends on one's skill to maneuver around the other. Driving is a game of give and take. There must be a willingness to give, as well as the courage to take. Accountability does not exist at the macro level, but is achieved each and every time one person on the road comes into contact with another person on the road. The lessons learned from driving in Lebanon extend to interpersonal relationships as well as a deeper understanding of the ties that bind groups of people.

Having the privilege to carry out a Fulbright has contributed to a heightened awareness of how norms within a society shape the nature of social relations, which after all, are the foundation of human existence. This experience impacted my career in numerous ways, from new opportunities to conduct funded research, to collaborations with colleagues across disciplines and countries. A Fulbright award is, indeed, a life changing experience.

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## Linking American and Post-Soviet States of Mind



**Diane F. Halpern, Ph.D.**

Trustee Professor of  
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**Russia, 1994**

U.S. Senior Fulbright  
Scholar to Russia

I first visited the Soviet Union in 1990. Only a year later the Soviet Union began its tortuous march toward capitalism. The official belief system of approximately 200 million Soviet citizens was abandoned as the principles of free enterprise

replaced those of a planned economy. It was my incredible honor to witness the transformation first hand as a Fulbright scholar at Moscow State University in 1994.

Being a Fulbright scholar in Russia in 1994 was an incredible experience. I came to realize that political belief systems are, at their heart, psychological theories. They are implicit theories of motivation, personality, mental health, human development, education, and social interaction--topics that are the very lifeblood of psychology. My work with colleagues in Russia led to life-long collaborations and friendships. Alexander Voiskounsky, my host at Moscow State University, and I received a Rockefeller Foundation Scholar-In-Residence Award in 1995, where we lived for a month at the Rockefeller International Center in Bellagio, Italy. We co-edited a book that compared American and Post-Soviet Perspectives on many issues in psychology including political psychology, inter-ethnic conflict, truth and lies, mental health, and other key concepts.

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## Contributing to Psychology in Turkey and Beyond

**Edwin P. Hollander, Ph.D.**  
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**Turkey, 1957-58**  
Visiting Professor of Psychology  
*University of Istanbul*

Long-time interests in world affairs led me to join the International House at Columbia University as a doctoral student, in the late 1940s, until early 1951, when I left for three-years' duty as a Navy Research Psychologist during the Korean War. Otto Klineberg, a venerable international social psychologist, was a major mentor of mine, and at the "I House" I met and conversed with students from around the world. My desire to be directly involved abroad was realized in 1957-58 when teaching at what is now Carnegie Mellon University (CMU).

I received a Fulbright Lectureship Award to Turkey as a Visiting Professor at Istanbul University, a modern academic center, with equality of women and men, founded in 1492. I recently wrote an article for *International Psychology Bulletin* about my experience there, to celebrate the Program's 65th Anniversary (Hollander, 2011). As detailed in it, I taught graduate and undergraduate psychology students, supervised research, and lectured in seven other countries. I lived alone in a small cottage on the Bosphorus, and experienced daily life as a resident, far different from what a tourist would, including frequent shortages of heating fuel, in a climate like New York City, on the same 42<sup>nd</sup> parallel. The people were friendly, though the Turkish I had studied was limited. At the University, most spoke English. The memorable impression I had was of students' high motivation and earnestness, truly eager to learn. My two graduate assistants, Ms. Iffet Dinc, and Mr. Yilmaz Ozakpinar, were superb doing sequential translations of my lectures, a paragraph or two at a time. Both were extremely helpful and caring, and our friendships went on for years as they both earned doctorates, she at Florida State and he at Cambridge. My genial host, Professor Mumtaz Turhan, respected Chair of Psychology, had his doctorate from Cambridge with Sir Frederic Bartlett. He was friendly from the moment my appointment was underway, and facilitated my activities and awareness, with marvelous support from Fulbright Commissions of the nations involved. Nine years after leaving him and the University, Turhan invited me back to give lectures and do a seminar session in the spring of 1966-67 when I was on a year's Senior Post-Doctoral NIMH Fellowship at London's Tavistock Institute. By then married, my wife Pat came with our son, Peter, then six. Yilmaz Ozakpinar, now on the faculty, was among many former student greeters. That year, I also returned to lecture again at many places I had gone in my Fulbright year, and in Paris visited as a Fellow of the Institute of American Studies.

The academic year in Turkey broadened my horizons considerably, experiencing a crisis between Turkey and Greece in the Aegean Sea that led to martial law for a time, fortunately with reduced threats, so I did lecture in Athens. A backdrop to these events was reading the foreign press and hearing multi-national shortwave broadcasts. Among the effects was a deeper sense of shared human conditions and concerns, but also the differences in living of those relatively comfortable in America and people elsewhere, and how they saw our nation. However, personally, the warmth I encountered from students and colleagues was memorable.

Professionally, this was one of the richest years of my over half a century in academe, meeting others, giving talks. In the summer of 1957, before going to Istanbul that October, after returning home to prepare, I presented a paper at the International Congress of Psychology in Brussels, on a panel chaired by Bartlett, who invited me to visit his research center at Cambridge, which I did. It was the second Congress I attended, having gone to Montreal in 1954, taking some of my graduate students from CMU. In the decades since, among many, I participated in Congresses in Rome 1958, Bonn 1960, Paris 1976, Munich 1978, where I gave a keynote



address, Brussels 1992, Montreal 1996, and Athens 2006. There, I reconnected with Jim Georgas from the University, my host almost 50 years before, and received an honor at the Congress for the “international advancement of applied psychology.” Grateful for this, I’d gladly been singing my songs of leadership-follower, conformity-independence, and the utility of positive peer nominations, at national psychology meetings abroad, such as the British Psychological Society. In spring 1973, I was glad to be a visiting professor at Oxford for the Trinity Term, with students in Michael Argyle’s Laboratory of Social Psychology, and invited to speak elsewhere in the UK. My textbook in social psychology (Hollander, 1967) was then in its second edition, and in Spanish, and later in Chinese. Other translations of my books include Korean and Norwegian.

In the APA at home, I continued to be oriented to international relations, and had the privilege of being appointed to its then new Committee on Psychology in National and International Affairs for 1960-63. It focused mainly on international conflict reduction, including research for the UN (Kelman & Hollander, 1964; Hollander, 2005a,b). Its first chair was Charles Osgood, and I chaired it in my third year, having served in its first, 1960-61, as Interim Executive Secretary, while on the faculty of American University’s School of International Service (SIS) in Washington, D.C. At SIS, I taught graduate and undergraduate courses in the behavioral science curriculum that I participated in developing for these international relations students, many entering diplomacy. I also conducted research, including a world-wide study of newspaper stories about UN activities, and a cross-national study of college student attitudes toward atomic power, under UNESCO auspices.

For 1981-84, as a member of the APA Committee on International Relations in Psychology (CIRP), I arranged a convention program on international tension-reduction. As president of APA Division 1 (General Psychology) in 1980-81 I welcomed participants from abroad to the Annual Convention, and facilitated their visiting campuses and particular laboratories in their fields of interest. At EPA, where I was president in 1988-89, I have participated in the Annual Meetings’ international psychology sessions, earlier organized by Florence Denmark, now by Division 52, including this year’s Fulbright awards panel.

Finally, the Fulbright experience significantly affected my scholarly work on leadership, and its relationship to followership. Beyond my laboratory and field studies, I observed further that the basic “reciprocity norm” operates widely, and does underlie and facilitate good leadership. Among its implications in practice, it means Respect for others, Recognition of their contribution, Responsiveness to them, and Responsibility in both directions. I refer to these fundamentals as the “Four Rs” of “Inclusive Leadership,” in my latest book, so titled (Hollander, 2009). As a small sign of their wider relevance, this new book is being published now in Korean, as was an earlier leadership book of mine (Hollander, 1978). I am grateful that my international outreach continues, and may be beneficial.

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### From the Soviet Union to the USA: An American Dream



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**USA, 1996-97**  
Senior Fulbright Scholar  
to the USA

Did Fulbright change my life? Absolutely. My career could not be more transformed after serving as a Fulbright Scholar to the USA in 1996-97.

From 1983 to 1994 in the Soviet Union, I was the Scientific Secretary of an Institute within the National Academy of Sciences of Armenia. During that decade, I met a series of Fulbrights to the USSR, including Harold Takooshian of Fordham University.

Before being awarded a Fulbright in 1996 to study in the United States, I had received an IREX (International Research and Exchanges) Scholarship to Fordham University with Professor Takooshian in 1993. Though I completed a Ph.D. (Kandidat) in Psychology from the Academy of Sciences of the Soviet Union, I gained practical post-doctoral training in psychology field research from Professor Takooshian. By 1996, on my return to the USA as a Fulbright, I already regarded myself as a researcher with professional experience. Both Professor Takooshian of Fordham University and Pro-

fessor Uwe Gielen (of St. Francis College, Brooklyn Heights, NY), hosted me as a Fulbright, and gave me confidence as a professional in the field. I participated fully in U.S. psychology—as a writer, reviewer, speaker, editor, organizer, and participant in the vibrant psychology community in New York—becoming active in such U.S. organizations as Psi Chi and the Society for Psychological Study of Social Issues.

After developing a few research papers together with my U.S. colleagues, I returned in 1997 to Armenia, my home country, to be useful to the field of psychology. But as Jesus said, “A Prophet is not without honor except in his own country” (Mark 6:4)—which seemed true for me as well. I found greater success abroad in the first half decade of the 21<sup>st</sup> century. I visited European countries (Germany, Sweden, Hungary, The Netherlands, Spain) for lecturing and research purposes—some of this financed by Soros Foundation—while continuing to grow professionally in psychology and sociology. My goal remained “The American Dream”: living and working here in the USA. In 2005, I was awarded a Kennan Scholarship at the Woodrow Wilson Center for International Scholars in Washington, D.C., a highly prestigious scholarship. The Director of the Kennan Institute told me that only two persons from Armenia had received a Kennan Scholarship – Hon. John Marshall Evans (Former US Ambassador to Armenia) and me. What an honor.

I am now a professor and department chair at Technical Careers Institute in New York City — an unique college founded by Nobel Laureate Guglielmo Marconi in 1909, and now known for serving the needs of first-generation inner-city college students.

Without the life-changing experience of Fulbright, I cannot picture the direction my professional career would have taken. I have become a citizen of the world, with many experiences back home in Armenia, Russia, Europe, and the United States of America. The help of the colleagues I have met and who have mentored me along the way has been invaluable. Although my heart remains in my beloved Armenia, I have made the United States my home – truly a land of opportunity.

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## Applying Psychology in the Soviet Union

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**Soviet Union, 1987-88**  
U.S. Fulbright Scholar  
to the USSR



Back in 1987, I had to switch my application from terror-ridden Sri Lanka to the USSR, and was lucky to be among the 15% who were chosen for the USSR. Fordham President Joseph O’Hare personally intervened to grant a sabbatical to allow Assistant Professor Takooshian to travel to the USSR with my dear wife Silva and our three-year-old Lori. Thanks to Alan Campbell at CIES, I was able to arrange visas for 5 universities in 3 republics: Leningrad, Moscow, Novosibirsk, Tbilisi, Yerevan.

During my five months, this Fulbright could not have had more diverse impacts: (a) **Family.** My family savored a wealth of new experiences with U.S. Embassy officials and others, as my trilingual three-year old Lori translated for her monolingual dad. We spent precious time as house guests of gracious families like that of Sue and Max Robinson, the U.S. Consul in Moscow, Nana Sumbadze in Tbilisi, Vladimir Trusov in Leningrad, and Artaches Emin in Yerevan. (b) **Teaching.** My hosts in 3 republics received much new information about U.S. applied psychology--I-O, forensic, psychometrics, behavioral research. (c) **Learning.** I learnt much about Soviet psychology, and did a census of Soviet psychologists. (d) **Career.** I published research comparing Russian and U.S. psychology, starting with my essays co-authored with the heads of social psychology at Leningrad State University (Takooshian & Trusov, 1992) and the Academy of Sciences in Armenia (Nalchajian et al., 1997).

Long after 1988, I am surprised how my life was totally transformed by this Fulbright, at several turns. (a) Within APA, I was propelled to pioneer the new specialty of “international psychology,” as the first program chair (1998), then President (2003) of the new APA International Division, then a member of the new six-person APA team at the United Nations (2003-2008). (b) I edited a series of five unprecedented directories of psychologists and sociologists in Armenia (Vardanian, Takooshian, & Karakashian, 1990), which proved useful after the deadly 1988 earthquake in the Caucasus. (c) Dozens of Soviet colleagues visited the USA over 25 years, including two Fulbrights hosted by Fordham in the 1990s. In November of 2010 I was invited back to Moscow as a guest lecturer at five institutions. I had no idea how

much 5 months in the USSR would alter my life for the better, leaving me grateful to become part of Senator J.W. Fulbright's bold vision for a better world.

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## Two Critical (Fulbright) Steps in a Lifetime Journey

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**1999, Thailand**, Senior Scholar to Thailand;  
**2008-2009**, Distinguished Lecturer in Seoul, Korea



*Danny with his psychology students in Korea*

After a contentious divorce in 1999, I had the good fortune to be selected as a Fulbright Senior Scholar teaching psychotherapy to psychiatry residents in the Chiang Mai University School of Medicine (Thailand); a decade later I had an incredible experience spending ten months as a Fulbright Distinguished Lecturer teaching graduate and undergraduate psychology students at Yonsei University in Seoul, South Korea. These two experiences shaped my

- **professional activities** (e.g., serving as President of Division 52 in 2010, and as a member of the APA *Committee on International Relations in Psychology*);
- **scholarship** (e.g., I coedited the *Handbook of International Psychology* with Michael Stevens);
- **subsequent travel** (e.g., participation in International Psychology conferences in Athens, Berlin, Beijing, Mexico City and Cape Town);
- **career** (I'm currently responsible for CSPP programs in Mexico City, Hong Kong and Tokyo, and for investigating new opportunities for international education for our students);
- and my **spiritual journey** (I began a serious study of Buddhism while living in Thailand).

On my first Fulbright I lectured in every medical school and most of the major universities in the country, as well as in Australia and New Zealand; on my second Fulbright I lectured at all the leading universities in Korea, and I presented a U.S. state department sponsored series of lectures on suicide prevention at universities in Osaka, Okinawa and Tokyo.

At Yonsei, I taught classes on Tuesday and Thursday, and used Wednesday to meet with students and prepare lectures. This left me with a four-day weekend each week, and I used this time to visit dozens of other Asian countries (e.g., I finally made it to Angkor Wat).

Anyone interested in learning more about my Fulbright in Korea can review a photo journal describing the experience by simply entering "[Sojourn in Seoul](#)" into a search engine like Google.

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## 7 Projects for a Healthy and Prosperous Democratic Republic of Congo: Peace Building, Empowerment, and Forgiveness Projects

New York – Kigali, Rwanda and Bukavu, Congo – July 2011 – Dr. Ani Kalayjian

The sky was overcast and the weather was hot as we arrived at the border of DR Congo after driving seven hours from Kigali in Rwanda, traversing the mountainous, debilitated roads, which made for a bumpy ride that shook us the whole way. We are the ATOP Meaningfulworld volunteer Team (myself and Mr. David Melvin Pressley), joined by our partners from the DR Congo Peace and Conflict Resolution Team (Pastor Samuel and Mrs. Faida). Kigali was active, with many construction projects underway; the Chinese have been fixing the roads, so it is all smooth and beautiful. In contrast to those qualities of the road, the Genocide museums were emotionally tumultuous places that paid tribute to the 1994 massacres that in 3 months' time resulted in the brutal deaths of 800,000 Tutsis and empathic Hutus; others were left maimed, their limbs hacked off, disabling them for life. The Genocide museums were a testament to the horrors that we had read about and seen on our televisions in 1994: The skulls were lined up along one area, the bulging eyes conveying the horrors that were endured. We could see how the machetes cut into them in three or four places. The limbs were in another section, and there were photos of terrified children showing the wounds they endured, as well as a pregnant woman who was brutally killed on a church altar where she was kneeling and praying to God, and other women raped and killed in front of their parents and siblings.

Few countries have seen the amount of violence that the Democratic Republic of Congo (DRC) has witnessed in the past few decades. Exacerbated after the Genocide in Rwanda in 1994, the fourth largest African state has endured wars with its neighbors, civil wars, and other forms of violence that have proliferated immense poverty and famine, an HIV/AIDS epidemic, increasing rape rates, and gender intolerance. The International Rescue Committee estimates more than 5.4 million people have died from the prolonged conflict, a conflict that Nicholas D. Kristof of the *New York Times* says is being ignored by the international community.

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Having arrived at the border of Bukavu and Kigali, we had to exit the vehicle with our seven trunks of donations for the needy. A large group of Congolese had gathered around us to transport our luggage across a bridge. Our main partner was the Peace and Conflict Resolution Project (PCR), spearheaded by Pastor Samuel Muderhwa and Faida Mutula. Their friends met us at the border and calmly took care of the mob of Congolese wanting the opportunity to get a tip. They then escorted us to the immigration office and from there, to the customs office. We had to walk across a debilitated wooden bridge guarded by police with machine guns and stern faces while the seven women who were with us carried the heavy luggage on their heads, backs, and shoulders. It was surreal, and we could not even take photos to record our observations, because we would be imprisoned. The sky got cloudier as we walked across the bridge and entered Bukavu, there to have our visas verified at the immigration office. We were greeted with a warm “karibu” and “jombo” (“welcome” and “hello” in Swahili). I was so excited that I was able to respond in kind, since I still remembered my Swahili from our humanitarian program in Kenya: “Jombo Sana, habari,” I said, which means “Hello to you, and how are you?”

While we were walking to our friend's vehicle we encountered many adults and children calling out “muzungu” (“white person”), and extending their open palms to ask for money and food. To the Congolese, a white person is associated with money, prosperity, and wealth. Congo was a colony of Belgium, which is why the second language (after Swahili, Lingala, KiKongo, etc.) is French, while across the bridge in Rwanda, people are picking up the English language more and more to benefit from English speaking universities in neighboring Uganda, as well as in Canada and USA. Congo got its independence in 1960 and just celebrated its 50th anniversary.

ATOP's Meaningfulworld Peace Building, Conflict Transformation, and Forgiveness Program began immediately as our team (myself and M. David Pressley) met our partners at PCR, which is under the leadership of Pastor Samuel Muderhwa and his wife, Faida Mutula. They reviewed our program for each day, and each day the program was packed with daily trainings followed by visiting refugee camps as well as various victimized individuals such as displaced people, rape victims, orphaned children, single mothers, and those in the maternal ward for rape victims. As we traveled to Pastor Samuel's home, we witnessed extreme poverty and slums, young men and women sitting around with nothing to do, nowhere to go, and no food to eat. They looked emaciated and dehydrated as they attempted to give a warm welcoming smile to the “muzungus.”

We began at the Pentecostal Church where I spoke as the guest to deliver a message of love and forgiveness. There were more than 500 people packed into the Church, drums beating fast and passionately, a chorus singing, and all kinds of musical instruments vibrating the space. The message was well taken, and members of the congregation came to me and told me they had come to Church with headaches and stomachaches, and they left nourished and in peace. I was in awe of their belief system, as they were all praying with such a deep faith, hope, love, and connection. We then went to another Church where well over a thousand people were gathered. I wondered why the poorest are often the most faithful or religious...

We provided two days of intense trainings, lectures, and discussions on peace building, conflict transformation, assertiveness, and anger management. Each day more than 50 professionals, students, activists, police officers, soldiers, chief officers, religious leaders, people from the media, local community leaders, women and youth groups, disabled persons, among others joined us. Their questions indicated a deep search for peace and empowerment. We had seven projects developed while we were addressing the needs of the Congolese. We started working with the PCR's HIV/AIDS women's group, who were struggling without medications and reporting weakness, severe symptoms, and helplessness. The Netherlands NGO was providing them with food and medications, but they withdrew about a year ago, and no one replaced them. We gave them protein bars, gifts, and valuable guidance, and we made plans to follow up in order to provide them with continued support.

The second project was educating boys and men. Early unwanted pregnancies and STDs such as the deadly HIV continue spreading. Condoms are not available, and anyway, it's taboo to ask for one, as you would be considered "a loose person." Unwanted pregnancies will continue if males are not educated about the consequences of their actions and empowered to respect and care for themselves as well as the women in their communities.

We visited the slums of Bukavu, and while of course you may say there are slums in every country (Kenya, Sierra Leone, Haiti, etc.), it was still an unbelievable scene: Millions of people lived in these tiny tin-and-mud houses the size of a small tool shed, with bare walls and no furniture, food, or books inside – just a few plastic containers to fetch water or perhaps an old calendar from 2009 collecting a lot of dust. We listened to their plights, witnessed the long lines of children with runny noses and flies all over their faces, each with a yellow container clutched in both hands, each struggling to fetch water for their

family or looking for cooking wood before sunset.

The next project was in the maternity ward of Dr. Rau Hospital in Chiriri/Kasha. We were reaching out to the women in the maternity ward, listening to their experiences, their needs, and their pain, as we were empowering them. PCR had a supply of donated birthing kits from an Australian NGO. The fresh blood on the floor from a C-section, the smell of the sweat of labor mingling with the odors of urine and placenta permeating the ward compelled me to exit for a breath of fresh air to prevent myself from fainting. At this hospital the new mothers were crying out for soap to wash the dried blood, as well as their newborns. We supplied one of the PCR staff with money and sent him to the market to buy a large quantity of soap. At that time we had the opportunity to speak with the head nurse as well as the director, who took us to their bare supply room, which lacked such basics as syringes, gloves, sanitary napkins, and antibiotics. The soaps arrived and we were on the verge of tears as we watched how the women's eyes lit up with joy and gratitude, as if we were distributing bars of gold.

The fourth project was giving a follow-up training in the 7-Step Biopsychosocial and Eco-Spiritual Healing Model for about 30 PCR staff members. The Meaningfulworld Humanitarian Outreach Program (Kalayjian, 2010) has focused upon national & international mediation through conflict transformation workshops conducted in over 25 nations. At the core of all workshops is the seven-step Biopsychosocial and Eco-Spiritual Model, through which various aspects of trauma, dispute, conflict, or disagreements are assessed, identified,

explored, processed, worked through, and released, and a new meaning achieved. This innovative model incorporates various theories including: psychodynamic, interpersonal (Sullivan, 1953), existential and humanistic (Viktor Frankl, 1962), Electromagnetic Field Balancing (EMF, Dubro & Lapierre, 2002), Learning Theory, Flower Essences, Essential Oils, physical release and mind-body-spirit chakra balancing, prayers, and meditation. The questions were insightful; people were tired of 20 years of war, corruption, and now the

Hutu Militia. Some just wanted to let go of everything, to forgive, and move on and sacrifice their human rights, while others asked for revenge and justice, and a third group wanted to leave everything up to God's will. It was an opportunity to discuss the importance of assertiveness, of not giving up one's rights as specified in the UN Human Rights Declaration and the Millennium Development Goals (which is signed by all governments in the world, including the Congolese government), and the importance of healing before taking a blind leap into forgiveness.



The fifth project was visiting refugees (displaced people) in Mudaka village, where people came from Bunyakiri, Gahutu, Luhinja, and many other villages that were ransacked by the Hutu Militia (which killed parents, raped young girls, and set villages on fire). These Hutus have escaped the Gacaca Court and some, led by General Mudacumura, exploit the weak presence of the UN Peace-Keeping Forces while exploiting the wealth of minerals, gold, and diamonds in Congo. We interviewed more than 50 women ages 14–38, as well as a few men who witnessed these horrific experiences. Their stories greatly distressed us. Some had walked for 18 days, others for 2 months to arrive at this camp. All too often it reminded me of what my grandmother had told me about what the Armenians went through during the Ottoman Turkish Genocide in 1915. Almost 100 years later, the world is still witnessing horrific acts of violence inflicted by one human being upon another. It is surreal, it is unbelievable, and it is a disgrace. When are we going to learn the lessons of history and embrace one another?

We brought healing Bach Flower Remedies made in England and distributed and donated by Nelsons. These remedies are formulated specifically for trauma (such as Rescue Remedy and Star of Bethlehem). We also brought donated clothing, toothpaste and brushes, and Zone protein bars. These people need continued support and collective healing. These flower remedies have been trusted for over seventy years in over 66 countries. Rescue Remedy, for example, helps alleviate the shock and helplessness of trauma, and contains the following natural ingredients: *Helianthemum nummularum*, *Clematis vitalba*, *impatiens glandulifera*, *Prunus cerasifera*, and *Ornithogalum umbellatum*.

The sixth project was with the displaced children in Bagira (they came from Funu, others are from Tchimpunda, Kaza-Roho, Chiriri and Es-sance). PCR had been working with more than 500 children. 279 are orphans, while others were economic orphans. When we arrived they had banners welcoming us with messages such as “God Bless You and Keep You Safe,” and “Dr. Ani, King David, Pastor Samuel, and Faïda, God Bless You.” They sang, we all danced, and we talked about love, compassion, sharing, and working hard and doing the best we can. We were amazed at how attentively they were listening, repeating our words with conviction. We also engaged them in activities such as art therapy and storytelling. The contents of another suitcase of gifts were shared, including crayons, clothes, and protein bars. With your support, these healing groups and art and play therapy sessions will continue.

We spent a few hours each day counseling individuals



with specific needs such as family issues, health issues, nutritional issues, and identity issues. Many of the complaints were on the somatic levels: Tachycardia, hypertension, heart palpitation, and chest pain, which may be related to their unresolved trauma. We taught them about the limbic breathing (diaphragmatic breathing) method, healthy nutritional intake, and creating inner peace with visualization and meditation.

David Pressley characterized the journey as a rewarding experience. “While it was emotionally extremely draining, I was happy to be there and share the sorrow of the Congolese. I wish we could do more, and we are planning to do more. I was also angry with the extent of the suffering, as there was an underlying helplessness and resignation with their plight instead of reaching in and discovering solutions and working steadily to reclaim their basic human rights.”



The next invitation was from the Université de la Paix in Bukavu. We later found out that there are three universities for peace in Bukavu, in a country that is struggling for peace. More than 50 students, faculty, and administrators had gathered. They were listening attentively, raising their hands, and sharing their concerns: Can we forgive before healing the wounds of rape and murder? Which comes first, forgiveness or justice? How can we help our rape victims whose families have abandoned them? How can we enforce our rights

to free access to primary education and decent roads? How can we empower people when they are hungry? (The Congolese have a saying, “An empty stomach doesn’t have ears,” which means hungry people cannot listen, understand, and be empowered- their basic needs have to be met first.) They asked many questions, indicating their desire to move out of

this mode of helplessness, pain, corruption, and suffering.

The seventh project was teaching yoga stretches and chakra balancing movements, especially those for reinforcing trust: opening the fourth chakra for unconditional love, strengthening the third chakra for empowerment and the fifth chakra for self-expression and demanding basic human rights, and the sixth chakra for insight and strengthening inner resolve. In the future we are planning to start tennis courts for the slums, to empower, engage, discipline, and train youth in a constructive sport.

**With your support, we can continue our 7 Projects for a Healthy and Prosperous Congo.** Education is the key to growth, empowerment, and confidence. \$325 will educate a child in Congo for an entire year (10 months). **Together we can make a difference in Congo.** Please send your check (made out to ATOP, DRC Sponsor a Child) to 135 Cedar St, Cliffside Park, NJ 07010, or donate online at [www.meaningfulworld.com](http://www.meaningfulworld.com).



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### Cost of Conflicts in Organizations: Review of Research and Recommendations for a Healthy Organizational Environment

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

Conflict is inevitable in businesses, non-profit and for profit organizations, as well as countries. Depending upon

connotation, severity, length and extent of conflict, conflict-transformation skills can have drastically different impacts on employees, organization, and individuals. It is critical to first define conflicts and differentiate them from similar concepts such as disagreements or problems. While disagreements occur when there are opposing opinions that do not directly impact behavior, decisions, and organizational effectiveness and are viewed as healthy; problems occur when there are differences of opinion which have a functional impact on these areas. A conflict arises when this impact occurs as well as a belief that one's interests or goals would not be able to be accomplished (Cram & MacWilliams). There are "positive conflicts," which are well-managed and involve an augmentation in efficiency and strengthening of relationships, as well as "negative conflicts," which are poorly-managed and often lead to lower productivity and damaging of interpersonal relationships (Buss, 2011). Klynveld, Peat, Marwick, Goerdeler or KPMG, an American division of an audit, tax and advisory firm, conducted a Conflict Cost Study demonstrating functional versus dysfunctional conflict costs, in which the first helps an organization, allowing parties to openly express themselves, use active listening, and maintain an open mind while dysfunctional conflict costs are damaging and often involve personal attacks and involve personal pain and suffering (Blees, 2009). In this paper, the authors review and report on negative impacts of dysfunctional conflict and offer strategies to transform conflicts while reducing the costs.

Often businesses and non-profit organizations do not take into consideration low morale or unhealthy conflict and do not actively measure and collect the costs of conflict in the workplace. On the organizational level, conflict costs can be found in low productivity, absenteeism, rapid turnover, low reputation, burnout, theft and damage. Lack of productivity arises with unhealthy conflict. A study by OPP Limited, an international business psychology consultancy of European countries and Americas, surveyed 5,000 employees, and found that approximately 2.3% to 8.3% of weekly working hours were spent on badly managed conflicts (McHenry, 2008 <http://www.opp.cu.com/conflict.aspx>). Distancing disputing employees from working with one another leads to inefficiency in obtaining organizational goals (Buss, 2011). Absenteeism, or the number of unscheduled days a person takes off from work due to badly managed conflict, has been correlated with increased workers' stress. Presenteeism is the presence of an employee who is working while sick or not suitable to work, while maintaining a defeatist attitude causing greater workload for other employees. While difficult to quantify, presenteeism may result in greater costs than absenteeism (DeVol & Bedroussian, 2007). Another organizational cost is turnover and research shows that at least 50% of voluntary departures are because of unresolved conflicts. The results from a Canadian study showed that replacing an employee costs approximately 150% of their yearly salary (Philips, 1990). According to a global staff survey on recruitment and retention (2011) within the United Nations, chronic unresolved conflict is not as prevalent for reasons of employ-

ees voluntarily leaving the organization. The diminished productivity, poorly managed conflicts, lowered motivation and service, all too often devastate an organization's reputation through weakened cohesiveness. About 80% of employees affected by negative conflict criticize the organization, which can have negative impacts in an organization maintaining well-skilled employees or obtaining financial support from stakeholders or donors. Lastly, theft and damage by employees has been quantified by the UN within areas of: paying for employees who are on sick leave, replacing employees in conflict, or providing counseling during work hours (Buss, 2011).

In regards to the employee, poorly managed conflict can lead to greater stress, anxiety, frustration, physical illnesses, humiliation, and excessive concern about the self. It can also lead to lower confidence and occupational motivation for employees. Interpersonal connections can be hindered from behaviors of withdrawal, interruption, not listening, or negative biasing (Buss, 2011). Presenteeism only exacerbates medical conditions, quality of life at work and job inefficiency. Based on a take-home survey sent to 500 international United Nations High Commissioner for Refugees (UNHCR) employees with a 42% response rate, seven out of ten individuals felt they experienced burnout because of unmanaged conflict. More than 50% believed that the conflict impacted their mood which is consistent with research findings that connect workplace conflict with emotional exhaustion and potentially absenteeism, burnout, and turnover (Buss, 2009).

Employees' compromised health, due to stress from workplace conflict, can be alleviated by social support. Social support can improve one's health via the body's cardiovascular and immune systems. It may diminish behaviors like smoking and drinking while accelerating positive behaviors of the body like exercising, stress management, etc. Social support can be obtained from empathic peers or supervisors. Collective esteem is determined by characteristics, achievements, and evaluations of one's in-group by the person and society. This differs from self-esteem which is determined by the same individuals about one's personal characteristics, achievements, and evaluations. Results from James' (1997) study showed that when faced with value conflicts and maintaining high levels of collective esteem, African American workers' health improved while it did not have a similar impact on European-Americans. Also, perceived support predicted better health outcomes only for European-Americans, but not for minority subjects. Thus, having social supports can mitigate some of the negative health consequences of organizational conflict (James, 1997).

Simons and Peterson (2000) demonstrated the different impacts of task conflict (or cognitive conflict), which involves perceiving disagreements in views, ideas, or opinions among group members about content of decisions, as compared to relationship conflict (emotional conflict), which pertains to perceiving interpersonal issues, often including tension and aggravation. Task conflict among groups often makes group members engage in better decision making which may be due to stronger cognitive understanding needed

in order to overcome the task conflict (Putnam, 1994; Fiol, 1994). In a study using CEOs of US-based hotel companies, Simons and Peterson (2000) showed that intra-group trust negatively moderated the relationship between task conflict and relationship conflict. The mechanism of misattribution tries to explain this process. For example, group members infer the intentions of others to be negative towards themselves through personal attacks or hidden agendas. Processes of negatively-biased information processing and self-fulfilling prophecy aid in the progression of task conflict to relationship conflict. Simons and Peterson (2000) demonstrated that at low levels of intra-group trust there was a stronger direct correlation of task conflict and relationship conflict as compared to groups with high levels of intra-group trust. In addition, aggressive conflict management technique of loudness positively moderated the relationship of task conflict and relationship conflict was only marginally supported. Therefore, task conflict has a higher likelihood of a transition to relationship conflict when arguments are expressed as compared to average or low volume. This is potentially due to the consequence of loud harsh language which can hurt others' feelings and be interpreted as disrespectful and as personal attack. Therefore, trust at a group level has a critical importance in preventing an escalation of task conflict to relationship conflict and more research is needed to support harsh task conflict tactics as a mechanism by which relationship conflict arises (Simons and Peterson, 2000).

In regards to the individual, some costs of unmanaged conflict may include dissatisfaction and scarred reputation. Furthermore, costs which are less easy to quantify include lower value products or services leading to potentially life threatening situations (i.e. humanitarian workers assisting refugees).

Buss (2011) provides a flexible method to analyze both the negative consequences and poorly managed conflict using a Conflict Visibility and Measurability Matrix. The matrix shows how easy visibility of negative consequences of conflict is not commensurate with costs and that "hidden" consequences can be more easily computable. An example of this may be accidents in the work place (Buss, 2011). Another tool for measuring costs is Dana's formula which takes into account variables such as number of individuals, average number of hours per week, average annual salary of employee, duration of conflict and time management systems (i.e. time sheets) if available. It was suggested to collect and analyze information of costs of: legal proceedings and judgments of the employee against the organization, temporary staff to cover for absent employees, sick leave records, systematic employee interviews who want to horizontally move within the organization, recruitment and staff training, managing theft and sabotage and occasional surveys on sources of conflict and decision making (Dana, 2001).

Nowadays, conflict in organizations is often dealt with in a hierarchical manner or through organizational structures (i.e. liaisons) which allow a neutral third-party to make decisions and resolve disputes (Brett, 1984; Szilagyi & Wallace, 1980). Brett, Goldberg, and Ury (1990) suggested seven

principles of dispute resolution to lower the costs of conflict of intra- and inter-organizational disputes. The first included consultation prior to disputation because conflict is often a precursor for a need for change. Furthermore, feedback after a conflict can assist in the prevention of it repeating in the future. The second principle involves maintaining a focus on interests during negotiation. This can be accomplished using a cooperative approach by sharing information or proposals (Pruitt, 1981; Pruitt & Carnevale, 1982). Training of negotiation skills for managers can be helpful and allow norms to develop around the manner by which conflicts are resolved (Fischer & Ury, 1981; Lax & Sebenius, 1986). The third principle involves loop-back procedures back to negotiations to avoid power struggles. A cooling-off period and third party interventions allows parties to resume talks. The fourth principle utilizes low-cost rights to dissolving disputes based on rights or power. The fifth principle is arranging procedures from low to high cost, beginning with arbitration and voting. Principle six includes training of negotiation skills in a manner that seeks joint gains or integrative bargaining. This is accomplished through post-settlement settlements, which try to minimize cognitive biasing when obtaining joint solutions (Raiffa, 1982). Furthermore, providing employees resources, such as information that can be useful in loop-back procedures and motivation with incentives can be useful in having them utilize the steps to lessen the costs of disputes. Lastly, the seventh principle involves providing parties a voice to dispute the conflicts, provide their perspectives, and express their feelings (Brett, Goldberg, & Ury, 1990).

The COPE Model (Kalayjian, 2009) offers a communication style to transform conflicts into lessons learned. The COPE model has four steps, first to connect with positivity, compassion and gratitude, then to present one's own observations with objectivity and "I" statements, third to express one's feeling, and finally to make a constructive win-win recommendation, where both parties can gain something and learn from one another. The other model is the 7-step Bi-opsychosocial and Eco-Spiritual Model (Kalayjian & Eugene 2010), which not only focuses on release of stress but also on lessons learned, forgiveness and transformation. Therefore, cost of conflicts can be viewed on the organizational as well as individual level. Organizations can take a stronger stand on monitoring and measuring factors in order to prevent conflict in arising or mitigating that which already occurred. Utilizing the COPE model or the 7-step model will not only assist in conflict transformation and cost reduction; it will also help build inter-group esteem, productivity, and cohesion.

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## Visitors from Hong Kong Share with Division 52 Members at the United Nations

A group of social workers from the YANG Memorial Methodist Social Service in Hong Kong came to the United States for a short visit to exchange about their work in the area of protection of youth, and their interests in issues like prostitution, trafficking, and violence against girls and women. They had met Division 52's Judy Kuriansky in Hong Kong the year before when she was the keynote speaker for the Family Planning Association of Hong Kong at their 4<sup>th</sup> Asian Conference on Sexuality Education in August, 2010, in Hong Kong. Dr. Judy hosted the delegation at the United Nations in New York, where they shared about the 'C.A.R.E. Project', a service on teenage prostitution, also called "Compensated Dating." Their service is a first and major project dealing with new cyber-related behaviors in Hong Kong, which have become a major social problem. They also shared about their work concerning Cyber Addiction of Children in Hong Kong that has caused various mental health problems. Dr. Judy Kuriansky shared that teen cyber-addiction and cyber-bullying are major problems in the United States, and also issues that have been addressed at conferences at the United Nations.



The delegation of social workers from the YANG Memorial Methodist Social Service in Hong Kong, with Division 52's Judy Kuriansky and Richard Velayo (4<sup>th</sup> and 5<sup>th</sup> from left).

On their short trip, they visited the following agencies:

### In Boston

'My Life My Choice' – to gain an overview of commercial sexual exploitation and trafficking issues in USA.

'The van der Kolk Centre Glenhaven Academy' – to learn more about trauma-informed treatment for adolescents.

### In New York

'The Children's Aid Society: Carrera Adolescent Pregnancy Prevention Program' – to learn about programs for preventing teenage pregnancy.

'United Nations' – to exchange sharing with Dr. Judy Kuriansky on Mental Health issues in the U.S. and Hong Kong, and with several representatives of the Psychology NGOs accredited at the United Nations, who were having a meeting about the upcoming Psychology Day. These individuals and groups included the UN American Psychological Representative Deborah L. Vietze, the UN International Association of Applied Psychology representative Martin Butler, Ph.D. and the International Council of Psychology representative Richard Velayo. As a member of the UN NGO Committee on Mental Health (CMH), Dr. Judy invited them to attend the CMH meeting about 'Healthy Ageing: The Value of Social Support' held by the NGO Committee on Mental Health." At UNICEF they also were introduced to some high level officials.

In sum, their visit was a big success and promises future exchanges.

## First International Conference on Restoring Life and Maintaining Hope in Port-au-Prince: Establishing a New "Center for Spirituality and Mental Health" in Haiti

Wismick Jean-Charles  
Fordham University

The first International Conference on Restoring Life and Maintaining Hope in Haiti was held at the University of Notre-Dame, in Port-au-Prince, on June 25-26, 2011. The purpose of this conference was twofold: first, to launch the first National Center for Spirituality and Mental Health in the country; second, to bring together various international psychologists who had conducted research and provided training in Haiti in the aftermath of the devastating January 12, 2010 earthquake.

When responding to trauma, research suggests that religion and spirituality play a pivotal part in helping people cope with and make meaning of, the event. Haiti is a country where the population is very religious and primarily turns to their religious leaders for counseling and healing in times of distress and trauma, yet to date, no center for spirituality and mental health has been available to serve and to address, in a scientific manner, the needs of citizens. Thus, the development of such an initiative was deemed critically needed.

The primary goals of this new Center for Spirituality and Mental Health (called CESSA according to the French name, Centre de Spiritualité et de Santé Mentale) include the following:

- Equip and empower Haiti's spiritual leaders, clergy, congregations, and community stakeholders to respond to the long term mental health and spiritual needs in the wake of the January 12, 2010 earthquake.
- Develop infrastructures by encouraging ongoing collaborative meetings held bi-monthly for spiritual leaders, clergy, and other community stakeholders to get together for trainings and sharing resources and information.
- Provide training about psychological first-aid for religious communities, churches, and spiritual and religious leaders about subjects related to trauma recovery (e.g. peer-listening, and self-care).
- Adopt culturally relevant curricula for community stakeholders, youth leaders, and teachers with a focus on training the trainers and empowering them to be able to continue the work at tent cities and remote villages.
- Conduct research that will help communities identify needs, lead to targeted training and build local capacity.
- Organize and convene an annual conference on disaster mental/spiritual health, run and attended by Haiti's community stakeholders.

Given the scarcity of local resources in this field, it goes without saying that the viability and the sustainability of such an ambitious initiative lies on a prolonged collaborative partnership with international experts.

Indeed, in this spirit of partnership, more than 200 attendees came to this first Conference, including local psychologists, professors, students, clergy, religious leaders of various denominations, and international researchers. They came from various parts of Haiti as well as from the international community for this launch of the new Center for Spirituality and Mental Health and to kick-off the first annual inter-



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national conference.

The President of the University of Notre-Dame, His Excellency Monsignor Pierre-André Pierre, welcomed the participants and stated that the University of Notre-Dame is considered honored and blessed to host this first international conference. The Provincial of the Montfort Order, Very Reverend Laurent Pierre, explained the mission of the center and pointed out the key areas of focus of this new institution, entrusted under the leadership of Father Wismick Jean-Charles as the founding director. The keynote address, entitled: "Rebuilding Haiti on the Rock" was given by the Archbishop Emeritus of Port-au-Prince, His Excellency Most Reverend Francois Wolf Ligondé. His successor was killed in the



earthquake.

Presenters gave reports of their work after the earthquake, including numerous guest psychologists from various North American Universities and international organizations, such as Regent University (Dr. Donald Walker); Fordham University/Association for Trauma Outreach and Prevention (Katherine Kaze representing ATOP founder Dr. Ani Kalayjian); Loyola University (Dr. Kari O'Grady); and the International Association of Applied Psychology IAAP (Wismick Jean-Charles/Dr. Judy Kuriansky). Other researchers from institutions of higher learning in Canada (e.g. Professor Luc Corriveau of the Institut de Formation Humaine Intégrale de Montréal: IFHIM; and Kim/Dr Beth Hedva of the Canadian Institute for Transpersonal and Integrative Sciences) also provided data about the effectiveness of their interventions after the earthquake and offered brief training based on their psychological models which use spiritual resources.

Local psychologists played an important role, delivering impressive presentations and discussing a large range of critical issues. These included, Dr. Herold Toussaint, Professor at the University of Notre-Dame, who gave a presentation on "Logotherapy and Exercises of Saint Ignace de Loyola"; Dr. Michel Eugene, the Director of the Cellule d'Aide Psychologique, (CAP), a national NGO, who chaired a symposium on "Recovery in the context of poverty"; and Professor Ronald Jean-Jacques, from the State University of Haiti, who



presented about the realities and the complexities of the psychological needs in Haiti in the aftermath of the earthquake. Father Wismick Jean-Charles, an IAAP NGO UN representative, gave a training on self-care, entitled "Healing the Wounded Healer".

At the end of this two-day Conference, Father Wismick Jean-Charles, the coordinator of this international gathering, presented a lifetime Award to Reverend Godefroy Midy, Ph.D. (GSAS Fordham'71), in honor of his being the first Haitian to receive a degree in Counseling and Spirituality. He is one of the leading figures in the psychotherapy-spirituality integration initiative in the country and has been making



priceless contributions to this burgeoning field in Haiti.

At the end of this international gathering, the attendees rendezvoused for meetings looking ahead to early 2012, since the center is planning to implement two projects in Port-au-Prince and in other cities in the country: (1) a one-long day meeting on January 11, 2012 (the anniversary of the earthquake) whose purpose is to bring together leaders of different faiths to explore opportunities for mutual actions and identify collaborative initiatives that create peace building and enhance local capacity, (2) a two-day workshop for teachers and youth leaders to take place on January 14-15, 2012.

Finally, special thanks were extended to Dr. Judy Kuriansky, the main NGO representative to the United Nations for the International Association of Applied Psychology (IAAP). This well-known clinical psychologist, the first one to arrive on the ground after the devastating earthquake, was instrumental in helping bring this project to its fruition. Helpful during the early stages of this initiative, she currently serves as Senior Consultant for training for CESSA.

This center, which is providing comprehensive, integrated, innovative service to the Haitian people, is an important asset for the country and sets the tone for a unique, exciting, and new direction for the field of psychology in Haiti.

### Acknowledgments

This initiative would not have been possible without the loving as well as academic support of friends and experts.

Among my friends, I must list numerous Haitian Doctors and Nurses from the New York Diaspora who helped in so many ways. Special thanks go to the leading experts of the Division 36 Psychology of Religion and Spirituality of the American Psychological Association (APA) who provided academic assistance. They include Dr. Jamie D. Aten, Wheaton College, Director of Humanitarian Disaster Institute; Dr. Thomas G. Plante, President of the Division 36, and Director of the Spirituality and Health Institute at Santa Clara University; Dr. Anthony Scioli, Keene State College, and Dr. Donald F. Walker, Regent University. Gratitude also goes to Dr. Ani Kalayjian, an expert in trauma recovery in APA Division 52, who, under our coordination, continued the training of volunteer recovery workers Dr. Kuriansky and I trained immediately after the earthquake.

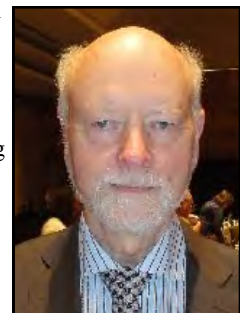
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## Canadian Position on American Psychological Association Membership Dues

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A recent review by the American Psychological Association's (APA) Membership Committee resulted in a recommendation to the Board of Directors (BoD) to stop reduced membership dues for psychologists holding joint membership in other select organizations. This recommendation resulted in controversy and debate in Canada. The ensuing debate has touched on the nature of the relationship between some Canadian provincial associations of psychologists with both APA and with the Canadian Psychological Association (CPA) and has extended to question who are the appropriate constituents of APA's Committee of Representatives (CoR). The current paper attempts to outline the reason for the current debate, the historical antecedents, and to reflect on what the future might hold.



The APA Membership Committee plan to rescind all dues reduction policies would harmonize APA dues, simpli-

fyng administration procedures and costs, and would benefit all members rather than just a few. The BoD saw that the rescinding plan had merit and began acting on it by notifying partner organizations that the fee reductions previously enjoyed were to be rescinded.

At the February 2011 CoR meeting the BoD put forward a motion to ratify the decision to rescind all dues reduction plans currently in effect. In the ensuing discussion it became clear that the CPA had been informed of the decision to rescind the dues agreement by letter and that the decision was made unilaterally by the APA BoD without negotiation with CPA.

The CPA President, Doctor Peter Graf, and the CPA Executive Director, Doctor Karen Cohen, petitioned the APA BoD for an opportunity to address CoR at the February 2011 meeting in Washington. Their request was granted. This request was necessary since currently CPA does not have a seat on CoR.

The proposal to rescind the mutual dues reduction policy between the APA and the CPA was problematic for CPA and for those Canadian provincial associations having CoR representation. All Canadian members of CoR spoke to the issue resulting in the matter being deferred to allow negotiations to take place between the APA BoD and the Executive of the CPA.

To assess this reciprocal dues issue properly it is necessary to review the long history between psychologists in the United States and in Canada. In 1892 at a conference held in Dr. Granville Stanley Hall's study at Clark University<sup>1</sup> a proposal was entertained for the development of APA. At the time, APA was conceived as a North American association and for many years national American and international Canadian fraternal support for psychologists in North America was only through the APA.

For many years the APA functioned unopposed by any national Canadian psychological association. The impetus behind the development of a national Canadian association was the fact that Canada entered World War II much before the United States<sup>2</sup>. The inception of CPA followed a preliminary meeting in Ottawa in 1938 with the first meeting being held in Toronto in April 1939. Thus, from 1892 until 1939 the APA served as a true North American psychological association.

Even after the creation of the CPA, many Canadian psychologists continued to see the APA as their 'home' association because of the availability of leading scientific journals and the annual learned conferences. The APA continued to support actively its Canadian members. In the 1940s the APA created a seat on CoR for the Dominion of Canada<sup>3</sup>.

The mutual fees reduction policy between the APA and the CPA has continued to represent a tangible way in which

the APA supports its Canadian members. The membership fee reduction between APA and CPA had been in place for decades and was reciprocal. Thus, Canadian psychologists having membership in CPA could join APA with a 50% reduction in fees. Similarly an American psychologist having membership in APA could join CPA with a 50% reduction in fees.

Currently the CPA does not maintain a seat on the CoR. It believes that it would be inappropriate for a national association to maintain a seat on a committee of a different national association. However, some Canadian provinces do have seats on CoR.

It may be helpful to understand Canadian demographics to understand better the issues now being discussed in Canada. The Canadian governance experience is similar to that found in the United States. Psychologists may join the APA, Provincial or State Associations, or the CPA, or other specialized associations.

Membership in regulatory boards throughout North America is mandatory for most psychologists offering public service. Membership in fraternal organizations is voluntary.

Many psychologists in Canada with membership in the APA do not also have membership in either the CPA or in any of the regional associations. There are only 1,100 psychologists in Canada with joint membership in the APA and the CPA<sup>4</sup>.

While Canada is a larger country in terms of land mass than is the U.S., it is diminutive in terms of its population. Specifically, Canada has about 1/10<sup>th</sup> of the American population (the US population is 308,745,538<sup>5</sup> compared to the Canadian population of 33.74 million<sup>6</sup>).

Canada is divided geopolitically into 10 Provinces and three Territories. Currently five Canadian Provincial Associations have seats on the APA CoR. They are: the Ordre des Psychologues du Quebec (the Province of Quebec), the Ontario Psychological Association, the British Columbia Psychological Association, the Manitoba Psychological Association, and the Association of Psychologists of Nova Scotia. A sixth province, represented by the Alberta Psychological Association, continues to be listed as a provincial affiliate of APA but it has declined a seat on CoR.

The subdivision of Canada into 10 provinces and 3 territories represent vastly variable land areas and populations. For example, the largest in terms of land area is the Territory of Nunavut in the far north of Canada with a land mass of over 2 million square kilometres. It has the smallest population: 32 thousand people representing 0.10% of the population of Canada. The next largest in area is the Province of Quebec with 1.5 million square kilometres. Its population is 7.8 million people comprising 23.19% of the Canadian population. In terms of population the largest population is found in the Province of Ontario; which has 13 million people comprising 38.73% of the total population of Canada. My own

<sup>1</sup> Boring, Edwin G. (1950). *A History of Experimental Psychology* (2<sup>nd</sup> ed.). New York: Appleton-Century Crofts, Inc. Page 521.

<sup>2</sup> See Luc Granger, [www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006538](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006538)

<sup>3</sup> Over time the formal title 'The Dominion of Canada' has fallen into disuse. The formal title of the Country is now 'Canada.'

<sup>4</sup> Current CPA data.

<sup>5</sup> According to the USA Census Bureau for 2010.

<sup>6</sup> According to the World Bank for 2010.

Province, that of Nova Scotia, is small with a population of 940,000 people representing 2.78% of the total population of Canada.

Given the different population sizes in provinces, each Canadian member of CoR represents a different number of APA Psychologists. Some of the smaller Canadian jurisdictions have concerns about losing their CoR seat if the numbers of APA psychologists within their boundaries shrink.

The dues reduction agreement policy is between the APA and the CPA. There are no comparable dues reduction agreements between the APA and any of the provincial or territorial psychological associations. In order for any provincial or territory association member to take advantage of the dues reduction that individual must be a full member of their local association, the CPA, and the APA.

Thus, to understand the debate it is necessary to understand that there are divisions of interest between the CPA and those Canadian Provinces with CoR seats. Several of the Provinces wish to maintain their CoR seats while the CPA has no interest in holding a committee seat.

The CPA believes that it is able to offer a “made in Canada” service that would be of great value to all psychologists working in Canada. The provinces with seats on CoR do not appear ready to give up the opportunity to influence North American psychology and see continued involvement on CoR as providing ongoing value.

The Canadian provincial psychological associations tend to be comprised primarily of psychologists having an applied focus of interest. Academic psychologists tend not to join the Provincial associations. Thus in Canada, as in the U.S, academic psychologists tend not to be represented by the State or Provincial Associations of psychologists. Psychologists in Canada who have only APA membership or even with combined CPA membership but not provincial membership do not enjoy newsletters and other forms of information dissemination that comes from the provincial associations. Thus, in all practical matters CoR members in Canada represent those APA members who live in Canada, and are members of a provincial association that maintains a CoR seat. It is possible that the number of academic psychologists with APA membership could outnumber the APA psychologists who are also members of a provincial association.

The initial negotiations between the BoD of the APA with the Executive of the CPA suggested that the American position was intractable. The Executive of the CPA reported that there was no wish on the part of the APA BoD to maintain the status quo.

This seeming intransigence led the Executive of the CPA to consider asking the APA for a change in policy which would allow Canadian members to apply for affiliation with APA as Foreign Members. Quite simply, CPA decided that it was illogical for members in Canada to be treated differently in the APA than psychologists from other foreign countries. There was the potential for a very large cost savings with foreign affiliate membership since the Annual Fees for membership in the APA is \$50.00.

Just before the 2011 CoR meetings, CPA and the Ordre des Psychologues du Quebec agreed that their APA members should be surveyed and given the opportunity to vote on the issue. These two associations favoured pressing for an APA by-law change allowing psychologists in Canada to opt for foreign affiliate or for full membership just as is possible with psychologists from all other non-American countries.

The CPA position has merit. However, four of the five provincial associations wished to maintain their close ties with APA. Initially CPA was trying to present a collective voice that represented a strong voice of solidarity: This was not achieved.

However the provinces of Ontario, British Columbia, Manitoba and Nova Scotia all opted to maintain their ties with APA and to maintain their seats on CoR. None of these provinces surveyed their APA members. Thus the debate turned divisive in Canada with allegations that these provinces were acting in the best interest of their respective associations and not necessarily in the best interest of their individual APA psychologists. This, however, is a moot point, since CPA had already surveyed these psychologists since the only psychologists anywhere in Canada that have the fee reduction were those who were also full members of CPA.

At the August meeting of CoR it appeared that the BoD may have softened their stand on the CPA/APA dues reduction issue. Informal discussions with various members of the BoD suggested that the status quo was found acceptable.

The issue has yet to come before CoR for a decision. The information item was not raised during the August meetings. This allows more time for deliberation and thought about what the future of the Canadian position will be in APA.

There are important implications should the APA By-Laws be rewritten to allow foreign affiliate status for psychologists in Canada. One implication is that if many of the Canadian psychologists opted to become foreign affiliate members of the APA then there is a strong possibility that some Canadian provinces could lose their seats on CoR because of the reduction of APA full members.

Unfortunately, no matter what the outcome there may be hard feelings. Consider, if the four provinces with CoR seats are successful in arguing that the status quo should be maintained then there may be an impression that these provinces were able to protect the self-interests of their associations at the financial expense of individual APA psychologists within their jurisdiction.

For the four provinces who enjoy and value their APA interaction the best course is to maintain the status quo. Failing that there is need for agreements between individual provinces and APA rather than the provinces and territories of Canada falling under the CPA umbrella.

The conclusion of the debate is uncertain. At this time, the APA by-laws do not allow Canadian members to have foreign affiliate status. Thus, the position of CPA and of the Ordre des Psychologues du Quebec is based on the premise of being able to successfully negotiate a change in the APA By-

Laws and to successfully validate it with a 2/3-majority vote of the APA Membership.

The differences in interests between some of the provincial associations and with the CPA suggest that a formal agreement between these jurisdictions and the APA may be necessary rather than relying on the agreement the APA has with the CPA. This seems all the more likely since the position of the CPA is to celebrate their role as a national Canadian body. However, the separation of the two national associations, while understandable, plays down the over 100-years of partnership in developing a North American voice for psychology.



### Request for Information: 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

### Barack Hussein Obama: The Making of a Global President

Joseph C. Giardino & Harold Takooshian  
*Fordham University*

"How has Barack Obama's unusual childhood impacted his Presidency?" This question was the focus of a public forum in New York City on October 14, 2011. It was co-sponsored by three local APA divisions (International Psychology, Social Issues, and General Psychology), and hosted by the Fordham University chapter of Psi Chi, the International Honor Society in Psychology. For this forum, the principal speaker was author **Dinesh Sharma**, who began a national book tour in October of 2011, upon the release of his new volume, *Barack Obama in Hawai'i and Indonesia: The making of a global President* (2011). Other participants in the forum were developmental psychologists **Uwe P. Gielen** of Saint Francis College, and **Joshua L. Brown** of Fordham University. Despite torrential rain that Friday evening, the Fordham room filled with over 50 students and professionals from across New York City.

In his introduction of Sharma, Gielen noted two points. (1) First, Sharma's new psychobiography is unique among the many books on President Obama, that critique Obama's policies. Rather, Sharma's book is the first to consider the President's childhood development from a cultural psychology perspective, for a more scientific and dispassionate understanding of Obama the person. (2) Second, Sharma comes well-trained to this task. He completed his doctorate in psychology and human development at Harvard University, with psychological anthropologist Robert Levine, and has been a Senior Fellow at the Saint Francis College Institute for International and Cross-Cultural Psychology. To prepare this volume, Sharma travelled world-wide to interview dozens of Obama family and associates.

**Psychobiography.** For Sharma, Barack Hussein Obama is much more than the first black U.S. President. His very name, derived from Swahili and Arabic, reflects the multiple identities that make him a "first" among the heads of state of any Western democracy: An African-American, biracial, multiethnic person raised in Southeast Asia. Obama uniquely represents globalization. His formative years in Hawai'i and Indonesia laid the groundwork for a resilient, charismatic, and global leader. The book offers an "empathic look" at the formative years that are so crucial to identity development. Sharma views Obama's development through an Eriksonian lens (Erikson, 1950), looking at early stage conflicts during his youth in Hawai'i and Indonesia. "Barry," as he was known in youth, developed trust (Erikson, 1950) from the women in his life – his mother and grandmother – which "gave him a head start," a foundation to meet other developmental challenges.

Barry's early years in Jakarta, Indonesia from ages 6 to

10 marked the start of his global schooling. Reports from teachers and classmates recounted stories of Barry imitating Indonesian Prime Minister (PM) Suharto, and saying that he “wanted to be PM.” Sharma offers an analytic interpretation of this event as a harbinger for Obama’s future presidency. Obama’s time in Indonesia was also the only time he spent in a nuclear family. His stepfather was critical in his life during this time. According to Sharma, support from his nuclear family instilled industry (Erikson, 1950) in young Barry.

At age 10, Barry returned to Hawai’i to attend an elite prep school, Punahou, with an idyllic campus that was a stark contrast with the streets of Jakarta. It was here that Barry began to explore his racial identity. He was the only Black student, yet being in Hawai’i and the culturally diverse Punahou, he was protected from negative stereotypes of African-American men. He later began reading the works of prominent Black leaders, such as Martin Luther King and Malcolm X. In recognizing his difference and turning inward for exploration, Sharma describes Obama as having developed a “deep introspective core.” Consistent with ethnic identity development in minority adolescents (Phinney, 1989), Barry’s explorative stage during adolescence can be described as moratorium.

Sharma continued the exploration of Obama’s “globetrotting” and developmental journey through his college years and after on the mainland U.S., in Los Angeles, New York, and Chicago. Learning of his father’s death shortly after his arrival in New York City sent him on an exploration of life’s existential meanings. He learned his identity (Erikson, 1950) on the streets of Harlem among African Americans. Social interaction with African-Americans likely provided the external validation (Rockquemore, 1999) necessary to assume his



At the New York City forum (l to r): Joseph Giardino, Uwe Gielen, Dinesh Sharma, Joshua Brown

ethnic identity. As with many other African Americans, spirituality was salient (Wheeler, Ampadu, & Wangari, 2002) in reaching the achievement stage of ethnic identity development (Phinney, 1989). Upon learning his identity, Barry fully

assumed his father’s name, Barack. Described by Sharma as a “rite of passage,” this critical event in Barack’s development set the groundwork for his later career.

Barack moved to Chicago’s South Side and began working in the African-American community as an organizer. For Sharma, it was here that he became a “true reformer” and “change-maker of global proportions.” Sharma related Obama’s leadership prowess to common threads in his family history, including his mother’s work throughout the world, and his father’s work with the Kenyan government. Despite not knowing his father, Obama inherited the family legacy (McGoldrick, Giordano, & Garcia-Preto, 2005) of reform and change-making.

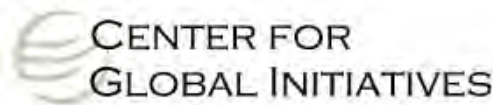
President Obama not only inherited the family legacy, but his “genealogical roots are spread throughout the world,” declared Sharma. His unique form of multiculturalism, inherited through genetics, culture, and familial experience, has been instilled since his formative years in Hawai’i and Indonesia. Sharma claims that it is precisely this multiculturalism that appealed to the American people. Immigration and the tanning of the American people have caused a shift from Western canon to multiculturalism—a true “shift in the American psyche.” Global changes through immigration patterns and the Internet age have opened the American mind. According to Sharma, Obama embodies globalization and is himself a conduit for global change.

As the discussant, Joshua Brown commended Sharma for applying Eriksonian theory to understand Obama’s life, and raised a few issues for listeners. (1) Since we know nature and nurture both shape adult development, and Barack senior and junior were both charismatic, what neurological endowment did Barack inherit from his father? This question is as unanswerable as it is important. (2) In Erikson’s stages, how much was Obama’s entry into community organizing in Chicago his attempt to find “community” to replace the isolation in his life? (3) Since Erikson contrasts “generativity vs. stagnation,” how much is Obama motivated to surpass the struggles of his own childhood by preparing a bright future for the world’s youth?

For further discussion, the audience was directed to Sharma’s website, [www.dineshsharma.com](http://www.dineshsharma.com)

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Chris E. Stout, PsyD  
*Center for Global Initiatives*  
[CenterForGlobalInitiatives.org](http://CenterForGlobalInitiatives.org)

### Humanitarian Tool Kit

There seems to be a wonderful phenomenon afoot in what appears to be a significant up-tick in interest in volunteerism. Books like Allison Thompson's *The Third Wave* (Spiegel & Grau, 2011) highlight many people's desire to help post catastrophe (e.g., 9/11, Sri Lankan Tsunamis, and Haitian earthquakes). Rock stars such as Bono and Peter Gabriel, along with film-stars like Mark Walberg and Sean Penn, also add to the media attention and thus perhaps fuel some volunteers' motivations. I, too, have found that via many of my talks, expositions, and dealings with graduate students (psych, social work, public health), pre-med and med-students as well as mid-career and senior psychologists, that there is a wonderful level of interest in doing more for others.

I know from the work in my three volumes of *The New Humanitarians* (Praeger, 2009), that many individuals who I had met in Davos at the annual meetings of the World Economic Forum, or perhaps at a TED conference, or a Renaissance Weekend, or a Bolivian prison, or an abandoned hospital in Halong Bay, were not satisfied helping various causes by just writing checks of support or volunteering, these individuals preferred to actually start their own organizations—to enact their passionate humanitarian interests.

Now while these impressive individuals come from varied backgrounds—cashing out of start-ups, flush with equal amounts of cash and talent—to those with less money but a willingness to have skin in the game in order to make a difference—they all share the common denominator of changing the world. Not in a pretentious, abstract cliché, but really, honestly, changing the world.

I founded the Center for Global Initiatives (CGI), somewhat accidentally (as was publicly discussed at the 2011 Annual Convention of the APA). While I am nowhere close to the amazing people I interviewed for *The New Humanitarians*, I found that via an organization, mentorship, and some cool-tools (thank you Web 2.0), a lot can be leveraged and done to make real and significant differences in peoples' lives. You'd be surprised.

The mission of the Center for Global Initiatives is to create self-sustaining programs that improve access to healthcare in underserved communities throughout the world. We believe in the "power of the small project," wherein generally we do this by:

- Serving as an incubator for new initiatives that creatively solve health care inequities throughout the world.
- Acting as a collaborator with individuals and organizations in developing and launching projects that address

the needs of medically impoverished populations.

- Functioning as a facilitator in directing public and private resources towards programs aimed at improving health.
- Working as an educator to provide new information and tools to empower others.

I was asked to help with projects in Bolivia, Cambodia, India, Tanzania, and Benin. And we did it! It wasn't too difficult, but it also wasn't obvious on how structure things state-side in order to be of help to those in need and to be able to have donors rightfully gain a tax-deduction for their support.

### Tyranny of the 501(c)(3)

I had no idea how difficult it is to establish a not-for-profit, let alone the costs involved, the tax-reporting requirements (hey, I thought this was a tax-EXEMPT organization and we still have to file federal and state taxes, and they are not 1040 forms but 990s?? What's a 990??). CGI is an all volunteer organization, so once we hit our capacity-limit of five projects we could manage on-going, and others were still in need of our help, we decided to help others capacity!

I began to realize that it would be great if there was a website where you could find out about all the places on the internet that help you learn how to fundraise, connect to other not-for-profit organizations, or teach you how to set-up your own.?! These were the questions I found myself fielding on a weekly basis.

And most people do not want to have to create their own 501(c)(3), recruit a board of directors, host a website and build its content, fundraise, get a PayPal account, do audit-worthy financial reporting and tax-accounting, and spend all the months and thousands of dollars needed to get going. They just wanted to do the work!

### Thus the Tool Box...!

In response to this demand, we developed a set of tools that are freely available to anyone for the surfing to come to our site and download medial libraries:

- Spanish, English, and Multi-lingual medical dictionaries, translators, glossaries, and search engines.
- Downloadable Medical Library that includes:
  - A Book for Midwives,
  - A Health Handbook for Women with Disabilities,
  - A Workers Guide to Health and Safety,
  - Community Guide to Environmental Health,
  - Helping Children Who Are Deaf,
  - Helping Children Who Are Blind,
  - HIV, Health and Your Community,
  - Where There Is No Dentist,
  - Where There Is No Doctor,
  - Where Women Have No Doctor, and
  - Women's Health Exchange

### Flight Discounts

If someone is volunteering on a CGI project or any other recognized international project or conference they may qualify for discounted roundtrip airfare via our relationship with

[www.flyforgood.com](http://www.flyforgood.com), where airlines select routes around the world that are common for humanitarian travelers and discount them based upon season and availability and so some routes do not have discounted fares, just so you know. Additionally helpful benefits include:

1. Changes to airline tickets with reduced fees 50-75% lower than regular tickets.
2. Refundable fares with reduced penalties 50-75% lower than regular tickets.
3. Free stopovers to cities while traveling internationally at no cost (in case you need a break).
4. Add additional piece of luggage beyond the normal 2 piece rule.

**CGI also has helpful travel-related links on:**

- Traveling Carbon Neutral
- Luggage Requirements
- State Department Warnings
- Airline Toll Free Numbers
- World Weather
- Customs Service
- Travel Documents
- FAA - Travel Advisories
- Currency Converter, and
- International Travel Health

**Last Piece(s) of Advice**

Through my research in *The New Humanitarians*, I learned that while most of the approaches of the organizations were different, they do share a number of commonalities. At the time they formed their entities, they were novel in their approach to dealing with the problems they address. They were not restricted with past ways of thinking or acting, nor should you be. They created innovative approaches to make something real and actionable from a concept and a vision, as can you. They developed practical approaches to solutions, some complex, some elegant, but are all robust and lasting, and replicable.

You don't have to be a MacArthur "Genius" Award winner to make a real difference, and we can help. CGI is a ladder that can help you reach beyond where you could otherwise.

Hey. You know what? Now you don't have any more excuses... Check us out... [CenterForGlobalInitiatives.org](http://CenterForGlobalInitiatives.org).

Chris E. Stout, PsyD  
Fellow, Division 52  
Division 52 International Psychologist of the Year, 2009  
Co-Chair, APA's Committee for International Relations in Psychology, 2010-2012  
APA International Humanitarian Award Winner, 2004  
Author, *The New Humanitarians*  
Managing Director, Center for Global Initiatives  
Chris can be reached via [CenterForGlobalInitiatives.org](http://CenterForGlobalInitiatives.org).

## 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**

## International Activities from APA Division 6 (Behavioral Neuroscience and Comparative Psychology)

Mauricio R. Papini, PhD  
Division 6 President  
[m.papini@tcu.edu](mailto:m.papini@tcu.edu)



Division 6 was founded in 1944 and has as a focus the biological basis of perception, learning, memory, cognition, motivation, and emotion. Its main interests are in brain-behavior relationships and evolution, abnormalities and repair, interactions with the immune, cardiovascular, and energy regulation systems, species similarities and differences in behavior, and the evolution and development of behavior.

As Division 6 President, I intend to have a strong international presence in our Convention program for 2012. My own background is very influenced by international activities. I was born and educated in Argentina, I have developed extensive research links to colleagues in a variety of countries (Argentina, Colombia, England, Japan, Mexico, and Spain), and I have served as president of the *International Society for Comparative Psychology* (2008-2010) and Editor of the *International Journal of Comparative Psychology* (2000-2005). I believe that it is time that our division benefits from globalization trends that can give us a boost in membership and greatly expand the realm of our influence.

The two journals most closely associated with Division 6 (although they are not division journals strictly speaking) are *Behavioral Neuroscience* and the *Journal of Comparative Psychology*. A survey of the national origin of authors for the 2010 volume of these journals indicates that whereas the US is the country with the highest representation, there is a widespread distribution across the world. Authors from Europe, Asia, Australia, Canada, and Latin America are routinely represented in both journals, in that order of frequency.

Many of our members also come from an international background or are collaborating with researchers abroad to explore various research topics. Among the first category, a very incomplete list includes such names as Ruben Ardila (Colombia), Josep Call (Germany), Victoria Chamizo (Spain), Sergio Pellis (Canada), and Sara Shettleworth (Canada). Among those who are or have been involved with researchers from other countries are Gordon M. Burghardt, who has collaborated with colleagues from Australia, Japan, Panama, and Venezuela; Donald Dewsbury, who has collaborated with Canadian colleagues; Karen Hollis, who is developing research in collaboration with colleagues from France and Slovenia; and Charles Snowdon, who has done extensive work in Argentina, Belize, Brazil, Colombia, Ecuador, Ken-

ya, Peru, Rwanda, and Tanzania.

Division 6 is planning a program for the 2012 APA Convention that will draw heavily from researcher working in Asia, Europe, and Latin America. There are exciting opportunities for interaction between scientists from different national origins that can be strengthened during the APA Convention. Victoria Chamizo (University of Barcelona, Spain) is program chair for the 2012 Division 6 scientific program.

## APA-USNC International Travel and Mentoring Program

The APA Office of International Affairs, in conjunction with the U.S. National Committee for Psychological Science, is pleased to announce its upcoming **International Travel & Mentoring Program**, for those wishing to attend the [30th International Congress of Psychology](#) in Cape Town, South Africa on July 22-27, 2012.



Student and Early-Career awardees will be paired with Mid- and Senior psychologists who have experience in international research and collaboration, and will participate in networking and mentoring activities prior to, during, and following the ICP2012. The program will award \$1,500 to Student and Early-Career participants and \$1,000 to Mid- and Senior-level participants.

Awardees must be enrolled at or employed by a U.S. institution and do research in areas supported by the National Science Foundation: Perception, Action & Cognition, or Social Psychology.

For more information on this program, please visit the [Office of International Affairs website](#). **The deadline for application is December 1, 2011.**

## Call for Reviewers *Journal of Latina/o Psychology*



The National Latina/o Psychological Association (NLPA) and the Journals Program of the American Psychological Association (APA) have joined together to launch the *Journal of Latina/o Psychology*, a peer-reviewed journal publishing scholarly writing on research, practice, advocacy, education, and policy relevant to Latino communities. *The Journal of Latina/o Psychology* will



publish empirical, theoretical, methodological, and applied research. The journal will focus on articles that contribute to knowledge of Latina/o psychology through research, methodological innovation, and inquiry; develop and advance theories pertinent to Latinas and Latinos; promote education and training of psychologists to work with Latinas and Latinos; address issues of social justice and advocacy in Latina/o communities; promote the application of research and training to advancement of policy related to Latino individuals and communities; and use quantitative, qualitative, or mixed method approaches. Articles on topics such as immigration and its impact, health and wellness, spirituality, mental health issues, Latina/o identity, and multigenerational families will be of particular interest. The journal will officially begin receiving manuscripts on October 1, 2011. The first issue will be published in Spring 2013.

We are seeking reviewers with expertise in these topics for the journal. We welcome students to serve as co-reviewers of manuscripts. If you are interested in reviewing manuscripts for the *Journal of Latina/o Psychology*, please send a list of 6 or 7 phrases that indicate your areas of expertise and 2 or 3 words that represent your preferred methodologies to:

Azara Santiago-Rivera, Ph.D.  
The Chicago School of Professional Psychology  
901 15th Street, NW  
Washington, DC 20005  
Email: [azararivera@thechicagoschool.edu](mailto:azararivera@thechicagoschool.edu)

Please note that this is a 2 year commitment to serve as a reviewer for the journal. We also welcome ad hoc reviewers who will serve on an "as needed" basis.

#### About the Editor

Azara L. Santiago-Rivera, PhD, NCC, is the Inaugural Editor of the *Journal of Latina/o Psychology*. Her publications and research interests include multicultural issues in the counseling profession, bilingual therapy, Latinos and depression, and the impact of environmental contamination on the biopsychosocial well-being of Native Americans. She has presented on these topics at major conferences and has published in peer-reviewed journals such as the *Journal of Professional Psychology: Research and Practice*, the *Journal of Counseling and Development*, the *Journal of Community Psychology*, the *Journal of Environment of Psychology*, and *Psychotherapy: Theory, Research, Practice, Training*. She is a Fellow of Divisions 45 and 17 of APA.



AMERICAN PSYCHOLOGICAL FOUNDATION  
PSYCHOLOGY PHILANTHROPY

## Request for Proposals: Francis M. Culbertson Travel Grant

American Psychological Foundation (APF) provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come. It executes this mission through a broad range of scholarships and grants. For all of these, it encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

The Francis M. Culbertson Travel Grant supports women from developing countries who are in the earliest stages of their careers. Its description, application requirements, and procedures appear below.

APF supports original, innovative research and projects. Although APF favors unique, independent work, the Foundation does fund derivative projects that are part of larger studies.

#### Description

Limited resources in developing countries make it difficult for early-career psychologists to keep abreast of the latest information in psychology. In many of these countries, women are at a special disadvantage. By providing travel funds to attend international and regional conferences, the Culbertson Grant affords opportunities to women in developing countries.

NOTE: APF does not fund applicants from countries that do not have diplomatic relations with the United States.

#### Program Goals

- Enable promising early career women psychologists to enhance their careers through conference attendance.

#### Funding Specifics

- Up to \$1,500 reimbursement for actual travel and registration expenses, offered biannually;
- Two-year international affiliate membership in the American Psychological Association included.

*We do not allow indirect costs to be taken out of grant monies, although applicants can use grant monies for stipend support and other administrative costs (software, materials, etc.). Our policy on this is as follows, from the grant terms and conditions document:*

*No Institutional Indirect Costs. The entire grant must be provided to the individual grantee for the stated purpose. The grant may not be used to pay institutional indirect costs or*

overhead. If funds will be administered by the grantee's institution, the institution must affirm in writing that it will waive all administrative fees and charges for indirect costs. This assurance may be provided through the signature of a responsible official on this agreement. This assurance must be received before the funds can be released.

### Eligibility Requirements

- Woman from a developing country, as defined by The World Bank;
- Five to ten years post-doctoral degree;
- Preference for attendance at the following conferences:
  - International Council of Psychologists (ICP);
  - International Congress of Applied Psychology (sponsored by the International Association of Applied Psychology (IAAP));
  - International Congress of Psychology (sponsored by the International Union of Psychological Science (IUPsyS));
- Participation in the conference program is not required.

### Evaluation Criteria

- Conformance with stated program goals and qualifications;
- Applicant's demonstrated scholarship and competence, including potential for carrying the conference experiences forward through teaching, research, or other scholarship.

### Proposal Requirements

- Completed application form;
- Current CV;
- One letter of recommendation from a supervisor certifying present position.

### Submission Process and Deadline

Submit a completed application online at <http://forms.apa.org/apf/grants/> by **February 15, 2012**.

Questions about this program should be directed to Parie Kadir, Program Officer, at [pkadir@apa.org](mailto:pkadir@apa.org).



**Sunday, November 20, 2011**  
**Lander College for Women,**  
**225 West 60 St., NYC**

- 12:30: **Registration, Refreshments**, Room 301  
 Welcome, meet people from area schools.
- 1 pm: **Scientific research panels**, in Rooms 301, 302, 322, 323  
 At 1-2:05 pm, 2:15-3:20 pm, 3:30-4:35 pm, 12

panels and workshops with presenters from 14 institutions

4:45: **Awards**, on floor 3 terrace, presentation of Certificates to presenters, and Scarpetta/ Toth/ Guzewicz/ Witmer/ Parker/ Lander Awards.

5 pm: **Gala reception**, conversation hour with distinguished Guests of Honor:



**Elena Agadullina**, Professor, State U. Higher School of Economics, Moscow



**Robert V. Levine**, author, Professor, California State University-Fresno



**Dinesh Sharma**, author, Barack Obama in Hawai'i and Indonesia (ABC-CLIO, 2011)



**Vladimir Stroh**, Dean of Psychology, State U. Higher School of Economics, Moscow



**Richard H. Wexler**, President, Personnel Systems Inc.

**Admission is free. All are welcome.**

This Conference is endorsed by specific units within several organizations which welcome student participation: *Society for Psychological Study of Social Issue, Association for Psychological Science, American Psychological Society (APS), APA International Division, APA Society for General Psychology, Eastern Psychological Association, Manhattan Psychological Association, METRO Applied Psychologists, NYS Psychological Association, Psi Beta, Psi Chi*. This Conference is hosted by Touro College (**Dean Louis Primavera**) and Lander College for Women. Any details: [gnyc@fordham.edu](mailto:gnyc@fordham.edu), or 212-636-6393.

Conference Chair: **Rivka Bertisch Meir**, CUNY  
 Awards Chair: **Arthur P. Sullivan**, Touro  
 Conference Director: **Harold Takooshian**, Fordham  
 Committee: **Vincent R. Brown**, Hofstra  
**Victoria Comerchero**, Touro  
**Giuseppe Costantino**, Touro  
**Dominick Fortugno**, Touro  
**Amy Gross**, Landers  
**Andrew Karmen**, John Jay  
**Lloyd Klein**, Fordham  
**Giuliana Losapio**, Touro  
**Karen Magee**, Touro  
**Yair Maman**, Touro  
**Pascal E. Sauvayre**, WA White Institute  
**Henry Solomon**, Marymount Manhattan  
**Kyle Stout**, Bergen Community

### International Employment Opportunities

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

**University of New South Wales (Australia), School of Psychology:** The School of Psychology is seeking to make an academic appointment in clinical psychology at the level of lecturer or senior lecturer. The successful applicant will carry out independent research, teach courses and supervise research projects in the School's undergraduate and postgraduate programs.

The School of Psychology at UNSW is located in the Faculty of Science and is recognized nationally and internationally for its excellence in research and teaching. It is a leading Australian Psychology Department on all quality measures such as research publications and competitive grant funding. The School has well equipped research and teaching facilities and offers a comprehensive range of undergraduate and postgraduate programs that attract outstanding students from Australia and overseas. The School's postgraduate programs include the masters of psychology in clinical, forensic, and organizational psychology, and matching combined PhD/Masters programs. UNSW is located five km from the center of Sydney and is close to other research centers, teaching hospitals, transport, shopping, and beaches.

This position is designed to augment and complement the School's existing strengths in clinical psychology and to extend the clinical group's tradition of collaboration with researchers in other relevant areas such as neuroscience, forensic, health, social, developmental, and experimental psychology. The School has an in-house clinic that sees both children and adults with emotional and/or behavioral problems, with associated testing rooms, and specialized research laboratories in a range of areas. The School also has collaborative research links with the Faculty of Medicine and the adjacent Sydney Children's Hospital and Prince of Wales Hospital, with access to further resources such as genetic and imaging facilities.

The position is full time with provision for conversion to continuing after three years, subject to satisfactory performance (approximately equivalent to a North American assistant / associate professor tenure-track appointment). Preferred starting date is July 2012 (negotiable).

Applicants should address the selection criteria found within the position description, in their online application.

Applications close: November 11, 2011

For further information about the position, contact the Head of School, Professor Simon Killcross at E-mail [s.killcross@unsw.edu.au](mailto:s.killcross@unsw.edu.au) or phone (+61 2) 9385 3034.

**University of New South Wales (Australia), School of Psychology:** The School of Psychology is seeking to make an academic appointment in clinical psychology at the level of associate professor or professor. The successful applicants will carry out independent research, teach courses and supervise research projects in the School's undergraduate and postgraduate programs.

The School of Psychology at UNSW is located in the Faculty of Science and is recognized nationally and internationally for its excellence in research and teaching. It is a leading Australian Psychology Department on quality measures such as research publications and competitive grant funding. The School has well equipped research and teaching facilities and offers a comprehensive range of undergraduate and postgraduate programs that attract outstanding students from Australia and overseas.

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This position is designed to augment and complement the School's existing strengths in clinical psychology and to extend the clinical group's tradition of collaboration with researchers in other relevant areas such as neuroscience, forensic, health, social, developmental, and experimental psychology. The School has an in-house clinic that sees both children and adults with emotional and/or behavioral problems, with associated testing rooms, and specialized research laboratories in a range of areas. The School also has collaborative research links with the Faculty of Medicine and the adjacent Sydney Children's Hospital and Prince of Wales Hospital, with access to further resources such as genetic and imaging facilities.

Outstanding candidates with a proven track record in research with funding support are strongly encouraged to apply. Senior appointments are expected to have a national/international reputation in their relevant discipline. Subject to appropriate experience the position will be full time continuing (approximately equivalent to a North American 'tenured' position). The preferred starting date is in the latter half of 2012 (negotiable).

The salary range (effective 08/07/2011) for associate professor is A\$120,987 - \$132,898 per year and for professor is from A\$154,741 per year, depending on qualifications and experience, plus 17% employer superannuation plus leave loading.

Applications close: November 11, 2011

Applicants should systematically address the selection criteria in their application.

Enquiries may be directed to the Head of School, Professor Simon Killcross (Tel: +61 2 93853034; E-mail: [s.killcross@unsw.edu.au](mailto:s.killcross@unsw.edu.au)).

For further information about the School, visit: [www.psy.unsw.edu.au](http://www.psy.unsw.edu.au).

**University of British Columbia (Canada), School of Arts & Sciences:** The Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan Campus, invites applications for a professorial appointment (clinical psychology) at the rank of assistant professor or, in the exceptional case, an associate professor to begin with a possible start date of July 1, 2012. The position will be held in Psychology (<http://www.ubc.ca/okanagan/psy/welcome.html>) in the Barber School (<http://www.ubc.ca/okanagan/ikbarberschool/welcome.html>).

In January 2011, we expanded our existing experimental psychology graduate program to include a masters/doctoral clinical program with a targeted implementation date of Autumn, 2013. The program has been developed to meet the requirements of CPA accreditation and acceptance by the College of Psychologists of BC. This program is based on the scientist-practitioner model and therefore is research-oriented.

We are seeking to fill a position in clinical psychology with a candidate who is registered or eligible to register as a psychologist in the province of British Columbia. Candidates with a strong commitment to teaching and an established research program in developmental psychology or neuropsychology would best meet our program needs; however, individuals with other research interests are welcome to apply. The successful candidate will be expected to contribute to our clinical program and to graduate and undergraduate teaching and supervision.

Applicants to the rank of associate professor may also be considered for a limited-term, renewable, appointment as Director of Clinical Training. The Director of Clinical Training will provide leadership, guidance, direction, coordination, and inspiration to students/interns, members of the training committee, and other program staff on matters relating to training in professional psychology. The Director of Clinical Training assumes overall responsibility for the program. He or she provides the leadership and coordination necessary to obtain and maintain accredited status.

Applications will be reviewed beginning November 15, 2011. 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). Preferred formats are Microsoft Word (.doc) and Adobe Acrobat (.pdf). Put the competition title on the subject line of the E-mail and declare whether you are legally entitled to work in Canada. The process will continue until the position is filled.

**Carleton University (Canada), Department of Psychology:** The Department of Psychology at Carleton University invites applications from qualified candidates for a preliminary (tenure-track) appointment in occupational health psychology at the rank of assistant professor beginning July 1, 2012.

Applicants must have a PhD, have demonstrated excellence in teaching and possess a strong commitment to research and scholarship, as reflected in publications, in the area of occupational health psychology. The successful candidate will have the ability to develop an externally-funded, high quality research program, will be committed to excellence in teaching at the undergraduate and graduate levels, and will contribute effectively to the academic life of the Department.

The Department is interested in candidates with an established or developing research program in the area of occupational health psychology. Preference will be given to candidates whose health-related research expands our current graduate field of applied psychology and who has some knowledge and experience in personnel selection.

The Department of Psychology offers opportunities to explore psychology's major fields including health, developmental, cognitive, applied, forensic, and personality/social. We also have intellectual ties with academic units offering degrees in cognitive science, child studies, human computer interaction, and neuroscience. Carleton has offered undergraduate degrees in psychology since 1953 and graduate degrees in psychology since 1961. The Department of Psychology currently offers undergraduate programs in the Faculty of Arts and Social Sciences, as well as the Faculty of Science. Graduate programs in psychology are offered at the master's and doctoral level. Further information on the department is available at <http://www2.carleton.ca/psychology>.

Please send applications to Chair, Department of Psychology, Carleton University, 1125 Colonel By Drive, Ottawa, ON, K1S 5B6. Fax 613-520-3667. Applications and reference letters can be sent by email to [psychchair@carleton.ca](mailto:psychchair@carleton.ca). Applications should include a curriculum vitae, a statement outlining current and future research interests, examples of publications and materials relevant to teaching experience. Interviews will include both a research talk and a lecture on a topic in occupational health psychology. Applicants should ask three referees to write letters directly to the Chair. Applications will be considered after January 1, 2012 or until the position is filled.

**University of Waterloo (Canada), Department of Psychology:** As part of the clinical psychology program, this position will support the University of Waterloo Centre for Mental Health Research (CMHR). The CMHR combines in-house opportunities for research concerning the nature and treatment of psychological disorders with graduate training and psychological services to the surrounding community. Candidates must have a PhD from an accredited clinical psychology program, an accredited internship, and should be registered or eligible for registration with the College of Psychologists of Ontario. Responsibilities will include undergraduate and graduate teaching, supervision of graduate students' clinical and research work, and an ongoing research program. We welcome applicants who have a strong, theory-driven, research investment that will be attractive to graduate students. Applicants with a research focus consistent with the aforementioned aims of the clinical division and the CMHR will be considered. Information about the clinical program, the CMHR, and the Psychology Department can be found at: <http://www.psychology.uwaterloo.ca>. Information regarding Waterloo can be found at: <http://www.region.waterloo.on.ca>.

The anticipated starting date for the position is July 1, 2012. Review of applications will begin October 15, 2011 and will continue until the position is filled. Applicants should electronically submit curriculum vitae, a statement of research and teaching interests, reprints or preprints of recent papers, and the names and contact information for three referees (including their e-mail addresses) to: [clinicalpsychology@uwaterloo.ca](mailto:clinicalpsychology@uwaterloo.ca).

**University of Calgary (Canada), Department of Psychology:** The Department of Psychology at the University of Calgary in collaboration with the Alberta Children's Hospital Research Institute for Child and Maternal Health (ACHRI), the Southern Alberta Cancer Research Institute (SACRI), and the Childhood Cancer Collaborative funded by the Alberta Children's Hospital Foundation is seeking applications for a tenure-track clinical psychology professorship at the assistant professor level in the field of pediatric psychosocial oncology.

The successful applicant will be expected to: establish a successful, collaborative, multi-disciplinary and externally funded program of research in psychosocial oncology; participate in the scholarly activities, including knowledge generation and translation, of ACHRI and SACRI; and supervise graduate students in the clinical psychology program. Applicants for this position will have accredited training in clinical psychology (including an APA- or CPA-approved internship) and will be able to obtain registration as a psychologist in the province of Alberta. The position offers 75% protected research time, with a one course teaching requirement per academic year, for a period of four years. After the expiration of the four year term, the appointee duties will be discussed with the Dean, including modification of the protected research time.

The successful applicant will be appointed within the Faculty of Arts, Department of Psychology with cross-appointment in Pediatrics and Oncology, Faculty of Medicine.

Send letter of application, statement of research interests, statement of teaching philosophy and interests, curriculum vitae, representative reprints/preprints, and at least two letters of recommendation to, Dr. Tavis Campbell, Chair of the Clinical Psychology Search, Department of Psychology, University of Calgary, Calgary, AB, Canada, T2N1N4; E-mail: [t.s.campbell@ucalgary.ca](mailto:t.s.campbell@ucalgary.ca). Review of applications will begin immediately and continue until the position is filled.

**University of Toronto (Canada), Department of Psychology:** The Department of Psychology at the University of Toronto Scarborough (UTSC) invites applications for a tenure-stream appointment in the field of cognitive neuroscience. The appointment will be at the rank of assistant professor and will begin on July 1, 2012. We encourage applications from candidates with a strong research record in cognitive neuroscience, especially with a strong research record in neuroimaging broadly defined.

The successful candidate will be expected to excel in teaching at the graduate and undergraduate levels, to develop courses that contribute to our proposed masters program in contemporary neuroimaging, to build an externally funded vibrant research program and laboratory centered at UTSC, and to undertake undergraduate and graduate research supervision and teaching. The successful candidate also will be expected to perform standard professional and administrative activities typical of a department and/or university.

The successful candidate must have a PhD in cognitive neuroscience (or in Psychology with the required neuroimaging experience), an established record of excellent scholarly research and publications, and demonstrated commitment to and innovation in teaching. Salary will be commensurate with qualifications and experience.

The closing date for applications is **November 30, 2011**.

We encourage you to submit your application online by visiting the University of Toronto Faculty Careers Page <http://www.jobs.utoronto.ca/faculty.htm>, and combine PDF or MS Word documents into one or two files. Applicants should submit a complete and current curriculum vitae, a statement outlining current and future research interests, three recent publications, and a teaching portfolio. Applicants should also arrange for three confidential letters of recommendation to be sent directly to: Professor John Bassili, Chair, Department of Psychology, University of Toronto Scarborough; 1265 Military Trail, Toronto; Ontario, Canada, M1C 1A4.

Reference letters and large documents may also be submitted electronically to: [psychology-applications@utsc.utoronto.ca](mailto:psychology-applications@utsc.utoronto.ca).

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The University of Toronto has three campuses, Scarborough, Mississauga and St. George, each with its own Department of Psychology. Members of the three Psychology departments are also members of the tri-campus graduate Department of Psychology.

For more information about the Department of Psychology, University of Toronto Scarborough visit our home page: <http://www.utsc.utoronto.ca/~psych/>.

**American University of Cairo (Egypt), SAPE Department:** The Psychology Program, SAPE Department, at the American University in Cairo is seeking applications for an assistant professor to begin fall 2012. The Department is looking for excellent candidates in the fields of counseling, community, or applied psychology. Candidates should have a strong record of applied work and university level teaching experience. Successful candidates will be able to teach undergraduate and graduate courses in statistics and research methods. Ability to teach cognitive psychology and/or biopsychology is a plus.

A completed PhD and university level teaching experience are required. Successful candidates should have an ongoing program of applied work and a demonstrated commitment to excellence in teaching. Responsibilities include undergraduate as well as graduate teaching, and service to the Department and the University.

All applicants must submit the following documents online: a current curriculum vitae, a letter of interest, a statement of teaching philosophy, a completed Personal Information Form, and at least three referees familiar with your professional background to send reference letters directly to [hussref@aucegypt.edu](mailto:hussref@aucegypt.edu), and a complete list of AUC Psychology courses you are qualified to teach typed in a Word document (course list is available at [http://catalog.aucegypt.edu/content.php?filter\[27\]=PSYC&filter\[29\]=&filter\[course\\_type\]=-1&filter\[keyword\]=&filter\[32\]=1&cpage=1&cur\\_cat\\_oid=15&expand=&catoid=15&navoid=476&search\\_database=Filter&filter\[exact\\_match\]=1](http://catalog.aucegypt.edu/content.php?filter[27]=PSYC&filter[29]=&filter[course_type]=-1&filter[keyword]=&filter[32]=1&cpage=1&cur_cat_oid=15&expand=&catoid=15&navoid=476&search_database=Filter&filter[exact_match]=1))

Faculty salary and rank are based on qualifications and professional experience. All faculty receive generous benefits, from AUC tuition to access to research funding; expatriate faculty also receive relocation benefits including housing, annual home leave, and tuition assistance for school age children.

**Baumholder Army Health Clinic (Germany), Clinical Child Psychologists:** Clinical child psychologists needed to work with active duty military dependents at the Baumholder Army Health Clinic in southwestern Germany on a full time contract basis. Minimum one year commitment, paid relocation, tax incentives, paid malpractice insurance. Position includes on-base privileges such as commissary, exchange, gasoline purchase, officers clubs, recreational facilities, etc. Come

experience the excitement of living in Europe, while helping our soldiers and their families! Must be licensed in any state, have completed an APA-accredited pre-doctoral internship (no exceptions) and a fellowship in child psychology.

For more details, send curriculum vitae to Mary Holland at [mholland@neshold.com](mailto:mholland@neshold.com). Fax is (757) 420-6616.

**Anderson Air Force Base (Guam), Clinical Social Worker:** Andersen Air Force Base at Yigo, Guam. Licensed clinical social worker case manager. Full-time position providing civilian services at this military medical treatment facility. Please send resumes by E-mail to: [hr@rlmservices.net](mailto:hr@rlmservices.net) or by fax to: 305-576-5864.

**University of Hong Kong (China), Department of Psychology:** Applications are invited for appointment as post-doctoral fellow in personality/social psychology in the Department of Psychology, from as soon as possible, for a period of 19 months.

Applicants should have a PhD degree in psychology, or a related discipline, an active research record, and an interest in personality/social psychology or applied social psychology. The appointee will work on a project in social and health psychology with Professor Cecilia Cheng. Further information can be obtained at <http://www.hku.hk/psychology>.

A globally competitive remuneration package commensurate with the appointee's qualifications and experience will be offered. At current rates, salaries tax does not exceed 15% of gross income. The appointment carries leave, and medical/dental benefits.

Review of applications will begin immediately upon receipt and will continue until the post is filled. Candidates who are not contacted within two months of the date of their applications may consider their applications unsuccessful.

**Chinese University of Hong Kong (China), Department of Psychology:** The Department is keen to enhance its reputation as a source of world-class research and delivery of knowledge through teaching and conference participation. It hopes that new appointees can embrace that agenda with the support of the abundant facilities provided at the Department to all faculty members. Further information about the Department and its programs is available at [www.psy.cuhk.edu.hk/](http://www.psy.cuhk.edu.hk/). For enquiries, contact the Department via e-mail at: [info@psy.cuhk.edu.hk](mailto:info@psy.cuhk.edu.hk).

Applicants should have excellent academic qualifications including a doctoral degree (PhD, DClinPsy, or PsyD) in clinical psychology, with a background in research as well as clinical experience in clinical psychology; strong commitment to excellent teaching and research; and a track record of research ability and publication. The appointee will participate in teaching undergraduate and postgraduate courses,

## International Employment Opportunities

including an undergraduate course in psychology and law, supervise theses of students, assist in administrative duties. Appointment will initially be made on contract basis for up to two years commencing August 2012, which, subject to mutual agreement, may lead to longer-term appointment or substantiation later.

Salary will be highly competitive, commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package, including medical care, a contract-end gratuity for an appointment of two years, and housing benefits for eligible appointee. Further information about the University and the general terms of service for appointments is available at <http://www.cuhk.edu.hk/personnel>. The terms mentioned herein are for reference only and are subject to revision by the University.

Send full resume, copies of academic credentials, a publication list and/or abstracts of selected published papers, together with names, addresses and fax numbers/e-mail addresses of three referees to whom the applicants' consent has been given for their providing references (unless otherwise specified), to the Personnel Office, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong (Fax: 852 3943 1462) by the closing date. The Personal Information Collection Statement will be provided upon request.

**University of Otago (New Zealand), Department of Psychology:** Applications are invited for two confirmation path positions at the lecturer / senior lecturer level (equivalent to North American tenure-track assistant professor/associate professor) in the Department of Psychology. The area of research is open. The main selection criterion for the position is the potential for international distinction in research, provided that there is flexibility in teaching. The University of Otago is New Zealand's top-ranked university for research. The Department of Psychology supports highly rated research programs in several areas, including neuroscience, experimental, clinical, developmental, cognitive, social, and applied psychology. The teaching program emphasizes the development of student research skills, and thus the ability to attract and supervise student researchers is critical. In addition to undergraduate, master's and PhD degrees in psychology, the Department offers postgraduate training in clinical psychology and contributes to interdisciplinary courses in cognitive science and neuroscience. Excellent computing and technical facilities support the teaching and research programs in the Department. The Department has recently undergone a major building project that provides state-of-the-art teaching and research facilities. Specific enquiries may be directed to the Head of Department, Department of Psychology, Tel: 03 479 7644, E-mail [psyhod@psy.otago.ac.nz](mailto:psyhod@psy.otago.ac.nz). Applications close on November 11, 2011. To see a full job description and to apply online go to: [www.otago.ac.nz/jobs](http://www.otago.ac.nz/jobs).

**New Zealand, Clinical Psychologists:** We have full-time clinical psychologist vacancies to fill in the areas of general

community mental health, forensic, neuropsychology, pain management, alcohol/drug services for adults and/or children and adolescents. You must have a PhD/PsyD in psychology, current practicing license, a minimum of five years' post-license experience, and able to commit to at least two years or longer. All positions include four weeks' paid annual leave/vacation, 9-11 paid public holidays, option to participate in retirement savings and other benefits plus the adventure of a lifetime to live and work in beautiful, nuclear-free New Zealand and enjoy our unique Kiwi lifestyle.

Contact Larry Beck via e-mail at [larry@alignrecruitment.com](mailto:larry@alignrecruitment.com) or give him a call on his US/Canada toll-free phone number, 1-800-511-6976, which rings into Align's office in Christchurch.

**Nanyang Technical University (Singapore), Psychological Studies Academic Group:** The Psychological Studies Academic Group (PS) at the National Institute of Education, Nanyang Technological University, Singapore, invites applicants who possess a PhD or PsyD in clinical, counseling or school psychology to apply for a faculty position within the academic group in the following priority areas: school psychology, school counseling, and multicultural counseling.

We are looking for candidates with a proven track record in research and teaching at the university, and a minimum of five years' experience providing direct services to children, families or adults. Appointments may be made at the level of associate professor or assistant professor, depending on the candidate's qualifications and experience. Associate professor appointment will be expected to assume a higher level of administrative and leadership responsibilities.

Successful candidates will be able to provide clinical supervision to trainee psychologists and counselors and teach graduate level coursework in psychological testing, evidence-based intervention, or counseling. In addition, candidates must demonstrate an established or promising record of research productivity and have experience working with culturally and linguistically diverse populations. Further information about the psychological studies academic group is available at <http://www.nie.edu.sg/psychological-studies/about-ps?url=http://www.ps.nie.edu.sg/>.

Applications will be accepted until the position is filled. Only shortlisted applicants will be contacted for an interview.

Interested applicants may write to Associate Professor Maureen Neihart, Head of Psychological Studies. Her E-mail address is [maureen.neihart@nie.edu.sg](mailto:maureen.neihart@nie.edu.sg).

**National University of Singapore (Singapore), School of Business:** NUS Business School seeks to fill two research fellow / post-doctoral fellow positions.

Candidates should possess a PhD from a reputable university.

The candidate should be well versed in designing and running laboratory experiments. Fresh doctoral graduates with outstanding academic records, proven research capability, and a strong interest in developing an academic career are welcome to apply. Interest and background in behavioral and experimental economics are desirable, but not required. Successful candidates are expected to join a team of passionate researchers to work on pre-specified projects. They will also be given the opportunity and resource to develop their own research agenda.

Appointments will be on a term-contract of one to three years, and renewable depending on performance and project requirements. Remuneration package is globally competitive and commensurate with candidate's qualifications, track record, potential, experience and level of appointment.

Applications will be accepted until the positions are filled or until November 15, 2011, whichever is earlier.

Interested applicants should send a cover letter, curriculum vitae and publication list, the names of three to six referees with complete contact information and any other supporting documents to the following:

Professor Ho Teck-Hua  
(c/o Jothi S)  
NUS Business School  
15 Kent Ridge Drive  
Singapore 119245

**National University of Singapore (Singapore), Social Sciences:** The newly established Yale-NUS College in Singapore announces the availability of faculty positions at all ranks and in all areas of the social sciences. Yale NUS College seeks outstanding teacher-scholars at all career stages who are eager to be part of the inaugural faculty, who are committed to innovative pedagogy, who are active researchers and who enjoy close mentoring of students.

The field is open. Candidates should be enthusiastic about contributing to an interdisciplinary common curriculum in the liberal arts. New faculty may start their appointment either in mid-2012 or mid-2013. Salary and leave policies will be competitive at an international level. Review of applications begins on November 1, 2011 and will continue until positions are filled.

E-mail: [bizhoth@nus.edu.sg](mailto:bizhoth@nus.edu.sg) or [mktsec@nus.edu.sg](mailto:mktsec@nus.edu.sg).

**Istanbul Sehir University (Turkey), Department of Psychology:** The Department of Psychology at Istanbul Sehir University has a faculty position opening for its new MA in Social psychology program, beginning September 2012. The successful candidate is expected to take a leadership role in the establishment of a master's program in social psychology (curriculum development, teaching masters-level social psychology courses, and chairing thesis committees). Additional

responsibilities include engaging in high quality research and performing administrative duties.

Applications received by December 1, 2011 will receive full consideration, but review of applications will continue until a suitable candidate is identified. Qualifications for the position include a doctorate in social psychology or a related field. Additionally, previous experience as the primary advisor on a masters or doctoral thesis is required. Salary is competitive and will be commensurate with candidate experience and credentials. Applicants should send a cover letter describing their research and teaching experience, curriculum vitae, three current letters of reference, and representative publications or pre-prints to: Dr. Medaim Yanik via e-mail at [medaimyanik@sehir.edu.tr](mailto:medaimyanik@sehir.edu.tr).

**Bahcesehir University (Turkey), Department of Psychology:** Bahcesehir University in Istanbul, Turkey is seeking to fill two positions in the Department of Psychology. One of the positions is in clinical or counseling psychology, the second is open specialization. Bahcesehir is located at the heart of Istanbul and has very strong international collaborations. We are looking for dynamic scholars who can help build a strong research capacity and play an integral part in our international projects. Applications will be accepted until the positions are filled. Send a cover letter, curriculum vitae, description of research and teaching interests, and the names of three references to: [sirinbahcesehir@gmail.com](mailto:sirinbahcesehir@gmail.com).

**Bilkent University (Turkey), Department of Psychology:** Applications are invited for multiple posts (hiring at all levels) in all areas of psychology, commencing September 2012. Applicants with backgrounds in learning and memory, psycholinguistics, theory of mind or developmental psychology are particularly encouraged. The Psychology Department at Bilkent University is a young and growing institute, with an emphasis on cognitive psychology and cognitive neuroscience in research and teaching. Facilities available to our faculty members include a 3Tesla MR scanner, several fully equipped cognition and perception labs, as well as animal facilities. Current faculty members are well supported through national and international funds, and collaborate nationally and internationally. Our students are highly motivated and are ranked among the highest percentile in the Turkish university entrance examination.

Candidates should have at least a PhD at the time of appointment and show evidence of outstanding research potential. The teaching load is two courses per semester. The language of teaching is English across the university. The salary is competitive and commensurate with credentials. Rent-free furnished apartment on campus are available. Informal enquiries and applications in the form of curriculum vitae, research statement, and three confidential letters of recommendation should be sent to [psy@bilkent.edu.tr](mailto:psy@bilkent.edu.tr). For more information visit [www.psy.bilkent.edu.tr](http://www.psy.bilkent.edu.tr).



**University of Alberta (Canada), Department of Psychology:**

The Department of Psychology at the University of Alberta has an opening for a full-time faculty lecturer effective July 1, 2012. Faculty lecturer positions are for 5-year renewable terms. Primary responsibilities associated with this position, in addition to teaching introductory psychology, are teaching undergraduate courses in personality, abnormal and clinical psychology. The successful applicant must have earned a PhD in psychology and be able to demonstrate teaching effectiveness. Preference will be given to individuals registered, or eligible to be registered, as psychologists in the Province of Alberta.

Salary for this faculty lecturer position begins at \$71,544 per annum (on the 2011-12 salary scale), and the position includes a full range of benefits. Hiring decisions for this position will be made on the basis of demonstrated teaching ability and fit with departmental needs.

A curriculum vita, three letters of reference, a teaching dossier and evaluations of teaching performance should be sent to: Dr. Thomas L. Spalding, Acting Chair  
Department of Psychology  
P217 Biological Sciences Building  
University of Alberta  
Edmonton, AB Canada T6G 2E9  
E-mail: [psychair@ualberta.ca](mailto:psychair@ualberta.ca)  
Fax: (780) 492-1744

Review of applications will begin on December 1, 2011, however the position will remain open until filled.

**University of British Columbia (Canada), Department of Educational and Counselling Psychology, and Special Education:**

The Department of Psychology at the University of British Columbia ([www.psych.ubc.ca](http://www.psych.ubc.ca)) invites applications for a tenure-track assistant professor position in behavioral neuroscience, which will begin July 1, 2012. Candidates must have a PhD before commencing the position. We are seeking an individual who can add to the departmental strength in animal-based behavioral neuroscience. Particular areas of interest include: epigenetics, behavioral genetics, developmental psychobiology, addiction, interactions between the immune system and behavior, and learning. Note that primate facilities are not available. We are seeking an individual who has a strong commitment to teaching and a strong research record appropriate to a research-oriented doctoral program. The successful candidate will be expected to maintain a program of effective teaching, departmental service, graduate and undergraduate research supervision, and scholarly research that leads to publication. The starting salary for the position will be commensurate with experience. This position is subject to final budgetary approval. The closing date for applications is October 31, 2011. Applicants for the position should upload a single PDF file (containing a cover letter, curriculum vitae, research statement, teaching statement, evidence of teaching effectiveness, and three publications) to

<https://websec1.psych.ubc.ca/internal/faculty/jobappl/> and complete the brief form found on that webpage. Next, applicants should arrange to have at least three confidential letters of recommendation submitted online (details provided at the above webpage).

**University of British Columbia (Canada), Department of Educational and Counselling Psychology, and Special Education:**

The Department of Educational and Counselling Psychology, and Special Education at the University of British Columbia invites applications for an assistant professor or an associate professor tenure track appointment in school psychology. This position is part of a program expansion initiative undertaken by the Province of British Columbia. Applicants need a doctoral degree in school psychology or a closely related area, preferably from a CPA, APA, or other nationally-accredited program or from a major research university. Evidence of research and scholarly achievement, and experience and commitment to excellence in teaching and clinical supervision are required. Preference will be given to individuals with research, teaching and supervisory experience in assessment, and interventions with school-age children, youth, and their families, with a focus on one or more of the following areas: child/youth neuropsychology, academic performance and assessment, school/child-clinical psychological services, and/or intervention. In addition to contributing to both graduate and undergraduate teaching and service within the department, the successful applicant is expected to have a strong commitment to research and training in school psychology, to pursue an active program of research, seek research funding, provide clinical and research supervision of masters and doctoral students, and pursue registration with the College of Psychologists of British Columbia. The appointment will be effective July 1, 2012, or as soon as the position is filled. Review of the applications will begin on October 17, 2011, and will continue until the position is filled. UBC offers the only school psychology program in British Columbia, with a current enrollment of 13 PhD and 38 MA and MEd degree students. The school psychology program is dedicated to optimizing the development of children, youth, and families within their social systems by creating a community of learners with foundational knowledge and respect for diverse theoretical orientations and empirical literatures. Training and practice integrate developmental, social-ecological, cognitive, and social-behavioral perspectives, with a focus on being able to utilize multiple frameworks to understand the development of individuals and groups within complex systems in a diverse society. Graduate training at UBC is distinguished in its strong appreciation for diversity, in terms of the populations served, the students recruited and admitted, the issues and elements of the practice examined and trained, and the provision of skills and experiences in working with a broad range of students and families across numerous settings. There are five program areas in the Department, including Counselling Psychology, Human Development, Learning and Culture, School Psychology, Special Education, and Measurement, Evaluation and Research Meth-

odology. Over 400 graduate students, including 95 PhD students, are enrolled in the Department. The Department has strong ties to schools, community and governmental agencies, and oversees the Faculty of Education's Psychoeducational Research and Training Centre which provides resources and materials as well as facilities for the school psychology program. Both the ECPS Department and the school psychology program have outstanding records of student and faculty research funding.

Salary and rank are commensurate with the candidate's background and experience. Applicants should send a cover letter, current curriculum vitae, a statement of research interests, a sample of recently published work, evidence of teaching effectiveness, and the names of three references together with their addresses, phone numbers, and e-mail addresses. Questions regarding the position should be directed to: William Borgen, PhD, Head, ECPS at (604)822-5261 or [william.borgen@ubc.ca](mailto:william.borgen@ubc.ca); or William McKee, PhD, Coordinator, SCPS Program at (604)822-6572 or [william.mckee@ubc.ca](mailto:william.mckee@ubc.ca).

Applications should be directed to:  
Dr. Bill Borgen, Head  
Department of Educational and Counselling Psychology, and Special Education  
Faculty of Education  
University of British Columbia  
2125 Main Mall  
Vancouver BC, Canada V6T 1Z4  
[william.borgen@ubc.ca](mailto:william.borgen@ubc.ca).

**University of Western Ontario (Canada), Department of Psychology:** Applications are invited for a tenure stream appointment in I/O psychology at the rank of assistant professor in the Department of Psychology at the University of Western Ontario, effective July 1, 2012. We have a particular interest in applicants who specialize in topics that are typically associated with the "I" side of I/O psychology and who have a solid background in statistics/research methodology, but applicants trained in any area of I/O psychology are strongly encouraged to apply. Applicants must have a PhD or be very close to completing a PhD by July 1, 2012, and the selected candidate will be expected to maintain an active research program, teach undergraduate and graduate courses in I/O psychology topics, and provide graduate student supervision.

Applicants should submit curriculum vitae, a statement of research interests and teaching experience (including teaching ratings, if available), copies of representative publications, and arrange to have three letters of recommendation sent to: Dr. Albert Katz, Chair, Department of Psychology, University of Western Ontario, London, Ontario, Canada N6A 5C2.

Consideration of applications will commence on September 15, 2011, and will continue until the position is filled. This

position is subject to budgetary approval. Applicants should have fluent written and oral communication skills in English.

The Psychology Department has approximately 50 faculty members, 20 staff members, and over 100 graduate students enrolled in the Masters and PhD programs. It is one of the most distinguished psychology departments in Canada and has a very strong I/O psychology group. Further information about psychology, and the I/O psychology group, at Western may be found at <http://www.ssc.uwo.ca/psychology/> and <http://psychology.uwo.ca/IO>, respectively.

**York University (Canada), Department of Psychology:** York University's Faculty of Health has an ambitious mission to be an integrative force for promoting health and improving health care, locally and globally. Our [vision](#) is to educate future global leaders who will redefine and advance health and human science.

Positions will commence July 1, 2012 and are subject to budgetary approval. Salaries will be commensurate with qualifications and experience. The successful candidates must be suitable for prompt appointment to the Faculty of Graduate Studies.

### Cultural Psychology

Applications are invited for a full-time tenure-track appointment in cultural psychology, at the assistant professor level. The successful candidate will have a PhD in psychology or a relevant field. We are seeking a scholar with extensive research experience in working on the dynamics of culture within a psychological framework. This position is not tied to a specific area of the graduate program areas of the psychology department, as cultural psychology cuts across many areas of research – cognition, clinical, developmental, personality, and social. Applications will be considered from candidates with a strong publication record in the area of cultural psychology, although we particularly welcome applications from those working in the area of mental health, broadly defined. The position will involve graduate teaching and supervision, as well as undergraduate teaching and research.

Applicants should send a signed letter of application, their curriculum vitae and a statement of teaching and research interests and experience, three reprints and the names of three referees, by November 1, 2011, to: Chair of the Cultural Psychology Search Committee, Department of Psychology, Faculty of Health, York University 4700 Keele Street, Toronto, Ontario M3J 1P3. Tel: (416)736-5116 Fax: (416)736-5814

### Cognitive Aging

Applications are invited for a full-time tenure-track appointment in cognitive aging, at the assistant professor level. The successful candidate will have a PhD in psychology or a relevant field. Applicants should have an ongoing program of research in cognitive aging and specialize in one or more of the following areas: memory, attention, language, or higher-

order cognitive processes. Research should investigate the processes of change across the adult lifespan as they relate to the function of specific cognitive abilities. Research relating to healthy and successful aging is a priority. Candidates should show excellence or promise of excellence in teaching and in scholarly research and publication. The position will involve graduate teaching and supervision, as well as undergraduate teaching and research.

Applicants should send a signed letter of application, their curriculum vitae and a statement of teaching and research interests and experience, three reprints and the names of three referees by November 1, 2011, to: Chair, Cognitive Aging Search Committee, Department of Psychology, Faculty of Health, York University, 4700 Keele Street, Toronto, Ontario M3J 1P3. Tel: (416)736-5116 Fax: (416)736-5814

***IWK Health Centre (Canada), Clinical Psychologist:*** Early Intensive Behavioural Intervention (EIBI) Treatment Program, Children's Neurosciences, Surgical and Rehabilitation Care

Salary: \$39,927.77 - \$49,909.8 /hour  
Union Status: Non-Union  
Closing Date: Open Until Filled  
Start Date: ASAP

### Position Summary

The EIBI Treatment Program provides intervention to pre-school aged children diagnosed with autism spectrum disorder (ASD) ideally in naturalistic settings to achieve greater generalization of skills. The EIBI model is developed from evidence-based, best practices, which encompass both the principles of applied behavior analysis (ABA), including positive behavioral support, and advances in communication intervention and pivotal response treatment (Koegel & Koegel, 2006).

The EIBI clinical psychologist provides leadership, supervision, and support to the EIBI clinical interventionist and EIBI program implementers. The clinical psychologist coordinates and integrates the delivery of service in collaboration with the family, EIBI clinical leader and other team members, and plays a consulting role in adapting client-specific programs to meet the unique needs of individual children. The psychologist participates in local data collection as determined by provincial process, and maintains fidelity and consistency of the program in conjunction with the EIBI clinical leader. The clinical psychologist participates in training and program evaluation and makes recommendations to the EIBI clinical leader for ongoing training needs of intervention providers. The clinical psychologist also participates in the EIBI clinical network, EIBI team and administrative meetings, meetings and activities of the discipline of psychology, as well as Health Centre committees and community partnerships as appropriate. As one of the members of professional practice group in psychology, the successful candidate will have op-

portunities to work collaboratively on projects and share experiences with other psychologists in different fields of practice. The discipline of psychology is strong and vibrant at IWK Health Centre, with over 50 psychologists who provide services in both child health and mental health and addictions programs ([www.iwk.nshealth.ca/index.cfm?objectid=A291305D-B904-ABEC-2740C4FDDA521C72](http://www.iwk.nshealth.ca/index.cfm?objectid=A291305D-B904-ABEC-2740C4FDDA521C72)).

The residency program in pediatric and child-adolescent psychology at the IWK Health Centre is both APA- and CPA-approved. The successful candidate will be expected to actively participate in training residents. Candidates with appropriate credentials may be considered for academic adjunct appointment in an appropriate university department at Dalhousie University. Further information about this position can be obtained from Vicky Veitch Wolfe, PhD, Psychology Professional Practice Chief, (902)470-8458, [vicky.wolfe@iwk.nshealth.ca](mailto:vicky.wolfe@iwk.nshealth.ca).

### Qualifications

- PhD or PsyD in a CPA/APA-accredited clinical psychology program required.
- Completion of a CPA/APA pre-doctoral internship/residency required.
- Registered, or eligible for registration, with the Nova Scotia Board of Examiners in Psychology (NSBEP) required.
- Two years formal training and clinical experience working with young children with developmental disabilities, specifically autistic spectrum disorder (ASD) required.
- Demonstrated excellence in clinical care required.
- Demonstrated knowledge of best practices in intervention for young children with ASD; commitment to evidence-based treatment strategies required.
- Demonstrated excellence in leadership of program development and evaluation as well as ongoing training and support of treatment providers required.
- Demonstrated ability to formulate and implement treatment programs to promote positive adaptive behaviors, independence, and skill development in pre-school-aged children, specifically children with autism spectrum disorder required.
- Demonstrated ability to work as part of a collaborative, interdisciplinary team in a variety of settings as well as the ability to work independently required.
- Demonstrated excellent interpersonal, presentation, and communication (verbal and written) skills required.
- Demonstrated ability to develop and maintain internal/external partnerships required.
- Demonstrated excellent time management, organization, and problem-solving skills required.
- Demonstrated commitment and champion of family-centered care required.
- Valid minimal Class five Nova Scotia driver's license

- and reliable transportation required.
- CPR certification within the last 12 months and current First Aid Certification required.
- Knowledge and experience in applied behavior analysis preferred.
- Demonstrated experience in pivotal response treatment (PRT) preferred.
- Demonstrated experience in picture exchange communications system (PECS) preferred.
- Demonstrated experience in positive behavioral support (PBS) preferred.
- Knowledge of program-based care an asset.
- Competencies in other languages an asset; French and/or Arabic preferred.

It is the responsibility of IWK employees to self identify as internal applicants. At the time of application submission, each applicant will be asked if they are a current IWK employee. All application information submitted for this posting may be viewed by IWK Human Resources Employees, IWK Hiring Managers, and/or their delegates. The information submitted will be retained in the CareerBeacon database, and the IWK may also store and retain application information on secure computers, or within locked filing systems for up to 5 years.

**Marine Corps Community Services (Japan), Clinical Counselor:** Marine Corps Community Services (MCCS) located at Marine Corps Air Station (MCAS) Iwakuni, Japan, is seeking a highly qualified clinical counselor who provides comprehensive case management services that require coordinating with collateral resources to assure that the health/safety of clients is maintained. Develops and monitors the treatment process to ensure that it is appropriate and evaluates effectiveness through follow-up services. Maintains case records of all client contacts and ensures case records are in compliance with department standards. Maintains a resource file of collateral resources providing treatment, education, or other support services. Develops, implements, and conducts a wide variety of clinical education and prevention classes, briefings and training of military and civilian personnel and families. Prevention/education activities are program-related and focus on each of the programs under the Counseling Services Branch. This includes training other service providers to identify high-risk behavior which tend to indicate individual or family dysfunction and determining intervention protocols for community resources (i.e., Provost Marshal's Office, etc.).

Serves as Team Leader for one or more programs or subject areas such as:

**Family Advocacy Program Case Manager (FAP-CM):** Conducts psychosocial assessments on cases involving child and spouse abuse. Conducts interviews with individuals and families involved in child/spouse abuse situations. Provides de-

tailed social histories as appropriate. Develops and implements appropriate treatment plans for victims of abuse or neglect in accordance with the decisions of the Case Review Committee. Conducts intake interviews for advocacy-related programs. Counsels individuals and families experiencing family violence, emotional abuse and neglect. Provides short term, non-medical individual, marital or family counseling to active duty and DoD civilian clients and/or families who may be experiencing family breakdown and coordinates referrals to appropriate community agencies. Conducts interviews, counsels, and processes case management tasks according to recognized professional techniques and procedures in order to assist clients' attempts to effect changes, make decisions and resolve problems while maintaining client privacy and confidentiality according to legal and Counseling Services Program requirements. FAP-CM is available for follow-up, and on a rotating, on-call basis, to provide crisis intervention after regular work hours when required and/or appropriate.

**General Counselor:** Counsels individuals and families experiencing problems such as significant trauma, sexual assault, combat operational stress, complicated bereavement, suicidal ideation, marital distress, financial hardship, parenting difficulties, cultural adaptation, adjustment to family separations, due to TAD's, deployments, and overseas assignments. Counseling is non-medical and usually short-term. Conducts professional counseling assessments, formulates treatment plans based on presenting problems to assist clients in decision-making, problem-solving and effecting change, evaluates efficacy of service, maintains professional 'best practice' standards for documentation of all services provided, and participates in quality assurance reviews of case files. Counseling service delivery is consistent with recognized professional counseling/social work practice, and is within the ethical boundaries of the profession. Performs duties of the family advocacy counselor when client caseloads or staff shortages demand. Determines and analyzes needs of military families and recommends courses of action the Counseling Center may take to meet those needs. Develops, facilitates, and conducts programs for the Counseling Center. Included are programs designed to assist with marriage preparation, enhancing communication, effective parenting, financial management, preparation for family separation and reunions, cultural adaptation, intercultural relationships, and other programs that extend and enhance support to the community. Interacts with higher echelon authority in regards to confidential clinical cases, and acts as an advocate for the military member and his/her family while adhering to the policy of the command and HQMC directives. Participates in one or more advisory committees, such as the FAP Case Review Committee (CRC) meetings and Family Advocacy Program Committee (FAC) meetings, on an as needed basis. Effectively supports the Marine Corps Equal Employment Opportunity policy, and ensures compliance with fire, safety, and other environmental issues. Manages new property resources and provides advice on renovations and improvements. Maintains and enforces security of funds, merchandise, supplies, and equipment to

preclude or minimize the potential for fraud, waste, and abuse.

Due to the nature of work in this position, the incumbent may serve in an "on call" duty status outside of normal work hours that includes: remaining in a reasonable call-back radius, carrying a cell phone or pager, or regularly checking email to respond to emergencies; remaining in a state of readiness to perform work with limitations on pursuing outside leisure activities, and/or reporting to a designated post of duty to be ready to or to perform work.

### Education

This position has a positive education requirement. You must submit a copy of your transcripts with your application to be considered for this position. At the time the education was obtained, the entire institution, applicable school within the institution, or the applicable curriculum was appropriately accredited by the U.S. Department of Education. Application materials will not be returned.

### Licensure

All applicants must be licensed as a professional counselor by the recognized licensing agency of a U.S. state or the District of Columbia with one of the following: LCSW, LMFT, LPC, LMHC, or clinical psychology. Candidates must have the most independent license for their state.

### Credentialing

All applicants must be able to be credentialed as a condition of employment. For candidates with a LPC or LMHC, only the following states have been approved for credentialing: Arizona, Delaware, Florida, Hawaii, Illinois, Louisiana, Maryland, New Jersey, Ohio, South Carolina, Texas, Virginia, Washington, and Wyoming.

### Selective Placement Factor

Providers who are state licensed or state certified (or were granted a license or a certificate by a U.S. territory) to provide independent clinical care. These providers are eligible to apply for clinical privileges to functions as independent practitioner. Must possess a current, valid, unrestricted license or certification which grants independent status to be eligible for professional staff appointment with clinical privileges. Failure to submit the required documents with the resume will cause the individual to be ineligible for consideration.

This position is an overseas assignment tour of duty which includes the following benefits: relocation costs, transportation agreement, travel expenses, shipment of household goods, off-base housing living quarters allowance, post-allowance (COLA), annual leave, sick leave, 401(K), retirement plan, medical, dental, life and long-term insurances. **MUST BE A UNITED STATES CITIZEN.** This position is subject to random drug testing.

**Singapore Management University (Singapore), School of Social Sciences:** The School of Social Sciences (SOSS), Singapore Management University, invites applications for tenure-track positions in psychology at the assistant, associate, or full professor rank, to begin in July 2012. Positions are available in cognitive psychology (with focus on judgment and decision-making), industrial and organizational psychology, quantitative psychology, and social psychology. The positions require a doctorate in psychology by the date of appointment. We are seeking candidates with a demonstrated record of, or high potential of, scholarly research commensurate with the rank and a strong ability or aptitude to teach a wide range of undergraduate and postgraduate courses. The SOSS, which has a strong record of attracting the best students in Singapore and the region, is committed to an interdisciplinary and integrated undergraduate curriculum. The ideal candidate will have a strong commitment to excellence in research and teaching at both undergraduate and postgraduate levels. A research interest in Singapore and the Asian region will be an advantage. The teaching load is light compared to many research universities. The research support is excellent and salary and benefits are highly competitive.

Full evaluation of applications will start December 1, 2011, and on-campus interviews will typically be conducted in the period from January to March 2012. However, submission of applications is open and evaluation will continue until the positions are filled. Applicants must submit, in electronic form (Word or PDF file), a detailed curriculum vitae, a description of research interest and philosophy, and a statement of teaching interests and philosophy to the following address: [socialsciencescv@smu.edu.sg](mailto:socialsciencescv@smu.edu.sg). Applicants should also send hardcopies (if not available in electronic form) of selected publications and teaching evaluations. Applicants should arrange for three confidential letters of recommendation to be sent directly to: The Dean's Office, School of Social Sciences, Singapore Management University, 90 Stamford Road, Level 4, Singapore 178903. Information about the University and the School can be found at [www.socsc.smu.edu.sg](http://www.socsc.smu.edu.sg).

**National Taiwan University (Taiwan), Department of Psychology:** The Department of Psychology at the College of Science, National Taiwan University is inviting applications for faculty positions at all levels in the following areas: psychobiology/cognitive neuroscience, industrial and organizational psychology, personality/social psychology, clinical psychology, cognitive/perceptual psychology, developmental psychology, and psychometrics.

Application deadline will be September 30, 2011, for the spring appointment at February 1, 2012. Application deadline will be January 31, 2012 for the fall appointment at August 1, 2012. Applicants (PhD required, post-doctoral training preferred) should indicate the area(s) applied. This department focuses on both research and teaching. The appointee is expected to teach in Mandarin or English at both graduate and undergraduate levels. A complete application dossier

should include: curriculum vitae (including a full publication list), proof of PhD and employment records (if applicable), publication(s) within the last seven years, three copies each (please mark one to three representative article(s) published within five years from the appointment date), at least three letters of reference, letter of interest, including statement of research and teaching experiences and/or potentials, and others (official post-graduate transcripts for applicants of assistant professorship). Send the above application materials to: Professor Chih-Wei Hue, Chairperson, Department of Psychology, National Taiwan University, No.1, Sec. 4, Roosevelt Road, Taipei, Taiwan 10617, ROC.

**University of York (United Kingdom), Department of Psychology:** The Department seeks two individuals with international reputations who will complement or extend existing strengths. The successful candidates will have outstanding publication records alongside proven abilities in leadership in research and in the acquisition of research funding. Applicants should also demonstrate a strong commitment to the promotion of teaching and learning. Salaries will be commensurate with experience on the professorial scale (current minimum £54,133 per annum). Closing date: October 21, 2011.

**University of Western Australia (Australia), School of Psychology:** The University of Western Australia is seeking to appoint a senior academic in psychology to a newly created tenurable position in the School of Psychology. The appointed person will be a leader in the field with an international reputation for research, a track record in attracting significant research funds, and the capacity to develop a team of world-class researchers and educators of clinical psychologists. The appointee will play a key role in the integration of clinical research and teaching with the existing research clusters in the school. Applications from those with specialist expertise in pediatric clinical psychology, clinical neuropsychology, or clinical health psychology are particularly encouraged to apply. Although a higher-level Winthrop Professorial appointment is preferred, applicants may be considered for a slightly more junior professorial position depending on their level of experience. In the recent (January 2011) Excellence in Research for Australia (ERA) assessment, psychology at UWA achieved the highest ERA rating of 5 and was one of only three psychology schools in Australia to achieve this level. The school hosts research programs in Australian Research Council funded centers, including the Centre of Excellence in cognition and its disorders and the Bushfire Co-operative Research Centre. Additionally, the school has a number of staff funded by the Australian Research Council on prestigious professorial or future fellowships. The school has research and teaching strengths in cognitive science and cognitive neuroscience (including developmental psychology, developmental disorders, neuropsychology, and perception), abnormal cognition and clinical psychology, and social psychology and organizational psychology.

For further information regarding the positions contact: Winthrop Professor, David Morrison, Head of the School of Psychology on Tel: +61 8 6488 3240, or via e-mail at [david.morrison@uwa.edu.au](mailto:david.morrison@uwa.edu.au).

The University offers an attractive salary with benefits including 17% employer superannuation, generous leave provisions, fares to Perth (if applicable) for the appointee and dependents, together with a substantial relocation allowance. The information for candidates' brochure which includes details to lodge your application may be found via a link at <http://jobs.uwa.edu.au/>; or at <https://www.his.admin.uwa.edu.au/Advertising/3541CandidateInformation.pdf>; or by contacting Ms. Toni Pilgrim, Human Resources, via e-mail at [toni.pilgrim@uwa.edu.au](mailto:toni.pilgrim@uwa.edu.au).

Website: [www.jobs.uwa.edu.au](http://www.jobs.uwa.edu.au)

**University of Sydney (Australia), Faculty of Health Sciences:** The Faculty of Health Sciences is a world leader in health sciences and allied health education and research, with research programs spanning disability, rehabilitation, health and functioning. The Faculty of Health Sciences is well-established internationally as a leading contributor to the WHO Family of Classifications and, relevant to this new professorial position, the International Classification of Functioning, Disability and Health (ICF), and the development of the International Classification of Health Interventions (ICHI). The ICF is fundamental to understanding and documenting activity limitations and participation restrictions in everyday life. The Faculty is leading the development of the evidence base utilizing the ICF as a monitoring framework for the implementation of internationally accepted services such as Community-Based Rehabilitation (CBR).

This new professorial position in disability and mental health offers the opportunity for a leading researcher to consolidate and expand research on everyday functioning in the disability and mental health field and to lead curriculum development, particularly in the areas of mental health, CBR and ICF application, all in the context of the UN Convention on the Rights of Person with Disabilities. You will play a key role in initiating a multidisciplinary graduate-level program in health, rehabilitation, and disability. You can enjoy strong collaborative relationships with the Brain and Mind Research Institute, the Sydney Medical School, the Faculty of Education and Social Work, and the Faculty of Arts and Social Sciences at the University of Sydney relevant to disability and mental health.

To succeed, you will:

- have a strong record in mental health research with a focus on functioning in the community evidenced by competitive grant success, seminal publications, and graduate student completions,
- have advanced knowledge of ICF in research and in-

## International Employment Opportunities

formation development, and preferably in diverse communities including in lower income countries,

- ideally possess knowledge of Community-Based Rehabilitation (CBR), with familiarity with developments in CBR in the Asia Pacific region an advantage, and
- have proven ability to collaborate with people with disabilities and mental health difficulties and other stakeholders in disability and mental health including government agencies and non-government organizations in Australia and internationally.

This is an opportunity to contribute to the Faculty's goal to further enhance its teaching in mental health, commensurate with the scope of mental ill-health as a proportion of public health disability.

The position is full-time, continuing appointment subject to the completion of a satisfactory probation period for new appointees.

For general enquiries about the recruitment process please contact Mr. Rodney Waterson, Acting Senior Recruitment Manager, Sydney Recruitment, at +61 2 8627 1214 or [rodney.waterson@sydney.edu.au](mailto:rodney.waterson@sydney.edu.au).

All applications must be submitted via the University of Sydney's careers website. Visit <http://sydney.edu.au/positions/>.

### **University of Tasmania (Australia), School of Psychology:**

Applications are invited for appointment to this position, which will be offered on a full-time tenurable basis. The position of lecturer in psychology will primarily involve teaching core and applied psychology topics in undergraduate and honors programs, and the pursuit of a productive program of research.

The School of Psychology is a large cross-campus School offering undergraduate study on three Tasmanian campuses and postgraduate professional training programs in clinical psychology, counseling, and rehabilitation counseling on the Hobart campus. The School's research program is focused on four main theme areas: health and aging, human neuroscience, developmental psychology and psychopathology, and community and environmental psychology. Within each of the theme areas are established areas of research strength which form the basis of the School's current and future research endeavors.

Applications are invited from persons with knowledge and ability in core and applied areas of psychology, together with experience in the effective delivery of tertiary teaching and supervision of honors and postgraduate research projects.

The successful applicant will have a PhD in psychology and will demonstrate a commitment to the development of a strong and productive, nationally or internationally competitive research program in an area associated with one of the

School's research themes.

The appointment will be at Academic Level B and will have a total remuneration package of up to \$107,211 per annum (comprising salary within the range \$77,715 - \$91,633 plus 17% superannuation, with the option of an additional 3% salary loading in exchange for 14% instead of 17% superannuation). Employer will assist with relocation costs.

For further information about the position, the School's teaching programs and research plan, contact the Head of School, Associate Professor Greg Hannan, Tel: (03) 6324-3267 or E-mail [G.Hannan@utas.edu.au](mailto:G.Hannan@utas.edu.au) or visit our website at: [www.utas.edu.au/psychol](http://www.utas.edu.au/psychol).

For further details and an application package go to <http://jobs.admin.utas.edu.au/positions/>.

### **Carleton University (Canada), Department of Psychology:**

The Department of Psychology at Carleton University invites applications from qualified candidates for a preliminary (tenure-track) appointment in quantitative methods at the rank of assistant professor beginning January 1, 2012. Applicants must have a PhD., demonstrated excellence in teaching statistics and methodology, and must possess a strong commitment to research and scholarship, as reflected in publications, with preference to publications in health, environment, or digital media. The successful candidate will have the ability to develop an externally-funded, high quality research program; will be committed to effective teaching at the undergraduate and graduate level; and will contribute effectively to the academic life of the Department. The Department is interested in candidates who are able to teach advanced statistics at the graduate level including ANOVA, regression, multivariate statistics, and other advanced statistical techniques (e.g., HLM, SEM), and basic and advanced statistics at the undergraduate level. The successful candidate will have a program of research applying their methodological skills to areas of psychological research that contribute to Carleton's strategic research direction in health, environment, or new digital media.

The Department of Psychology offers opportunities to explore psychology's major fields including health, developmental, cognitive, applied, forensic, and personality/social. We also have intellectual ties with academic units offering degrees in cognitive science, child studies, human-computer interaction, and neuroscience. Carleton has offered undergraduate degrees in psychology since 1953 and graduate degrees in psychology since 1961. The Department of Psychology currently offers undergraduate programs in the Faculty of Arts and Social Sciences as well as the Faculty of Science. Graduate programs in psychology are offered at the master's and doctoral levels. Further information on the department is available at <http://www2.carleton.ca/psychology/>.

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Please send applications to Chair, Department of Psychology, Carleton University, 1125 Colonel By Drive, Ottawa, ON. K1S 5B6. Fax: (613)520-3667. Applications and reference letters can be sent by email to [psychchair@carleton.ca](mailto:psychchair@carleton.ca). Applicants should include a curriculum vitae, a statement outlining statistical expertise, a statement describing current and future research interests, examples of publications, and materials relevant to teaching experiences. Interviews will include both a research talk and a lecture on an advanced statistical method. Applicants should ask three referees to write letters directly to the Chair.

Carleton University is a dynamic research and teaching institution with a tradition of leading change. Its internationally recognized faculty, staff, and researchers provide more than 24,000 full- and part-time students from every province and more than 100 countries around the world with academic opportunities in more than 65 programs of study. Carleton's creative, interdisciplinary, and international approach to research has led to many significant discoveries and creative work in science and technology, business, governance, public policy, and the arts. As an innovative institution, Carleton is uniquely committed to developing solutions to real world problems by pushing the boundaries of knowledge and understanding daily.

### **University of Toronto (Canada), Department of Psychology:**

The Department of Psychology and the Rotman School of Management at the University of Toronto invite applications for a tenure-stream position in social/personality neuroscience, at the rank of associate professor, to commence July 1, 2012. The successful candidate should have a PhD, an established research program that includes such topics as affect, attitudes, and/or motivation. In addition, candidates should be able to bridge their research to the social, cognitive, and cognitive-neuroscience researchers in the two units. The ability to teach advanced undergraduate and graduate statistics is an important component of this position, and experience with more than one neuroimaging methodology is preferred. Candidates must show evidence of successful, externally funded research programs and commitment to both undergraduate and graduate education. Evidence of excellence in teaching and research is required.

Applicants should submit curriculum vitae, a statement of research interests, copies of representative publications, and arrange for at least three letters of recommendation to be sent directly to Chair Jay Pratt. Alternatively, applications may be mailed to the Social/Personality Neuroscience Search Committee, Department of Psychology, St. George Campus, 100 St. George Street, Toronto, Ontario M5S 3G3, or by E-mail to [chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca).

Potential applicants may contact Professor Jay Pratt, Chair at [chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca) for additional information. Salary will be commensurate with experience and qualifications. For more information on the Department of Psychology, visit

our homepage at [www.psych.utoronto.ca](http://www.psych.utoronto.ca).

**Cape Breton District Health Authority (Canada), Clinical Psychologists:** The Cape Breton District Health Authority, Sydney, Nova Scotia, has immediate openings for permanent full-time clinical psychologists. The successful candidates will have doctoral degree in clinical psychology from an educational institution acceptable to the Nova Scotia Board of Examiners in Psychology. They must be registered or eligible for registration with the Nova Scotia Board of Examiners in Psychology.

The positions in Child & Adolescent Mental Health Services require the candidates to work in a multidisciplinary team to provide assessment, individual and group treatment to children and adolescents patients aged 0-19 years with a variety of mental health disorders. Our multi-disciplinary approach involves services within our district as well as within the community, including consultation to schools, daycares, children's aid services, and group homes.

The Autism Intervention Program again involves a multi-disciplinary team approach including in-home behavioral interventionists, psychiatry, social work, psychology, and occupational therapy. The program requires a candidate that can provide clinical leadership in the areas autism assessment and diagnosis, pre-school assessment, behavioral intervention, and the provincial EIBI program, as well as help facilitate the transition to schools for children with autism both in an outpatient and home setting. The Autism Program is part of a province wide initiative and utilizes the pivotal response therapy (PRT) model for early intervention. There are also opportunities to be part of larger, multi-site research projects within this program.

The Eating Disorders Clinic involves a multi-disciplinary team approach including diagnostic assessment, consultation and direct treatment services for individuals with eating disorders across the lifespan. Consultation service is also provided to pediatrics, inpatient psychiatry, and primary care physicians for patients requiring inpatient admission and treatment. Clinical supervision is provided to the dietitian assigned to the Eating Disorders Clinic.

The Adult Outpatient Mental Health Clinics are an outpatient service involving a multidisciplinary team approach, individual and group treatment, consultation, and education. The team may involve psychiatry, psychology, social work, nursing, and occupational therapy.

For further information, or to apply with cover letter and resume please contact: Janine Hussey Manager, Recruitment & Retention Cape Breton District Health Authority, 1482 George Street, Sydney, NS, B1P 1P3; Fax: (902)567-7224; E-mail: [husseyjan@cbdha.nshealth.ca](mailto:husseyjan@cbdha.nshealth.ca).



### **Universidad Icesi (Colombia), School of Business:**

*Online only:*

*Faculty positions:* Management and Marketing

*Institution:* Universidad Icesi

*Location:* Cali, Colombia

*Type:* Full-Time

*Minimum Qualifications:* PhD in business, business management, business administration, organizational behavior, marketing, consumer behavior, consumer psychology, business education, or the equivalent.

*Departments:* Business Administration, Marketing & International Business

*Application Procedures:* The number of faculty hired varies from semester to semester, depending upon the needs of the Business School. Your resume will be maintained in this adjunct pool for 12 months.

*Send resumes to:* Silvio Borrero, Chair, Department of Management, Universidad Icesi, Calle 18 # 122-135, Cali, Colombia; Tel: +(572)555-2334, ext. 8231.

Employment acceptance or rejection shall be based on job-related qualifications. More information on Universidad Icesi at [www.icesi.edu.co](http://www.icesi.edu.co).

Employer will assist with relocation costs. Salaries are competitive, and will be negotiated depending on qualifications and level of experience.

**Ross University (Dominica), School of Medicine:** Ross University School of Medicine invites applications for a faculty post as Chair of Behavioral Sciences. Our mission is to prepare highly dedicated students to become effective, successful physicians in the United States. Foundations of Medicine and Integrated Medicine coursework is taught in Dominica and students then complete their clinical studies in the United States. After passing all prerequisite examinations, Ross graduates are licensed to practice medicine in all 50 states of the U.S. Ross University School of Medicine is a division of DeVry, Inc. (NYSE:DV).

Education is the primary focus of the faculty. The academic year is divided into three semesters with a new class of students admitted each semester. Teaching and other responsibilities continue throughout the year. Effective teachers are sought, particularly individuals who are interested in improving medical education and who work well on a team. Research opportunities exist and are encouraged in the area of medical education.

#### Job Description:

The Chair of Behavioral Sciences is responsible for ensuring that faculty, in addition to excellent teaching, are mentoring and advising students, and is providing examinations that monitor the progress of students. The Chair is responsible for faculty recruitment, retention, and development along with performance management of faculty, and facilitation of faculty in the development of curricular innovation and improve-

ment that aligns with the goals of the overall curriculum. The Chair is responsible for ensuring that systems are in place to provide faculty time and resources that facilitate collaboration between basic and clinical faculty to produce a highly integrated curriculum. The Chair reports to the Senior Associate Dean for Academic Affairs and will be responsible for fulfilling any other duties as requested by the Senior Associate Dean and/or Dean of the Medical School.

#### Essential Duties and Responsibilities:

- Oversee the overall operation of affairs related to the Department of Behavioral Sciences
- Recruit, interview, and hire faculty within the Department
- Mentor and provide support for faculty members toward promotion within the Department
- Evaluate and recommend to the dean merit increases of faculty based on performance
- Supervise the implementation of policies and procedure for educational and administrative affairs and maintain currency of procedures and programs
- Participate in faculty and chairs meetings with the Senior Associate Dean and Executive Dean
- Make recommendations regarding appropriate faculty appointments to committees at the request of the Dean
- Foster faculty participation in a well-integrated medical curriculum
- Hold regular departmental meetings
- Prepare the annual budget for the Department
- Facilitate departmental contribution to continuing medical education and clinical grand rounds
- Participate in teaching within the department, in PACE, and in Problem-Based Learning (PBL)
- Advocate for integration of material with basic science disciplines and clinical science, active learning (including use of audience response systems), adult learning methods, and use of technology such as e-learning
- Contribute to curricular development
- Work to achieve improvement in departmental performance
- Participate in learning about the science of education
- Establish departmental goals aligned with institutional goals
- Assign faculty appropriately to cover curricular needs
- Contribute to community
- Promote academic scholarship in self and faculty within the Department

#### Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the

essential functions.

- A record of outstanding achievement as a scholar with evidence of teaching success or as a senior-level academic administrator
- A demonstrated ability to effectively communicate verbally and in writing with outside constituencies, such as business and governmental leaders, on issues vital to the university
- A well-organized and self-directed individual who is a team player. The ability to think strategically, build consensus, and engage the faculty, staff, and administration in collegial and constructive decision-making.
- Desire for self-improvement
- Strong leadership and human relations skills that promote dedication, team orientation, creativity, and growth.
- Strong communication skills in English
- Ability to communicate effectively with employees, faculty, staff, and community groups
- Experience with assessment programs and a record of leading successful curricular and programmatic changes based upon assessment results
- The desire to advance the University in curricular and other academic initiatives
- Understanding of ways in which technology can support learning and a record of support for technological advancements
- Technological skills, including use of e-learning management systems, audience response systems, online examinations, and videoconferencing
- Experience in computer-assisted delivery and active learning of course content
- An articulate individual with excellent negotiating and presentation skills
- Must be flexible, possess high energy level, and promote a collaborative team-oriented environment
- Experience with problem-based learning and team-based learning
- Strong teaching skills and experience or evidence of potential
- Ability to initiate, complete, and present results of medical education research projects and to demonstrate ongoing faculty development in medical education
- Demonstration of DeVry *TEACH* values: teamwork and communication, employee focus, accountability, continuous improvement, and helping our students achieve their goals

### Education, Experience, Knowledge, and Skills:

- We are looking for a psychiatrist with an earned M.D. from an APA-accredited institution of higher education with a strong record of scholarly achievement and progressive teaching/leadership related experience in a postsecondary institution. The candidate should qualify for the level of full professor.

- Experience in academic administration or equivalent experience at a North American or United Kingdom medical school
- Demonstrated managerial and leadership skills in the area of academic programs
- Experience as a faculty member
- Budget management experience

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

**Jacobs University of Bremen (Germany), School of Humanities and Social Sciences:** The School of Humanities and Social Sciences at Jacobs University Bremen invites applications for a professorship in psychology in social psychology at the assistant or associate professor level. Applicants should have a specialization in social neuroscience or social cognition and/or judgment and decision-making. The successful candidate must hold a Ph.D. degree at the time of the application. He/she will contribute to teaching programs of the School of Humanities and Social Sciences, specifically to the undergraduate program, Integrated Social and Cognitive Psychology. In addition, he/she will be involved in the further development of the Bremen International Graduate School of Social Sciences (BIGSSS) and is expected to participate actively in one of the recently created research centers.

Salary and professorial rank will be commensurate with qualification and experience. The annual teaching load is three courses at three hours each. The language of instruction is English. The successful candidate shall begin in February 1, 2012. An initial contract will cover seven years and can be prolonged.

Applications should include one single PDF attachment containing a letter of motivation, copies of certificates and diplomas, curriculum vitae, a record of teaching, three exemplary publications, a statement on current and future research interests, and the names and addresses of three referees.

**The Chinese University of Hong Kong (China), Department of Educational Psychology:** Founded in 1963, The Chinese University of Hong Kong aspires to be acknowledged regionally and internationally as a first-class comprehensive research university marked for the bilingual and multicultural dimensions of its consistently excellent student education, scholarly output and contribution to the community. The University offers a broad spectrum of programs up to Ph.D. level in various disciplines and boasts a team of over 2,000 full-time teaching and research staff.

The Department invites applications for several positions with prospect for substantive appointments in counseling psychology, including school guidance, school/educational psychology, special needs and learning difficulties, and other areas of psychology. Ranks are open with preference given to assistant and associate professor levels.

Applicants should have (1) excellent academic qualifications including a doctoral degree in psychology or education, (2) a strong research background in areas that will contribute or add to the existing strengths of the Department, (3) strong commitment to excellence in teaching and scholarship, and (4) a track record of programmatic research and publications. The appointees will (1) teach postgraduate and undergraduate courses (including theory and applied courses for postgraduate degree programs), (2) supervise postgraduate students, and (3) assist in administrative matters. Both English and Chinese are used as the medium of instruction.

Further information about the Department is available at <http://www.fed.cuhk.edu.hk/eps/>.

Salary will be highly competitive, commensurate with qualifications and experience. The University offers a comprehensive fringe benefit package, including medical care, plus a contract-end gratuity for appointments of 2 years, and housing benefits for eligible appointees. Further information about the University and the general terms of service for appointments is available at <http://www.cuhk.edu.hk/personnel>. The terms mentioned herein are for reference only and are subject to revision by the University.

Send full resume, copies of academic credentials, a publication list and/or abstracts of selected published papers, together with names, addresses and fax numbers/e-mail addresses of three referees to whom the applicants' consent has been given for their providing references (unless otherwise specified), to the Personnel Office, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong (Fax: +(852)2696-1462). The Personal Information Collection Statement will be provided upon request.

**Sterling Medical Corporation (Japan):** Two positions are currently available to work with children of American military families stationed in Japan as a clinical child psychologist. Full relocation and benefits are available with excellent compensation. Requirements include a doctorate degree in psychology from an APA-accredited program, an active license, and a minimum of two years pediatric psychology experience. Call Lynn Romer at (800) 852-5678 x 323 EST. Employer will assist with relocation costs. Additional Salary Information: Salary is negotiable at this time travel may be reimbursed.

**US International University (Kenya), Clinical Psychology Program:** USIU is a private, not-for-profit, chartered university located on the outskirts of Nairobi, Kenya, accredited by the Western Association of Schools and Colleges and The Commission for Higher Education in Kenya. USIU boasts a diversified faculty and student body from over 40 nations, with a vibrant history of growth and development.

We are expanding our psychology programs to offer our first doctorate degree in clinical psychology (PsyD), and we are also expanding our master of arts in psychology to include an MA in clinical psychology and an MA in marriage and family therapy.

We have four openings for full-time faculty who are licensed psychologists with an earned PhD or PsyD to start with us in September 2011 or early 2012, preferably with a two-year renewable contract. We seek faculty who meet three or more of the following criteria:

- Licensed clinical psychologists, who hold an earned doctorate in psychology.
- Direct clinical expertise to include assessment, diagnoses, psychotherapeutic treatment, and general scope of practice in individual and group therapy.
- Direct family therapy expertise with families, couples, and children.
- Academia/faculty experience in clinical psychology, preferably at the doctorate level.
- Clinical supervision experience and continuing education preferably with pre-doctorate or post-doctorate students, or with private practice consultation and supervision expertise.
- Psychometric expertise in application of objective, cognitive, and projective testing.
- Direct research experience and expertise in clinical psychology.

Applicants are requested to email a letter of interest and resume/curriculum vitae to Dr. Carol J. Watson, USIU Coordinator of Psychology Programs, E-mail: [cwatson@usiu.ac.ke](mailto:cwatson@usiu.ac.ke), Website: [www.usiu.ac.ke](http://www.usiu.ac.ke).

**Victoria University (New Zealand), School of Psychology:** We have an exciting opportunity for an early-to-middle career academic to contribute to the School's teaching and research program in cognitive neuroscience. You will be expected to conduct research in one or more areas related to cognitive neuroscience (broadly interpreted), to provide teaching at undergraduate and postgraduate levels in cognitive psychology and cognitive neuroscience, and to supervise research students. In particular, you will be expected to contribute to teaching and research supervision in the Masters of Cognitive and Behavioural Neuroscience program.

You will possess a PhD in cognitive neuroscience and/or a related area, a demonstrated record of research publication in

this general area, a proven ability to teach psychology at university level, and a willingness to contribute to the administrative functioning of the School and the University. The term "cognitive neuroscience" will be interpreted to include any research program aimed at investigating human cognition, whether by conventional behavioral methods, eyetracking techniques, electrophysiological methods ERP, EEG, and TMS, neuroimaging techniques, or the study of special patient populations. For appointment within the senior lecturer range, you would also need to demonstrate an established record as an independent researcher and demonstrated success in postgraduate research supervision.

For more information and to apply online visit <http://vacancies.vuw.ac.nz>.

**Victoria University (New Zealand), School of Psychology:** Victoria University of Wellington, from its location in Wellington, the capital city, undertakes teaching and research to maintain, disseminate and advance knowledge. Victoria provides worldwide opportunities for its staff as members of the international network of scholars, scholarship, and research, providing diversity and depth to our perspectives. Internationally Victoria is recognized as a leading University in New Zealand and Australia, and as a world leader in a number of areas of scholarship and enquiry. The appointee will contribute to teaching at the undergraduate level, teach adult clinical psychology at the graduate level, supervise postgraduate research, and assist with the administration of the clinical program. Qualifications required include a PhD, a postgraduate qualification in clinical psychology and recent clinical practice experience, as well as evidence of successful teaching and research. Eligibility for registration as a psychologist under the Psychologists' Act (1981) is also required.

We are particularly interested in appointing someone with expertise in the following areas: adult mental health and psychological assessment. For more information and to apply online visit <http://vacancies.vuw.ac.nz>.

**RMIT International University (Vietnam):** RMIT International University Vietnam (RMIT Vietnam) is an integral part of RMIT University, a global university of technology and design, focused on creating solutions for the benefit of people and their environments. RMIT Vietnam is leading the way in creating an innovative research, teaching and learning culture. It is committed to providing internationally recognized high-quality education and professional training for its students, clients and members of the community. Since commencing operations in 2001, RMIT Vietnam has grown rapidly to a current student population of approximately 6,000 studying in Ho Chi Minh City and Hanoi.

RMIT Vietnam is seeking qualified staff for Ho Chi Minh City Campus for the position of Manager, Well-being and Counselling Services. The Manager is responsible for the delivery of services which support the mental and physical

health and well-being of students and staff. The most significant component of this position is the function of Chief Psychologist or Counselor of RMIT Vietnam, managing the day to day operations of the RMIT Vietnam Counselling Service at all sites. In addition, this position will manage the relationship with external health care providers, including the provider of the on-campus medical services, develop and contribute to the Employee Assistance Program, and chair the Health, Safety, and Wellbeing Committee.

To obtain a copy of the position description visit [www.rmit.edu.vn](http://www.rmit.edu.vn).



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