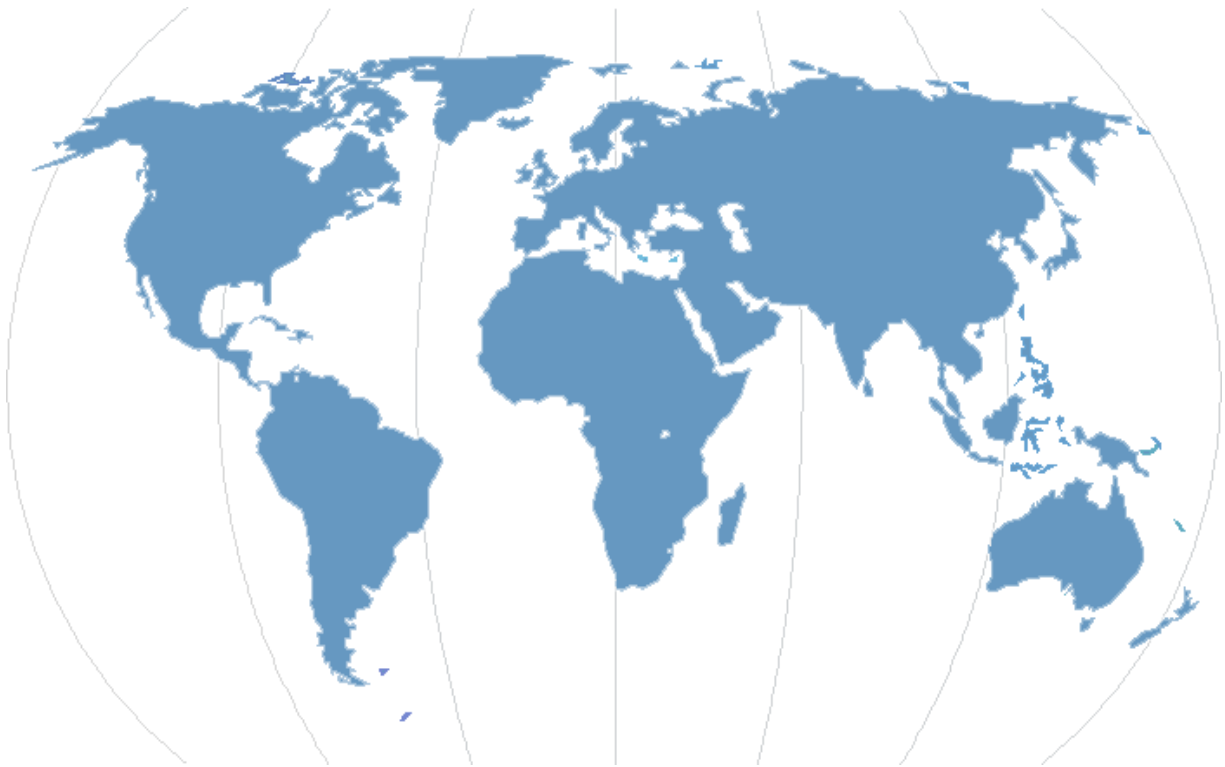




# INTERNATIONAL PSYCHOLOGY BULLETIN

Volume 16 No. 1 Winter 2012



*Editor*  
Grant Rich

*Associate Editors*  
Harold Takooshian  
Richard Velayo

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### Submission Guidelines for Research Articles *International Psychology Bulletin*

**Research article submissions:** The IPB publishes peer-reviewed research articles that deal with issues related to international psychology. The review process takes approximately two months. The manuscripts can be up to 3,000 words (negotiable) and should be submitted to Dr. Grant J. Rich at [optimalex@aol.com](mailto:optimalex@aol.com). The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association.

Specifically, please pay attention to the following:

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

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

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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International Employment Opportunities (*Michael J. Stevens*) 44

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## Fifteenth Anniversary Year: Celebrating the Past, Envisioning Our Future

Neal S. Rubin, Ph.D., ABPP  
President, Division 52  
[nealrubin@hotmail.com](mailto:nealrubin@hotmail.com)

I am deeply honored to serve as president of APA Division 52 in 2012. I want to express my appreciation to John Hogan for his sage guidance and steady leadership in 2011. It is our 15<sup>th</sup> anniversary this year and we have much to celebrate. We are an active, vibrant division; we also cherish our traditions and heritage. We have dynamic students and early careerists; our senior members are leaders of our profession.



The American Psychological Association finally went 'international' on February 21, 1997 by establishing Division 52. This was no small achievement. It was only with persistence, perseverance and persuasiveness that our founders succeeded in opening up an 'American' institution to the world around us. As John Hogan and Harold Takooshian have noted in their brief overview of the history of the division, international psychology received early support from Raymond Fowler, CEO of the APA. Additionally, four of our early division presidents were former presidents of the APA: Florence Denmark, Frank Farley, Charles Spielberger and Norman Abeles. So while the APA as an organization was slow to recognize international psychology as a viable discipline, some of our most influential colleagues were already deeply engaged in 'internationalizing' our field.

As we enter into our 15<sup>th</sup> year, it is appropriate that we recognize the contributions of our founders. In addition to the brief historical overview of the division available on our website, we have also listed the names of each of our former presidents. Each has contributed to establishing the mission of Division 52 as well as promoting a tone of collaboration and friendship among colleagues. We have an embarrassment of riches within the division in the sense that we have scholars who have been pivotal to our field, we have humanitarians role modeling a commitment to social justice, and we have an ambiance of respectful intellectual exchange. Whether speaking with students, early careerists or senior colleagues, I consistently hear that the primary reason members remain deeply engaged in Division 52 is the atmosphere of support and good will between members—an ethos birthed by our founders and maintained by members to this day.

We are indebted to our founders and yet, they would likely be the first to say that in the spirit of a groundbreaking division, we should be open to new ideas and directions.

Because we value the guidance of our seasoned colleagues and at the same time want to welcome new members and their perspectives, we are in the process of initiating a series of changes in Division 52. With respect to our Board, our members have approved seats on the Board for a student and an early career representative. One of our Member-at-Large positions will be dedicated to an elected early careerist. We have a tradition of generous awards in the division and the Board has recently approved a new award for the outstanding early career international psychologist. Each of our committee chairs has been asked to appoint a student and/or early career member to their committees. Our students have their own website and new opportunities for social networking are available to our members.

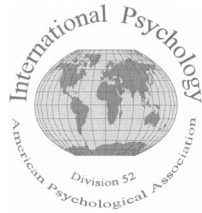
We are in the process of planning some Fifteenth Anniversary celebrations with a view to acknowledging individual contributions while crafting a strategic vision for our future. Led by Senel Poyrazli and Wade Pickren, our long range planning committee will design a survey of our former presidents regarding the future of the division and the results will be discussed with them at a Presidential Breakfast to be held in the Division 52 Hospitality Suite in Orlando this summer.

We also want to encourage new connections within our division. To this end we have initiated the Heritage Mentoring Project (HMP). Coordinated by Chalmer Thompson, the HMP will match students and early careerists with senior members to compose biographies of luminaries in the field of international psychology. These biographies will provide an opportunity for mentoring and collaboration around the experience of researching and writing, and will be published in the IPB.

We are also interested in reaching out beyond our division for lively scholarly exchange. To that end we are coordinating our midwinter board meeting with the Society for Cross Cultural Research (SCCR) conference in Las Vegas, February 22-25, 2012 ([www.sccr.org/sccr2012](http://www.sccr.org/sccr2012)). Other groups in attendance will include the Society for Anthropological Science (SASCI), the American Anthropological Association's Children and Childhood Interest Group (AAACIG) and most recently, Division 48 (Society for the Study of Peace, Conflict and Violence: Peace Psychology Division) of the APA.

Consistent with reaching out to a range of social scientists, 2012 will see the launching of our new division journal: *International Perspectives in Psychology: Research, Practice, Consultation* edited by Judith L. Gibbons. We are confident that our new journal will be a successful complement to the IPB.

Of course, your ideas and suggestions are always welcomed. Feel free to contact me: [nealrubin@hotmail.com](mailto:nealrubin@hotmail.com). On behalf of the Division 52 Board, I wish you a healthy, enjoyable and productive 2012.



**Division of International Psychology's  
American Psychological Association  
Midwinter Meeting Program  
February 23 – 24, 2012  
Las Vegas, Nevada**

**Thursday February 23, 2012**

**Focus: International Engagement and Mentoring for Students and Professionals**

11:00 am – Promoting International Engagement in Scholarship, Research, and Diplomacy

*Chair:* **Neal S. Rubin, Ph.D., ABPP** (Argosy University, Chicago)

*Speakers:*

**Andres Consoli, Ph.D.** (San Francisco State University) "Promoting the International Engagement of Scholars Across the Americas"

**Daria Diakonova, M.A.** (Alliant International University) "From California to Russia: Challenges in Engaging in Cross Cultural Dissertation Research"

**Judy Kuriansky, Ph.D.** (Columbia University) "Diplomatic Engagement at the United Nations and Abroad"

Noon – Lunch break

1:00 pm – Building a Global Community: Unifying Diverse Views Through Psychology

*Chair:* **Ayse Ciftci, Ph.D.** (Purdue University)

*Speakers:*

**Lamize Shawahin** (Purdue University) "Addressing Homophobia at the Global Level"

**Chandni Shah** (Purdue University) "Violence Against Women as a Global Epidemic"

**Martin Nolasco** (Purdue University) "Immigration Movements and Conflicts Across the Globe"

**Laura Reid-Marks, M.S.** (Purdue University) "Health Disparities in Immigrant Populations"

*Discussant:* **John D. Hogan** (St. John's University)

2:30 pm – Roundtable: Empowerment Through International Mentoring: Perspectives From Students and Early Career Professionals

*Chair:* **Ani Kalayjian, Ed.D.** (Association for Trauma Outreach and Prevention - ATOP) (Chair Division 52 Mentoring Committee)

*With:*

**Ayse Ciftci, Ph.D.** (Chair Early Career Committee)

**Daria Diakonova, M.A.** (Co-chair Division 52 Student Committee)

**Laura Reid-Marks** (Co-chair Division 52 Student Committee)

3:45 pm – Joint Division 52 & SCCR Roundtable: Chinese Parenting in China and the USA

*Speakers:*

**Susan Chuang** (Guelph University, Canada)

**Uwe Gielen** (St. Francis College, Brooklyn)

**William Jankowiak** (University of Nevada, Las Vegas)

**Jonathan Palumbo** (New York University)

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**Friday February 24, 2012**

**Focus: The Role of International Psychology in the Education of Psychologists**

9:00 am – Symposium: Is the Topic of Human Rights Relevant to Psychology Education?

*Chair:* **Neal S. Rubin, Ph.D., ABPP** (Argosy University, Chicago)

*Speakers:*

**Gilbert Reyes, Ph.D.** (Fielding Graduate Institute) "Educating Psychologists to Integrate Human Rights Principles in International Humanitarian Relief"

**Susan Nolan, Ph.D.** (Seton Hall University) "Using Human Rights Concepts and Examples in Teaching Statistical Methods"

**Neal S. Rubin, Ph.D., ABPP** (Argosy University, Chicago) "International Human Rights Initiatives at the United Nations are Relevant to Psychology Education"

*Discussant:* **Florence Denmark, Ph.D.** (Pace University)

10:00 am – Report: Internationalizing the Psychology Curriculum, an Update on National Progress

*Speakers:*

**Richard Velayo, Ph.D.** (Pace University)

**Gloria Grenwald, Ph.D.** (Webster University)

11:00 am – Roundtable: Promoting International Publication Opportunities for Psychologists

*Speakers:*

**Senel Poyrazli, Ph.D.** (Penn State, Harrisburg) Co-editor with Chalmer Thompson, Ph.D. *International Case Studies in Mental Health*

**Grant Rich, Ph.D.**, Editor, *International Psychology Bulletin*

**Judith L. Gibbons, Ph.D.** (St. Louis University), Editor, *International Perspectives in Psychology: Research, Consultation, Practice*

Noon – Video preview: “International Psychology: What Students Want to Know”

Hosts:

**Uwe Gielen, Ph.D.** (St. Francis College, Brooklyn)

**Judy Kuriansky, Ph.D.** (Columbia University)

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## Two New Officers Elected for 2012



**President-Elect (2012)**  
Mercedes A. McCormick, Ph.D.



**Treasurer (2012-2014)**  
Susan Nolan, Ph.D.

## International Programs at Eastern Psychological Association

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

March 1-3, 2012, Pittsburgh PA,  
Westin Convention Center

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

For the tenth year since 2003, EPA again offers an international program on March 2-3, 2012, in Pittsburgh. The two days of activities on Friday and Saturday include several paper and poster presentations, an invited address, and four symposia featuring presenters from the USA and overseas.



- 1. Symposium:** International Psychology at the United Nations: Past and future roles  
Chair: **Florence L. Denmark** (Pace)  
**Harold Takooshian** (Fordham). History of psychology organizations at the United Nations.  
**Janet A. Sigal** (Fairleigh Dickinson). Psychology Day at the United Nations.  
**Judy B. Kuriansky** (International Association of Applied Psychologists). Psychology student opportunities at the UN.  
Discussant: **Ani Kalayjian** (Meaningful World)

How have psychologists become increasingly involved in United Nations activities in recent years? This symposium describes past activities, current roles, and future opportunities in international psychology

- 2. Symposium:** International humanitarian outreaches to Kenya and Romania  
Chair: **Ani Kalayjian** (Meaningful World)  
**Katherine Kaze** (Fordham University & ATOP). Outreach to Kenya in 2010.  
**Georgiana M. Sofletea** (Teachers College & ATOP). Outreach to Romania.  
Discussant: **Ani Kalayjian** (Meaningful World)

How can international psychologists best intervene after human-made or natural traumata? This symposium focuses on two recent projects by the Mental Health Outreach Project (MHOP), in which professionals and students delivered expert services in Kenya in 2010 and Bucharest, Romania in 2011. Implications for future outreach and research will be discussed.

- 3. Symposium:** Adaptation of international students in Russian Universities  
Chair: **Irina A. Novikova** (Peoples' Friendship University of Russia)

**Sergei I. Kudinov** (Peoples' Friendship University of Russia) & **Stanislav S. Kudinov** (Togliatti State University). Psychological barriers of foreign students' self-realization in a multi-cultural environment.

**Elena Ju. Chebotareva** (Peoples' Friendship University of Russia). The value orientations of Russian and international students.

**Olga V. Maslova** (Peoples' Friendship University of Russia). Social perception of Russian and Latin American students.

**Irina A. Novikova** (Peoples' Friendship University of Russia). Personal traits as a factor of intercultural adaptation of international students in Russian universities.

**Alexey L. Novikov** (Peoples' Friendship University of Russia). Psychological and linguistic problems of international students' Russian language study.

Discussant: **Oksana Ostrovskaya** (Pace University)

How well do students adapt within Russian universities, which have a long history of international education? In this symposium, faculty and students from Russia report their research and service projects to study and serve the adaptation of international students.

#### 4. Symposium: Applied psychology research in Russia

Chair: **Elena Ju. Chebotareva** (Peoples' Friendship University of Russia)

**Alex Y. Voronov** (State Academic University of Humanities, Russia), **Harold Takooshian** (Fordham). Communication between Russian and U.S. psychologists.

**Evgeny V. Martynenko** (Peoples' Friendship University of Russia). Legal basis of CIS united educational space formation.

**Olga A. Kadilnikova** (Peoples' Friendship University of Russia). Hardiness related to intercultural adaptation of international students.

**Natalya A. Kozlova** (Peoples' Friendship University of Russia). Value orientations of young Russian married couples.

**Anna S. Loskutova** (Peoples' Friendship University of Russia). How important is intercultural competence for heads of transnational corporations?

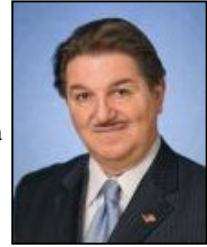
**Ksenia A. Shkvarilo** (Peoples' Friendship University of Russia). Are non-academic forms of intelligence related with cross-cultural adaptation?

**Anastasia V. Chebotareva** (State Academic University of Humanities, Russia). Cultural interaction in contemporary Russian art.

Discussant: **Oksana Ostrovskaya** (Pace University)

Russian society values multicultural education to promote "intercultural competence" of its citizens. This symposium assembles behavioral and cognitive research on diverse issues in Russian society.

5. Invited address: **Harold Takooshian** (Fordham). Beyond Fulbright: New opportunities in international psychology.



This data-based presentation offers a four-part overview of: (1) the fascinating international origins of psychology; (2) the gradual recognition of international psychology as a specialty; (3) the current diversity within international psychology; (4) the breadth of emerging opportunities for psychology teachers, researchers, practitioners, and students.



*A scene from the 2011 EPA international and Psi Chi programs in Cambridge MA, (l t o r): Elena Chebotareva, Irina Novikova, Mercedes A. McCormick, Tatyana Al-Batal, Alexander Voronov, Grant Rich, Anastasia Chebotareva, Alexey Novikov, Rivka Bertisch Meir, Michael D. Hall, Martha Zlokovich, Susan Iles, Harold Takooshian. (Photo by Michael Meir, MD)*

### 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>.



### Thank You Reviewers

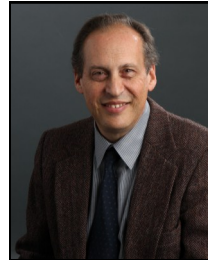
International Psychology Bulletin would like to acknowledge the following reviewers. Thank you for your service!



**Kiyoshi Asakawa**  
*Hosei University*



**John J. Boitano**  
*Mahidol University*



**Neal S. Rubin**  
*Argosy University,  
Chicago*



**Nan M. Sussman**  
*City University  
of New York*



**Karen Brobst**  
*Fordham University*



**Kneia Dacosta**  
*Ursinus College*



**Harold Takooshian**  
*Fordham University*



**Richard S. Velayo**  
*Pace University*



**Marco Gemignani**  
*Duquesne University*



**Uwe Gielen**  
*St. Francis College*



**Garth Lipps**  
*University of the  
West Indies*



**Min-Kyung S. Park**  
*Fordham University*

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

**Editor's Note:** This issue completes my second year as the Editor of our *APA International Psychology Bulletin*. I warmly thank all of our dozens of fine contributors for making our Bulletin the unique resource it has become, filling important gaps in international psychology—by combining timely news, Division reports, book reviews, feature articles, and peer-reviewed research. My work benefits from the kind cooperation of several leading experts in the USA and other nations who generously step forward, to share their expertise to review research manuscripts. Please join me here to acknowledge and thank our expert reviewers who served in 2011 to produce volume 15 of the Bulletin.



**Grant J. Rich, Editor**  
*International  
Psychology Bulletin*

This column highlights the Division's liaisons. The purpose is to encourage professionals and students to belong as a liaison without the need to become a full APA member, receive our bulletin, and have the possibility to interact with psychologists from all over the world. It is anticipated that three new liaisons will be featured in each issue of the International Psychology Bulletin.

International psychology liaisons now link our Division 52 with psychology representatives in 87 nations. A complete PDF roster appears at [www.itopwebsite.com/moreIP/International\\_Liaisons.html](http://www.itopwebsite.com/moreIP/International_Liaisons.html). Contact me for any details or revisions, **Rivka Bertisch Meir, Ph.D., M.P.H.**, Chairperson, International Liaison, [winsuccess@aol.com](mailto:winsuccess@aol.com).



### Psychology in Serbia

Psychology was first introduced as a teaching course in 1835. The university education of psychologists started almost 85 years ago at the Cathedra of Psychology (established in 1927, today, the Department of Psychology), at the Faculty of Philosophy, University of Belgrade. Today, departments of psychology at University of Belgrade and University of Novi Sad offer state accredited study programs at the undergraduate, graduate-master and doctoral levels in accordance with the Europe-wide reform of higher education, following the scientist-practitioner paradigm and along with the European Diploma in Psychology.

The Serbian Psychological Society, SPS, was founded in 1953 as a voluntary, professional and scientific organization. There are about 700 members out of approximately 2,900 graduate psychologists. The latest Code of Ethics was adopted in 2000. The Society became a member of the European Federation of Psychologists' Associations (EFPA) in 2007. SPS publishes a scholarly peer-reviewed journal, *Psihologija* (founded in 1967). The Society will organize its 60th annual scientific/professional conference "Measurement and Assessment in Psychology" in Belgrade, May 30 - June 2, 2012.

Ivana B. Petrovic, Ph.D.  
Assistant Professor  
Department of Psychology  
Faculty of Philosophy  
University of Belgrade  
Serbia  
Fellow of the Junior Faculty Development Program (2011-2012), funded by the US Department of State Bureau of Educational and Cultural Affairs and administered by American Councils for International Education  
[ipetrovi@f.bg.ac.rs](mailto:ipetrovi@f.bg.ac.rs)



### Psychology in Mexico

Mexicans are known for their originality and creativity, and for belonging to an ancient civilization. There are 1,200 different indigenous cultures.

#### *Psychology background and development:*

Psychology has been taught in Mexico since 1896 and as a postgraduate program since 1938. It was first taught as an independent discipline in 1959 at UNAM.

Today, there are 238 Psychology programs in 175 Institutions distributed in 234 schools. 26% of these are public, 74% are private.

The B.A. in Psychology is the 7th most sought after, with 63,404 students (78% women and 22% men). Asociación Nacional de Universidades e Instituciones de Educación Superior. ANUIES which means National Association of Universities and Superior Education.

#### *Main problems and challenges that Mexicans face as a society:*

The high poverty index leads to malnutrition, eating disorders (1st Country in obesity), learning problems, bullying at schools, couple problems, and addictions. 50% of Mexican women have experienced some kind of domestic violence. Gender violence is recognized as a public health problem.

Flora Auron, Ph.D.  
Family Therapist  
Group Analyst  
President of the Mexican Association of Family Therapy (1993-95)  
Honorary member of the Mexican Board of Family Therapy  
Member of Mexico City's Government Board for Prevention and Attention of Domestic Violence (2000-2008)  
Director of the training program for Supervisors in Family and Group Therapy  
Professor for M.A. and PhD programs  
[florauz05@yahoo.com](mailto:florauz05@yahoo.com)



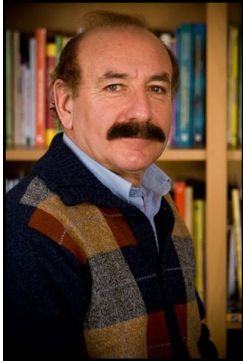
### Psychology in Spain

Psychology in Spain is relatively young. The first licensed psychologist was from Barcelona University in 1971. The first college of psychology was created in Madrid in 1980. Two psycho-technical institutes have functioned since 1928, one in Madrid, directed by Dr. Joseph Germain, and one in Barcelona, directed by Dr. Emilio Mira. Their main focus was organizational development and selection of personnel.

With the Civil War (1936-1939), the exile of researchers, Franco's dictatorship, and the influence of the Catholic Church, the psychological movement became a small underground movement following Aristotelic-Tomist philosophy. The absence of psychodynamic streams was clear. In the

1990's, modern psychology was reborn, as demonstrated by waves of young Spaniards interested in western psychology. Currently there are 16 universities with 25 psychology departments with several specialization areas.

In September 2011, a new law was approved, thanks to the advocacy of professional associations, granting status to psychologists as health care professionals.



Eduardo Brignani Perez  
Email: [nuevodco@telefonica.net](mailto:nuevodco@telefonica.net)  
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Psicólogo de la Asociación Catalana del Síndrome de Rett  
Psicólogo de la Asociación MPS-Fabry España

### 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. It is located on our website at: <http://web.mac.com/rvelayo/Div52/Div52HistoryTranslations.html>. We now seek global colleagues to translate this sheet into other languages, with themselves as the author, to circulate to colleagues and students in their nation. As of December 2011, this sheet appears in 14 languages: Chinese (Mandarin), Dutch, English, Estonian, French, Greek, Hindi, Japanese, Korean, Latvian, Polish, Russian, Somali, and Spanish.

Can you translate this into another language?

If so, contact Dr. Rivka Bertisch-Meir at [winsuccess@aol.com](mailto:winsuccess@aol.com) or Dr. Harold Takooshian at [takoosh@aol.com](mailto:takoosh@aol.com).

### 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 Susan Nolan at (973)-761-9485 or [susan.nolan@shu.edu](mailto:susan.nolan@shu.edu) or Lisa Straus at (202) 336-5843 or at [estraus@apa.org](mailto:estraus@apa.org).

## Does Educating Girls Matter? A United Nations Perspective on Barriers and Promises

Deanna Chitayat  
*Hofstra University (retired)*

Janet Sigal (Emerita)  
*Fairleigh Dickinson University, Teaneck*

Sherry Dingman  
*Marist College*

Deborah Vietze  
*City University of New York*

Juneau Mahan Gary  
*Kean University*

Batsirai Bvunzawabaya  
*Auburn University*

Susan Nolan  
*Seton Hall University*

Rebecca Schaffner  
*Seton Hall University*

Neal S. Rubin  
*Argosy University, Chicago*

Achieving gender equality in access to education is vital to the 21st century global human rights agenda. Compelling evidence indicates, however, that in spite of some progress, barriers remain in attaining gender equity in educating girls today. Several reports suggest that education represents a protective factor for girls and boys shielding them from challenges to their health and psychological well being. Therefore, limiting a girl's options for education may significantly endanger her fundamental human rights to safety and security in childhood and may compromise her potential opportunities as a woman. In this article the American Psychological Association's United Nations NGO Team describes these barriers and provides research evidence as a basis for identifying potentially effective actions promoting the promise of meaningful change. In this way the authors assert that the answer to the question posed in this article's title is 'yes,' that the education of girls as well as boys is essential for attaining the full development of individuals, communities, and societies worldwide.

*Keywords:* human rights, gender equity, educational access, united nations.

The answer to the question in our title, "Does Educating Girls Matter?" may appear obvious. Of course it matters. But from a global perspective there is compelling evidence that girls, in many countries, encounter significant impediments to receiving an education. For girls who are fortunate enough to attend school, gender discrimination represents another barrier that threatens to thwart their educational progress. A UNICEF report describes recent progress in attainment of education for girls by showing that the percentage of girls enrolled worldwide in schools has increased. However this report suggests that many complex issues have limited a UNICEF goal of increasing the number of girls receiving an education (Reynolds, 2010). Some countries are not making progress toward this goal and the failure to educate a girl leaves her abandoned to a bleak future. We also ask: Does educating a girl matter to her family, to her country, to our world? To explore these questions, the American Psychological Association's United Nations (UN) NGO Team presented a symposium at the APA Annual Convention in August 2011.

We summarize this presentation here and offer suggestions for advocacy and research.

Reynolds (2010) reports that worldwide there are 67 to 69 million children who do not attend school and most of these children are girls. Additionally, 42 percent of these children had been displaced by conflict or war. In addition, there are 800 million adults who are illiterate and most of these adults are women (UNESCO, 2004). Even when girls and women in some countries have educational access, this still does not ensure a satisfactory learning environment because often cultural traditions and violence make obtaining an education difficult. Experience tells us that children who are so marginalized and who suffer multiple deprivations are vulnerable to consequences that compromise their health, psychological wellbeing, and productivity as adults (Kalayjian & Eugene, 2010). As a consequence, many societies are deprived of the talents of women and girls who are excluded from receiving an education.

Bill Gates, founder of Microsoft, recently spoke at a university in Saudi Arabia before an audience that was 80 percent male. One man in the audience asked Gates if it was realistic to think that Saudi Arabia would one day be one of the top ten countries in information technology. Gates responded, "Well, if you're not fully utilizing half the talent in the country, you're not going to get too close to the top ten." The few women in the audience cheered (Kristof & WuDunn, 2009).

The United Nations has a commitment to confront the deleterious effects of gender discrimination and the absence of an education on girls. This is evidenced by the UN's approved eight Millennium Development Goals (MDGs), approved in 2000 and developed in collaboration with the world community. These MDGs were primarily developed to address global poverty by 2015 (UN Department of Economic and Social Affairs, 2011). The foundation for the eight MDGs originated with the 1948 Universal Declaration of Human Rights that established, among other rights, that "Everyone has the right to education (Article 26, Dept. of Public Information, 1948)." Subsequently, the Convention on the Rights of the Child (1989), the first legally binding document guaranteeing the special rights of children under age 18, was signed by almost every member state of the United Nations. It states:

State parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular make primary education compulsory and available free to all (Article 28, Conventions, 2011).

The second MDG provides for access to universal education and MDG 3 focuses on gender equality to ensure that all children, regardless of country, will complete primary school and that parity will exist between boys and girls. UNICEF estimates that some progress, perhaps only approaching a 20 percent improvement, will be achieved by 2015, for access to universal education (Reynolds, 2010). This still leaves almost 56 million children worldwide without access to an education and most will be girls. APA's NGO consultative status allows the APA UN Team to work within the UN community to infuse psychological science and practice into relevant MDGs such as these. Our paper focuses on MDGs 2 and 3.

#### **Adama and Her "Options"**

"Adama" is the composite of several girls residing in very poor countries. She was born in one of the world's poorest countries. Will she survive? Maybe. What obstacles throughout her life might she encounter? Probably many. What is her destiny? Unknown. The impact and confluence of poverty, entrenched gender roles, cultural traditions, HIV/AIDS, armed conflict, and catastrophic emergencies are well known to psychologists and many are likely to impact Ada-

ma's life. Here, we take a global perspective in reviewing the life of one girl, Adama.

Adama's mother is poor and uneducated. She had no prenatal care and no medical assistance during childbirth. Adama might have died during childbirth, but survived. She is ten times more likely to die in the first month of life than a child born to a prosperous family. When Adama was age 3, she contracted pneumonia, complicated by severe diarrhea. Common to many children in her village, she was close to death and without health care. She survived, but was underweight and stunted. She is fortunate, though. In 2008, 8.8 million children died before age 5, half of these in sub-Saharan Africa and Southeast Asia. Most were children of mothers without education or only primary education. Adama has not been vaccinated for measles, does not sleep under an insecticide-treated net to protect her from malaria, and has contracted malaria but has not received treatment. The odds are stacked against her, but she has survived the first five years of life and is now ready to start school.

Adama finds herself in a classroom that is overcrowded, with perhaps 90 children. The teacher is exhausted and under-prepared to teach. With few educational supplies available, the teacher is doing her best to teach under difficult circumstances. There are only a few books, which Adama must share with other students, and no paper. In spite of these challenges, Adama is thrilled to be in school.

Let us fast-forward a few years. . . . Adama has completed primary school and now there are family decisions that must be made about continuing her education. She is a good student and wants to continue her education. However, she has many obstacles to confront in order to make this dream a reality:

*Poverty.* Destitute families cannot send all of their children to school. School fees, uniforms, and transportation may be overwhelming expenses. If parents must decide which child to educate, the choice is often gender-based and the girl usually loses out to the boy.

*Gender Roles and Traditions.* In some countries, girls and women are shackled by strict gender roles and entrenched cultural traditions. Illiterate mothers, who are probably unaware that other options exist, are twice as likely to not send their children to school. Consequently, early forced or arranged marriages are pervasive, with "bride prices" being incentives for the family to marry off daughters. Early marriage is defined as involving an under-age girl who is not yet 18 years old (UNICEF, 2009). Early marriages typically leave the girl vulnerable to domestic violence (UNICEF, 2009) and likely to repeat the family cycle. UNICEF estimates that approximately 35% of young women in some countries have been married as children, sometimes as young as age 5. These early marriages are most common in Asia and sub-Saharan Africa.

Once the girl is married, and especially after she has children, she typically stops attending school in order to care for the family. If a girl has children soon after marriage, she is more likely to die in childbirth than if children are born when she is older and her body has fully matured.

*Violence in School.* Girls are subjected to violence and sexual harassment while en-route to school or home and while in school. Violence can be inflicted by teachers or by fellow students. Jewkes, Levin, Mbananga, and Bradshaw (2002) suggest that the incidence of child rape is increasing in South Africa and that over 30 percent of the perpetrators are teachers. In another study, Bisika, Pierson, and Konyani (2009) found that violence against girls in school in Malawi, impedes their ability to complete their education.

*HIV/AIDS.* The devastation wrought by HIV/AIDS takes most of its toll on young women (UNICEF, 2010). In sub-Saharan Africa, young women are three times more likely than young men to be living with the disease (UNICEF, 2010). Moreover, girls are removed from school to care for infected relatives or forced to work to support the family. The pandemic has created a generation of girls less likely to attend school.

*Armed Conflict and Catastrophic Emergencies.* Environmental catastrophes (e.g., floods and droughts) and armed conflict wreak havoc on a poor country's already fragile educational system. If a school is operational during periods of armed conflict, girls en-route between school and home are vulnerable to rape, an increasingly common weapon of war.

#### More "Options" for Adama's Future

If girls are not married off into early or arranged marriages, some are sold to human traffickers or sold into slavery, while others may face honor killings.

*Trafficking.* The trafficking of women and children generates billions of dollars and is spreading globally (UNIFEM, 1998). Trafficking is "the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force ... abduction, fraud, or deception ... to achieve the consent of a person having control over another person for the purpose of exploitation" (United Nations, 2000, p. 2). It is difficult to determine the number of people trafficked (Saleem & Tummala-Narra, 2011). However, most are girls and young women. Although trafficking is associated with certain nations in media portrayals, it happens in all countries and trafficked victims are transported involuntarily all over the world. Once a girl is trafficked, her dream of an education has ceased.

Many victims from poor nations are trafficked into affluent nations. The U.S. and Europe are primary destinations for trafficked children (U.S. Department of State, 2008). Trafficking is grounded in the economic reality of supply and demand: there is a surplus of mouths to feed in some families and a demand for children to be used for prostitution and online pornography. In Asia, girls as young as age 13 are trafficked as "mail order brides" (UNICEF, 1997). The risk-reward ratio of the trafficking business makes it highly lucrative and nearly impossible to eradicate (UN Office on Drugs and Crime, 2008).

Some parents may decide it is better to sell or give a daughter away than watch the family and her starve. Parents who send daughters away believe, or wish to believe, they are providing a daughter with improved conditions. Some may

sell her just for money. Some may decide that selling a daughter may be a more economically viable option than sending her to a school that charges a fee.

Standard economic models suggest that parents will send a daughter to school if it will enable her to earn more than the cost of her education. Research from neuroscience suggests this model may be flawed. People tend to discount the value of delayed rewards (Green, Myerson & Macaux, 2005). For instance, offered a dollar immediately or five dollars a week from now, many people will choose the immediate reward, even though it is smaller. People who perceive future outcomes as uncertain are unlikely to wait for or value delayed rewards: *a bird in hand is worth two in the bush*. The economic value of education is a delayed reward that may be subject to this sort of discounting effect. Educational expenses are perceived to be worth less because the reward is delayed, but the costs of an education are immediate and compete with pressing family needs and debts.

*Slavery.* Parents may be compelled to place their children into "labor" (or slavery) in order to satisfy family debts. Human slavery, debt bondage, and other forms of exploitation exclude children from receiving an education because they must fulfill obligations.

*Culture of Honor.* Strong patriarchal cultures are entrenched in traditional stereotyped roles for men and women. The honor of the male head of the family is paramount to a girl or woman's well being. His honor is dependent on their chastity. The patriarch has complete control over the family, including all decisions. If the women "stray" or defy orders, he is required to punish them violently in order to restore his honor. He must "wash the honor with the blood" (Vandello & Cohen, 2003, p. 999). Honor killings are the most extreme form of punishment. They may result from a girl's refusal to consent to a forced or arranged marriage; if girls are seen interacting with unrelated men without a chaperone; and if girls are victims of rape.

Perpetrators of honor killings are treated very leniently in some countries. At one time in Jordan, if the perpetrator were a young brother of the victim, he was not punished for an honor killing (Faqr, 2001). When Jordan reformed and attempted to institute a punishment for honor killings, young girls were forced into honor suicides. They were given a gun, locked in a hut and starved to death unless they killed themselves (Faqr, 2001).

Education of daughters is typically unacceptable in a culture of honor. The father fears losing control would bring dishonor to him and to the family. It is his role to "control" the women in his family in order to protect them (Haj-Yahia, 2002; Vandello & Cohen, 2003.)

#### Will Adama Get a Secondary School Education?

Adama's mother is sick with HIV/AIDS and Adama must care for her siblings and mother. There is no money to pay for school fees, transportation, or uniforms. It is also dangerous for a girl to walk to school when she might be attacked. She has visited the secondary school, which is many miles away, and noticed that the latrines were dirty and

broken. There was no running water. She wonders how she might manage her personal needs, now that she has begun to menstruate.

Adama's young brother will soon be ready for secondary school. Their father is concerned about the financial drain of education. If he must choose one child for school, he prefers to send his son, rather than his daughter, who could be useful working at home or taking a menial job. Their father was seeking a solution when a rich widower approached him. After some negotiations the widower agreed to pay the father the "bride price" for Adama: ten cows. The family is now prosperous and proud of Adama's early marriage, but for Adama, the dream of an education is over. She is married to an elderly man and by age 15 she is pregnant.

There are a million such stories and "Adamas" around the world. We wonder how might Adama's life have been changed if MDG 2 and 3 had been achieved in her country? How might Adama's life have been different if the UN Commission on the Status of Women-55's (CSW) "Agreed Conclusions" were actually implemented (Economic and Social Council, 2011)? If so, Adama would be continuing her education in a free, well-equipped secondary school, with fully functioning latrines, well trained teachers, and access to modern science and technology laboratories. Career counseling would enable her to select a career, or at least find a rewarding job, after graduation. In addition to the academic curriculum, Adama would take courses in sex education and human rights, in which she would learn about her right to delay pregnancy and learn how to prevent HIV/AIDS. Instead of a bleak future, she would have options beyond being married off to the rich widower and becoming pregnant at age 15.

#### Importance of Education

Former UN Secretary General Kofi Annan noted, "study after study has taught us that there is no tool for development more effective than the education of girls. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health, including the prevention of HIV/AIDS" (UNICEF, 2003).

The world is making progress in meeting its education goals. Between 2000 and 2008, the portion of school age children enrolled in primary education rose from 83 to 89 percent (UN Department of Public Information, 2010). Yet, 67 to 69 million children of primary school age are not enrolled in school and millions more attend on a sporadic basis (UN Department of Public Information, 2010).

World Bank researcher Eileen Kane (2003) reported that girls' enrollment and dropout rates are much more likely than those of boys to be affected by circumstances such as the distance to school, class size, adequate sanitary facilities, school security, absence of female teachers, and lunch programs. These findings came from a study of strategies for encouraging and maintaining African girls' school enrollment. These factors, combined with high poverty rates, early marriage, and the need for household labor, contribute to a high dropout rate among older girls. Eliminating some of the expenses associated with education increases the likelihood

that girls will attend school (Kane, 2003; UN Department of Public Information, 2010). Two strategies for eliminating these costs include programs to purchase uniforms for students and creating and supporting a local economy that requires an education and that hires women to teach. The challenges of increasing enrollment for girls appear daunting and are related to economics. For instance, Kenya provides a useful example of mixed enrollment outcomes when school fees are abolished. In Kenya, class sizes doubled and an additional approximately two million children attended school. However, government funds allocated for education did not double, leading to significant overcrowding and insufficient textbooks and supplies. Thus, the quality of education declined for half of the children already enrolled in school and increased for the other half who had been unable to attend school (Fleshman, 2010; UN Department of Public Information, 2010). In 1997, Mexico tested a program that provided poor parents with monetary incentives for keeping children in school. The government-sponsored program conducted randomized trials to assess its efficacy. With a cash payment of about \$20 a month, the enrollment of adolescent girls increased by nearly 10 percent (International Food Policy Research Institute, 2002). This model program suggests that economic incentives may encourage parents to keep girls in school.

#### Girls and STEM Education

MDG 2 and 3 pertain directly to increasing the participation of women in science, technology, engineering, and mathematics (STEM) in high school and post-secondary education. Large numbers of girls and women in STEM education and occupations help to achieve the MDGs directly through increased gender equity. Returning to the comments of Bill Gates (Kristof & WuDunn, 2009), he highlights additional indirect benefits by noting women trained in STEM spur development in their home countries and help achieve the MDGs by working in the strategic areas of health, poverty and hunger, and environmental sustainability. In line with this sentiment, Hyrnkow's (2010) remarks to the Organization for Women in Science for the Developing World in June 2010 encourage women to act as "change agents in a changing world."

Several obstacles, however, hinder equal participation of women in STEM education and occupations. Social cognitive career theory (SCCT) (Lent, Brown, & Hackett, 1994) serves as a framework for social scientists studying barriers that women face in STEM occupations. SCCT delineates three phases of career development: (1) formation of interests, (2) career-relevant choices, and (3) performance and persistence in a career. SCCT further outlines the contextual and personal factors that interact to shape the education and careers of rising scientists in STEM fields across these three career phases. Additionally, personal factors include self-efficacy, outcome expectations, and goals, whereas contextual factors include environmental influences, ranging from access to laboratory space to the availability of mentors.

Much research shows that a lack of access to both informal and formal mentoring is a key contextual obstacle that limits girls and women's persistence in STEM fields (e.g., Nolan, Buckner, Marzabadi, & Kuck, 2008). In the U.S., Preston (2004), found that men are more likely than women to have a mentor at both the undergraduate and graduate level. However, paradoxically, the effect of a strong mentor on the completion of graduate school and on obtaining employment is actually greater for women than for men. It appears that mentoring is important for many women with respect to SCCT personal factors: increase self-efficacy, development of expectations of success, and form of STEM-related career goals.

Although much of the research on mentoring in STEM has been conducted in North America and Europe, some studies suggest that many aspects of mentoring are similar worldwide. For example, a report comparing mentoring in the U.S. and Taiwan found a similar structure that included career support, psychosocial support, and role modeling (Hu, Pellegrini, & Scandura, 2010). Moreover, successful formal mentoring programs such as the Ghana-based Africa Mentor Network ([www.africamentor.org](http://www.africamentor.org)) have been launched worldwide.

Some however, have noted the difficulties that many women, particularly in rural areas of developing countries, face in accessing mentors in STEM and related fields. E-mentoring has been proposed as a tool with distinct benefits for girls and women in the developing world. With e-mentoring, geographic disparities are irrelevant, costs are low, and interactions with mentors may occur at any time (Headlam-Wells, Gosland, & Craig, 2006). Indeed, several STEM-specific e-mentoring programs have seen success, including the Cybermentor network ([www.cybermentor.de](http://www.cybermentor.de)) aimed at high school girls in Germany and MentorNet ([www.mentornet.net](http://www.mentornet.net)), targeting women and ethnic minorities worldwide.

A specific barrier to e-mentoring for women in developing countries, however, is Internet access. Research suggests that increasing Internet access in a country does not necessarily translate into a proportionate increase among women in STEM fields (Huyer & Hafkin, 2007). It appears necessary to reach out directly to women in many countries, and several organizations have responded. For example, Women in Science and Technology ([www.WIGSAT.org](http://www.WIGSAT.org)) focuses specifically on gender equality and technology in developing countries and has reported successes. In India, an initiative to increase Internet access in villages has been led by women, with 80 percent of new Internet kiosks or cafes run by women, many of whom are new to the field of technology (BBC News, 2004).

There is a clear role for the UN to encourage programs to reduce gender disparities in STEM fields worldwide. For example, the United Nations Economic, Social and Cultural Organization (UNESCO) has participated in various initiatives, including the 2007 launch of the Arab Network for Women in Science and Technology. In 2011, CSW's theme was "Access and Participation of Women and Girls to Educa-

tion, Training, Science and Technology," and many psychologists working with NGOs participated in or presented at the sessions. Continued interactions between psychology and the UN are imperative to develop further programs that address what psychological science has learned about gender equity in STEM fields and to reduce barriers (including those related to mentoring) faced by girls and women.

#### **What Have Psychology NGOs Done to Promote Universal Access to Education at the UN?**

For the past five years, several psychology NGOs have sponsored "Psychology Day at the UN." In 2011, experts from the UN, academia, and the NGO community convened to share knowledge and experiences as well as define actions that psychologists might pursue to promote universal access to education and eliminate gender disparities (Clay, 2011). From the role of the individual to the responsibilities of governments and from basic instruction to the use of technology, the impact of illiteracy and its relationship to social inequality were explored.

A UN briefing and keynote address during this event articulated psychology's contributions to achieving universal access and decreasing gender disparity. Highlights include the following:

1. Apply scientific advances with cultural sensitivity. From neuroscience findings on evidence based instruction models to culturally neutral educational software, attunement to cultural differences is essential in the developed and developing worlds;
2. Promote and reward teacher preparation. From acquiring pedagogic models to developing behavioral management skills, teachers need guidance, support and counseling to succeed in challenging educational environments;
3. Engage children and families in the educational process to facilitate collective action. Empower all stakeholders in the community to promote education while identifying best practices to address conflict, disease, malnutrition, poverty and trauma;
4. Advocate for civil society activism at the national level to ensure universal access. Governments should fulfill their responsibilities to their citizens and to the international community via their commitments to MDG 2 and 3.

Afternoon sessions consisted of a series of presentations and workshops about educational advances, applications of new technologies, and challenging educational environments (<http://sites.google.com/site/unpsychday/>). Sessions highlighted the innovative programs designed by psychologists in Brazil, Haiti, Honduras, Madagascar, Uganda, and across sub-Saharan Africa. The presenters shared a series of "lessons learned," promoting the education of children in these coun-



tries. Discussion centered on avoiding ‘top down’ approaches. Respect for local autonomy, customs and culture must be balanced with selective need for ‘outside’ guidance. Intervention by expert consultants should be integrated with community and family based collective action. We should not underestimate a child’s desire to learn, but we should also recognize that a child’s hunger, safety and security needs will impact her learning process. National educational strategies can promote universal access, but government-sponsored censorship undermines the learning environment.

Our experience at Psychology Day-2011 underscored two important conclusions: (1) Education matters and (2) Educating girls matters significantly for the future of societies around the world. We also learned how educational opportunities are best structured for efficacy. Evidence-based innovation and culturally sensitive models that are locally and collectively implemented, are most effective to the incremental progress on education related to MDGs 2 and 3, and their long term effects will improve the health and well being of individuals, families, and communities.

#### **What Can YOU Do to Promote Universal Access to Education?**

The plight of the world’s girls requires a call for advocacy. What can *you* do to foster improvement in educating girls worldwide? We urge you to champion some of the following initiatives:

- Identify and financially support a school in the developing world. A village may need a new school, expansion of an existing school, and/or educational supplies. Promote gender equity in its enrollment.
- Support girls’ enrollment in the STEM fields and their future hiring in STEM occupations.
- Volunteer for and financially support organizations working to stop human trafficking.
- Engage in political action for systemic change in the education and treatment of girls and women worldwide.
- If qualified, offer to provide counseling and other services for victims of trafficking.

#### **A Final Comment**

The stories we have shared and the information presented clearly show how the education of girls and also of boys, in some emerging countries, is hindered by a number of barriers. We have also described some of the promise and possibilities of interventions to reduce these barriers and promote education for all children. From our perspective, it is important to place the education of girls in the context of protecting children. The barriers and challenges of protecting children --persons under 18 years of age--were summarized in a 2010 report from UNICEF--The United Nations Children’s Fund. This report celebrated 20 years of the Convention on the Rights of the Child. Education can be a doorway that provides children with the major protective factor they need

to shield them from challenges to their well being such as, violence, child labor, early marriage, and poverty. Educating girls is particularly protective of future children because maternal education has been shown to positively correlate with child health and nutrition. However, the causal mechanisms underlying this relationship are poorly understood. Three possible explanations for this relationship are: (1) Formal education directly teaches health knowledge to future mothers; (2) Literacy and numeracy skills acquired in school assist future mothers in diagnosing and treating child health problems; and (3) Exposure to modern society from formal schooling makes women more receptive to modern medical treatments (Glewee, 1999).

Another avenue for psychologists, and other social scientists, to become a part of the change that addresses these challenges, is to provide evidence of how breaking down barriers to girls’ education can benefit an emerging economy and improve child outcomes. Psychologists can also conduct research that can help to understand what motivates public officials, world leaders and others to address these challenges to protecting children. There is some evidence to support our claim that educating girls matters, but we need additional evidence to mount a campaign to convince some others of this. Schultz (2001) provides an excellent example of this kind of evidence. He argues that enrollment in school represents the largest component of the investment in human capital in most societies and the component over which public policy has the most immediate control through its administration and regulation of public schools. There is increasing convincing global, empirical evidence that the social returns from schooling of girls and women are greater than the return for schooling boys and men. The evidence comes primarily from representative household surveys and censuses. Schultz (2002) argues for a disproportionate expenditure of funds to educate women for three reasons:

“Women and men often receive the same percentage increase in their wage rates with advances in schooling. Because these returns decline with more schooling, the marginal returns for women will tend to exceed those for men, especially in countries where women are much less educated. The health and schooling of children are more closely related to their mother’s education than to their father’s. More educated women work more hours in the market labor force, broadening the tax base and thereby potentially reducing tax distortions.” (pp. 208)

There will undoubtedly be differences in the rate of these educational returns because of variations in cultures, the use of various production techniques used at each economic development stage and, of most importance, differences in available resources for men and women. In addition men and women will pursue differing degrees of skill specialization in different countries. These factors will create some exceptions to this developing trend (Schultz, 2002).

This article presents our response to the question of whether educating girls matters. We trust that our reply has been convincing. Our emphatic answer, “Yes, it matters,” is obvious to us because it fits with our values and makes both cultural and economic sense. In this article we have highlighted aspects of the abundant evidence, both observed and empirical, that underscores our conclusion: Educating girls in emerging economies and societies around the world makes sense and this is a necessity for full development to occur. Therefore it is vital that barriers to girls’ education be tackled and removed. We are hopeful that the promise and possibilities of interventions already available, and those that continue to emerge, will be used to address these challenges.

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**Section Editor:**

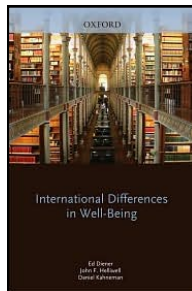
Lawrence H. Gerstein, Ph.D.  
*Ball State University*  
[lgerstein@bsu.edu](mailto:lgerstein@bsu.edu)

**Measuring and Explaining Subjective Well-Being Across Countries and Cultures**

Diener, E., Helliwell, J. F., & Kahneman, D. (Eds.).  
 (2010). *International differences in well-being*.  
 New York, NY: Oxford University Press.  
 489 pp., ISBN 978-0-19-973273-9, Price: US \$55.00

Reviewed by Courtney M. Ryan, M.A.  
 Doctoral Candidate  
*Ball State University*  
[cmryan@bsu.edu](mailto:cmryan@bsu.edu)

Throughout psychology's history researchers and clinicians have shared an interest in understanding and promoting well-being as a way of pursuing happiness. The editors of *International Differences in Well-Being* contribute significantly to this pursuit with their collection of recent empirical research on the measurement and explanation of well-being as it is experienced subjectively across nations and cultures. The text is divided into three major sections, focusing on international issues of measuring subjective well-being, comparisons of the factors of income and aging, and differences in social contexts across nations. Then, each section contains four to five chapters exploring research areas related to the respective section's focus.



**Conceptual and Methodological Strengths**

Overall, the editors and contributors of this text approach the topic from a wealth of experience in the field of subjective well-being and it comes through in the quality of the research. In the current global economy where funds to conduct research and provide psychological services have become increasingly constricted, published findings from well-conducted studies such as the ones in this book provide support for future projects and services. This text also provides evidence of major differences in the concept of well-being cross-culturally which supports an ideographic and culturally sensitive approach to assessment.

Examining the methodological issues involved in researching well-being, Kahn and Juster (2002) highlighted the importance of and the difficulties in accurately capturing the

construct. In terms of importance, they labeled subjective well-being as a criterion in evaluating the success of governments and public policies. They were also quick to point out difficulties in its measurement as it changes over the life course, according to situational contexts, and across nations. That is, they suggested variance must be accounted for within individuals, between individuals, and across cultures. Diener, Helliwell, and Kahneman presented research that consistently addressed these concerns.

The chapters read largely as empirical or conceptual journal articles and provide high quality, in-depth information on fairly narrow subject areas. For example, Chapter 2 presents a comparison of Columbus, Ohio to Rennes, France with regard to life satisfaction and experienced happiness. Chapter 3 provides an excellent and thorough review of conceptual and methodological issues involved in the cross-cultural assessment of well-being, including a discussion of defining psychological concepts, translating scales, monitoring change in the meaning of terms across time, and identifying sources of bias including self-presentation, memory, and the wording of individual items. Additionally, a whole section of the chapter is devoted to exploring the affective, cognitive, and eudaimonic (sense of purpose and meaningfulness) components of well-being. In this way, the editors address key issues in cross cultural research relating to construct validity and construct equivalence (Ægisdóttir, Gerstein, & Cinarbas, 2008).

Methodologically, most chapters make use of longitudinal data collected through the World Values Survey and the Gallup World Poll. Descriptive statistics of the dataset are provided, including the dates of data collection and the participants involved. For example, recent information collected through the Gallup World Poll includes data from 140 countries, each represented by 1,000 randomly selected participants. Furthermore, contributing authors provide clear details of their research designs along with excellent recommendations for future projects. Finally, on a conceptual level, the index provided is helpful in guiding the reader to specific sections of the literature. As this is more a collection of empirical studies than successive chapters building on one another, an index is especially helpful as many readers will approach this text primarily as a reference book.

**Conceptual and Methodological Limitations**

As mentioned, the chapters are composed with a heavy emphasis on research findings as opposed to a discussion of concepts. The focus on research findings is immediate as the text's introduction comes complete with a figure reporting the variance in well-being accounted for by a host of factors from household income to church attendance. Many readers may not anticipate this text to be a collection of research articles. Those starting out with a more cursory knowledge of either the concepts of well-being and cross-cultural research or the mechanics of statistics and methodology might find the text to be overwhelming or too technical. As such, even though the research presented is of high quality and covers numerous topics specific to cross-cultural well-being, the text might

have conceptually benefited from introductory and summary chapters for each of the three major sections.

*International Differences in Well-Being* also might have benefited from covering more research on disabilities and diseases. Positive psychology is a useful framework for rehabilitation psychologists as well as for other psychologists who work with individuals with disabilities or illnesses. With the advancements in medical science, people with all types of health concerns are leading fuller lives with greater expectations for what is possible. Moreover, in part through those same advancements, individuals in many nations are living longer, which has made diseases of longevity, such as cancer and heart disease, into larger concerns (Kahn & Juster, 2002). While the editors justly limit the scope of the book to the measurement and explanation of subjective well-being, a chapter devoted to the measurement and explanation of well-being in health-based or rehabilitation-based contexts would have made the book applicable to a wider readership. A number of researchers have conducted studies on the impact of disabilities (e.g. van Campen & Iedema, 2007) and diseases of longevity (e.g., Blank & Bellizzi, 2006) and these could have been considered for this book. That stated, it is important to note the editors do include research examining the effects of time and age. Additionally, Chapter 5 is devoted to research on the AIDS epidemic in Africa. However, research with a primary focus on disabilities or diseases of longevity is absent.

### Final Thoughts

Overall, this book provides a very rich discussion of the international research conducted on subjective well-being. Its highly in-depth chapters allow readers to gain specific information on a variety of topic areas pertinent to the differences in experienced well-being. Clinicians and students in the mental health professions who have a strong understanding of research methodology or who are looking for literature on specific issues involving well-being are encouraged to read this book. Additionally, those interested in advancing the positive psychology movement would find conceptual and empirical support in this text. Finally, persons interested in advocacy and social justice rights might find this book useful as the contributors emphasize evidence of individuals' well-being suffering great diminishment from impoverished life circumstances (e.g., low income). However, guidance for application of the knowledge to bring about positive societal change is largely relegated to the conjecture of the chapters' concluding paragraphs.

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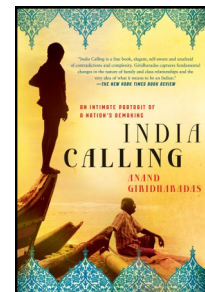
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Giridharadas, A. (2011). *India calling: An intimate portrait of a nation's remaking*. New York, NY: Times Books. 288 pp., ISBN 978-0805091779, Price: US \$25.00

Reviewed by Nan M. Sussman, Ph.D.  
*College of Staten Island and Graduate Center,*  
*City University of New York*  
[nan.sussman@csi.cuny.edu](mailto:nan.sussman@csi.cuny.edu)

"Millions of Indians strove to learn English but fewer and fewer strove to be English. And so India's revolutions were not merely about success and growth. They were also about a new self-confidence and new liberty to be Indian without apology." In his loving, sweeping and insightful depiction of India today, journalist Anand Giridharadas examines the change in the Indian soul and asks the question, one which a cultural psychologist might easily pose, to what extent "... was India becoming more Westernized or less?" The answers are complex and the author gives nuanced and thoughtful responses.

While traveling throughout India to understand the cultural revolutions, the author explored his own identity and values. He ponders questions of language, nonverbal behavior, attitudes, values, parenting, interpersonal relations and workplace interactions; in short, nearly the whole of cultural psychology's research agenda. Giridharadas was born, to immigrant parents, in a Cleveland suburb and later raised in Washington DC. His parents left India for a chance at a world they felt would be stymied at home. (A fictional account of such a family can be found in the moving novel *The Namesake* by Jhumpa Lahiri.) As a first generation American, Giridharadas struggled with his bicultural identity, longing to belong in one comfortable cultural surrounding, rather than the dualistic attributions of feeling nerdy in Washington and cool when visiting relatives in Bombay. When he moved to India in 2003, following college graduation, he was startled to find, not the Anglo-India of his parents' and grandparents' stories, but a newly emerging culture pride (or collective self-esteem) attached to all things Indian: food, Hindi language, and conservative middle-class mores.



The author structured his narrative by naming chapters for various emotions to paint a portrait of contemporary India through the life tales of a sampling of men and women, individuals and families, the poorest and the richest. Some chapters' emotion-titles effortlessly capture the circumstances of their main character (e.g., Ambition or Pride). For other chapters, the tales are somewhat awkwardly shoe-horned into the emotion (e.g., Anger, of which there is little felt or displayed). The content of the book is layered: first, by comparing glimpses of Indian society that Giridharadas experienced as a child visiting relatives in the 1980's with life in the early 21st century; second, by juxtaposing opposing attitudes and behaviors within the society today. For example, in examining changes over three decades, he notes that traditional Indian society centered on the sublimation of the self and "social fixedness" while today, the unique self has emerged along with a sense of compelling personality. A second critical set of changes are from the time-honored constraints of caste, class, and bureaucracy to contemporary Indians' experience of the power of individual agency and the exhilarating freedom to make life decisions about careers, place of residence, and life partners.

But these changes in values and behavior are not uniform and modern Indian is complicated with opposing values found not only within the country but also within individuals. The raw ambition of the roller-skating entrepreneur in Umred is compared with the stoicism borne by the rat-catcher in Bombay faced with the tedium and futility of his job. The pervasive belief that money would solve all problems is juxtaposed with the equally strong belief that talent will prevail, the best will win. The new middle class is reveling in all things Indian; the newly rich, with everything global.

Some long-established values have survived the cataclysmic changes. Pragmatism pervades decisions about love, work and personal problem-solving. Filial piety, that strong bond between parents and children, persists despite increasingly independent young adults and continues to be the ultimate constraint on thought and behavior. Giridharadas describes Indian society as a "both-and" one in which these points of conflict are finessed and maintained, in contrast with the "either-or" nature of the West. A particularly revealing and psychological account is that of Ambani, one that underscores the relationship-oriented emphasis of Indian society and dharma (duty). Decision-making is both situational and particularistic. Whereas the in-group is favored, the out-group is pushed, shoved and ignored. This is distinct from the universalistic vision of interpersonal relations and Western Judeo/Christian views of morality. In India, "the context for moral reasoning ... is class or caste or family..." The author notes that there has been a long-standing tension between the English and Anglo-Indian ideas of morality. In the century of cultural see-sawing, indigenous thinking is prevailing.

Giridharadas is a gifted writer, his prose both descriptive and evocative. I could clearly visualize the households and their occupants, some grand, some primitive, their smells and sounds, their dreams and realities. Most impressive were his

cultural analyses that, without the use of psychological vocabulary and theoretical underpinnings, accurately described the acculturation process, collectivist and individualistic dimensions, uncertainty avoidance, and the consequences of culture change. He even accurately depicted returnees to India whose cultural profiles match those I have described in the Cultural Identity Model of Cultural Transitions. Mukesh Ambani had an Affirmative Identity, never adjusting to life in Palo Alto and dreaming about his return to Bombay. Once home, he chose to speak Gujarati rather than English, eat Indian street food, and dress in a traditional short-sleeved white shirt rather than a bespoke suit. He was in the vanguard of those Indian returnees who were indigenously-oriented. Deepti, a young woman from the Punjab, however, revealed a subtractive identity. After years of living in England, embracing an assertiveness and independence in her personal and work life and an adventurous attitude toward her cuisine and attire, she no longer felt a part of Indian society.

Giridharadas ends his analysis by observing that India is calling – to the immigrant generation to return to their heritage and families, to the second generation to become active participants in the vibrant cultural and business revolution, and to its own citizens to seize hold of their own destinies, to grasp the freedom to re-invent themselves and forge their unique selves.

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**Editor's Note:** The review of *India calling: An intimate portrait of a nation's remaking* was accepted by Uwe Gielen and concludes his tenure as the Book Review Section Editor. I sincerely thank him for generously sharing his time and expertise with *International Psychology Bulletin*. Uwe's contributions have helped to produce a publication that is culturally inclusive and promotes global perspectives. Please join me here to recognize and thank Uwe for his many years of service to the book review section of IPB.

Looking towards the future, I would like to extend a warm welcome to Lawrence Gerstein from Ball State University who has assumed the post of Book Review Section Editor. Please feel free to contact Lawrence at [lgerstein@bsu.edu](mailto:lgerstein@bsu.edu).

## Transitions

Jenna M. Stowell, M.A., L.P.C.  
*Argosy University, Chicago*  
[jennastowell@yahoo.com](mailto:jennastowell@yahoo.com)

Jennifer Doran, M.A.  
*The New School for Social Research*  
[jenniferdoran718@yahoo.com](mailto:jenniferdoran718@yahoo.com)

At the end of this calendar year (2011), we will both be ending our terms as Co-Chairs of the Division 52 Student Committee. It has been a tremendous pleasure and honor for us to have been student leaders of this Division and so it is with a bit of sadness that we step down from our positions. While we will no longer be the Co-Chairs, we will both remain active members of this incredibly warm and generous community. We would like to utilize the Student Column in this edition of the *International Psychology Bulletin* to reflect on our experiences in these positions and to welcome our new leaders.

### Jenna

This year will mark my second year as a leader of the Student Committee. As I reflect upon what my experience has been here, with you, I feel a great sense of nostalgia and gratitude. Division 52 was my first exposure to the American Psychological Association. Before entering graduate school in the United States, I spent nearly a year studying Counseling Psychology in Kenya. Upon my return and entrance into a Clinical Psychology program at the Illinois School of Professional Psychology (ISPP) in Chicago, I was surprised and delighted to find a wonderful role model in the Division 52 President-Elect, Dr. Neal Rubin. I recall that during many of his classes, he took a few moments out of each class to reflect on the ways in which the topic that we were discussing for the day was relevant to a current international event. I remember requesting a meeting with him simply to meet him on a more personal level and to tell him what an important inclusion this was to me. It was during this first meeting that Dr. Rubin suggested that I meet two other students who were interested in international issues and that we form a university chapter of the APA's Division 52.

We did begin a campus chapter of Division 52 and I am proud that it has thrived. New members from incoming student cohorts continue to join. It has hosted a myriad of events both on and off-campus to bring together both students and professionals of international psychology. Annual potluck gatherings are held which have hosted a variety of international psychologists we have been fortunate to meet. Last year, Dr. Ayşe Çiftçi (Secretary of the Division), traveled from Purdue University to spend an afternoon imparting her wisdom, and brought with her the most fabulous baklava I think I have ever tasted. This year, we have had the privilege

of meeting with Dr. Chalmer Thompson of Indiana University who was gracious in speaking with us about her upcoming book, *International Perspectives in Mental Health: A Case Book* (Sage Publications), which she has co-authored with Dr. Senel Poyrazlı. This campus student group became an excellent way for students to reach out to other students and to learn from professionals in the field without having to wait for a conference to do so.

The opportunity to lead the Student Committee came from that campus-based experience as well as the encouragement of Dr. Rubin and Past President, Dr. Danny Wedding. I have to say that it was a bit overwhelming at first to represent the student members of an APA division! I was quite unaware as to how the APA was organized, how a division operated, or even what was required of me. I was not aware that there were by-laws, elections, and constant discussion about the evolution of the organization. I felt quite unprepared, but did learn, however slowly, and continue to learn that each division within the APA is unique and run by the passion of each individual member. One of the most unique and endearing aspects of Division 52 is, as most of you know quite well, the sense of community that comes with being a member of this small but warm, generous, and enthusiastic group of individuals. I was struck early on by the eagerness with which all students are welcomed. My first APA Convention was in San Diego, two years ago. I felt included immediately and was treated as a colleague by such seasoned psychologists whom I respect deeply. As I continue on towards the end of my graduate school career, one of the most important lessons that I have learned from the members of this Division is that of professional respect and inclusion.

It has been challenging yet rewarding to have had this role as a graduate student. It is, of course, difficult for all of us at times to manage all of the different roles that we all play in our professional lives. I am often in awe of all that senior, early career, and even student members have accomplished throughout their academic and professional lives. Jennifer, for example, consistently amazes me with the grace and enthusiasm she maintains while managing multiple roles and projects. What I find so remarkable, however, is that even in the midst of publishing, conducting research, teaching, attending to private practices, and more, that mentorship and taking the time to provide encouragement and support to others is still of the utmost importance to so many of the members of Division 52. It is inspiring to see the ways in which they juggle so many of their roles, but do it with such a sense of joy. While I continue to struggle at times with the many "parts" of my professional life, I have had the pleasure of observing from so many of the role models that I have met through this Division, that finding joy in what you are doing is not only possible but essential.

### Jennifer

This is also my second year working on the Student Committee. I started as a Member, and learned the ropes of leadership under Jenna's warm and supportive mentorship (for which I owe her much gratitude – thank you), moving up

to work with her as a Co-Chair this year. It is interesting to think about how I find myself here, as my introduction to D52 and to APA happened serendipitously, as something of a fortuitous accident. I was in the psychology M.A. program at The New School, where I was working as the Editor of the *New School Psychology Bulletin* (a peer-reviewed, bi-annual academic publication run by graduate students, for the publication of graduate student work). I remember a crisp fall day where I received a somewhat random email from Dr. Harold Takooshian (a master at promoting student development and thus in keeping up to date on all resources for students), addressed as follows: “*Friend, I have heard of your journal and plan to discuss it at an upcoming conference.*” I didn’t know who Dr. Takooshian was at the time, but for some reason I replied: “*That’s wonderful – let me know if you’d ever like me to come and speak about it too.*”

Two years later, I do indeed consider Harold a colleague and friend, and credit him with my initial exposure to D52, which has become my home base in APA. He did invite me to come speak – at EPA, at local NYC conferences, and later at APA. At EPA – which, if you can believe it – was the first conference I ever attended, I learned about the organization of the American Psychological Association and about the existence of divisions like D52. I will never forget my first (nerve-wracking) presentation, and the way I was (in all my newness and nervousness) wrapped up by the warm and dynamic characters that make up this unique and wonderful division. I remember meeting Dr. Kalayjian, Chair of the Mentoring Committee (who would later become a research mentor to me and help foster my first academic publication, and who I still enjoy working with tremendously), Dr. Meir – who used her powers of persuasion to convince me to join the division, and Dr. Wedding – who shook my hand and welcomed me with open arms, inviting me to contact him if I ever needed anything.

The irony here is that, since embarking on this journey with D52, I have *had* everything I needed. I have found a warm and supportive community dedicated to student development, I have connected with colleagues and made friends with similar clinical and research interests (again – serendipity), and I have had all the mentorship and guidance I have needed to develop and grow as a budding international psychologist. I am leaving people out, of course – I am continuously impressed and inspired by the leadership in the division, both at the senior, ECP, and student levels. I would also like to thank Dr. Neal Rubin for his continued advocacy and support of our students – it has been a pleasure working with you, and I look forward to your leadership over the coming year. I know you will continue to do (as you have done) great things for us all.

I would also like to speak briefly about the benefits of leadership. Aside from giving me an inside perspective on governance and a valuable position to hold, I have experienced for the first time having a voice in my field. A voice that, even as a student, was taken seriously and *heard*. Jenna and I were given the freedom to develop the Student Committee as we felt appropriate, but had oversight and guidance at

every turn, whenever we needed it. We wanted to expand the committee to involve more students - this was supported and this year we have a bigger and more active team than ever. We wanted students to have an ongoing voice in the division – so we were given our own column in the *International Psychology Bulletin*. And we hoped that students would be able to weigh in on policies and bylaws – and the division anticipated this by creating a student voting seat on the board. It is my belief that D52 is the best division a student can be a part of – a place where we are taken seriously and where we are treated as colleagues, and a place for us to receive quality mentorship and refine our presentation and leadership skills. My experience has been tremendously rewarding, and I would encourage all motivated students to become more actively involved.

To the division as a whole – thank you. For everything, and more than I can possibly put into words. I have learned so much in my leadership role, and hope that this transition is not the end of my governance in D52 (rather, only the beginning!). To the active members of the student committee – it has been such a pleasure to work with you so closely over this past year. I am encouraged and inspired by the intelligence and enthusiasm we have coming up in the division, and know our student committee will continue to do great things.

With an eye towards the future, we would like to take this opportunity to warmly welcome Daria Diakonova-Curtis and Laura Reid Marks to their new roles. Daria will serve as Chair for 2012, and Laura will serve as Chair-Elect. They are both incredible student leaders and bring to this position a wealth of knowledge and experience. The division is lucky to have them, and we could not think of two stronger individuals to whom to hand over the student committee. We use this piece to symbolically and formally place the student committee in their very capable hands. As for us, we will continue to see you all at division events, and are excited to move into a more mentorship role (hey, we learned from the best!). We enter this transition with a mixture of gratefulness and sadness. But not too much sadness – as neither one of us is going *anywhere*.

Respectfully yours,

Jenna Stowell & Jennifer Doran

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**Editor’s Note:** This column is geared towards our student committee members and all students of international psychology. All Div52 student members are invited to submit ideas or drafts for future articles, as well as questions they would like to see addressed in future columns – such as overseas internship opportunities, study abroad availability, cross-cultural research, etc. Contact the Editor at [opti-malex@aol.com](mailto:opti-malex@aol.com) to submit an idea or a question.



## A Man of Science and God: The Contributions of Agostino Gemelli to Italian Psychology

Jennifer De Mucci and John D. Hogan  
St. John's University, NY  
[jennifer.demucci11@my.stjohns.edu](mailto:jennifer.demucci11@my.stjohns.edu)  
[hoganjohn@aol.com](mailto:hoganjohn@aol.com)

### Abstract

Agostino Gemelli played a critical role in shaping the field of psychology in Italy. A unique figure in the history of Italian psychology, Gemelli was both a scientist and a Franciscan priest. His range of interests was extraordinary, encompassing philosophy, theology, and medicine, as well as psychology. Within psychology, he was particularly well-known for his contributions to applied psychology, including important work in aviation psychology. In addition, he helped to found a substantial number of scientific journals as well as a Catholic university. Moreover, his work had an important impact on the recognition of psychology as a legitimate science in Italy.

### Introduction

Though little-known today, Agostino Gemelli (1878-1959) was a critical figure in the history of Italian psychology. A true Renaissance man, Gemelli's tireless pursuit of knowledge led to significant contributions in various branches of the field, including language, perception, personality, emotions and applied psychology. In fact, Gemelli was one of the first in Italy to research the practical applications of psychology, which included using psychological methods in the selection of aviators during World War I (Misiak & Staudt, 1954). A prolific writer, Gemelli's work appeared in scientific journals throughout Europe and the United States.

Gemelli was also the founder or cofounder of a number of Italian psychology journals. As a Franciscan priest and scholar, Gemelli was committed to establishing a prominent Catholic university in Italy, ultimately creating the University of the Sacred Heart in Milan in 1921. The research conducted in the University's psychology laboratory, coupled with Gemelli's prestige, led to the acceptance of experimental psychology among Catholics at a time when such study was considered by many to be against religious principles.

Agostino Gemelli was a remarkable man who took on many roles during his lifetime -- priest, physician, university professor, journalist, editor, and philosopher -- but it was his role as a psychologist which was undoubtedly his most influ-



ential. For a period of time, he was considered the most important figure in Italian psychology (Marzi & Chiari, 1976). This article will focus upon the impact of Gemelli's work in shaping experimental psychology in Italy and beyond.

### *The Beginnings of Psychology in Italy*

In order to understand the magnitude of Gemelli's contributions to Italian psychology, it is necessary first to examine the history of psychology in Italy. Although scientific psychology was introduced very early to Italy, it did not develop quickly in comparison with other countries (Misiak & Staudt, 1954). While contributions in allied fields of psychiatry and neurology were notable and acknowledged, such as the founding of a psychiatric hospital in Tuscany in 1548, the attainments of Italian psychologists were not considered to be equal in importance to those of many other European countries. Even today, a discussion of psychology in Italy is absent from several of the otherwise extensive handbooks of international psychology (e.g., Gilgen & Gilgen, 1987; Stevens & Wedding, 2004). There is a discussion of psychology in Italy in the *Encyclopedia of Psychology* (Corsini, 1954), in which it notes the growth of educational, clinical, and industrial psychology due to the reorganization of Italian society after World War II, but the coverage is relatively brief.

Italian psychology emerged in Italy in the latter part of the 19th century with the convergence of several interest areas, including anthropology, neurology, psychiatry and philosophy (Marzi & Chiari, 1976). The first Italian psychologist of note was Giuseppe Sergi (1841-1936), a professor at the University of Rome. The birth of Italian psychology can be said to have begun in 1873 with the publication of his book, *Principi di Psicologia (Principles of Psychology)*, the same year as Wundt's first volume of *Grundzüge der Physiologischen Psychologie (Basic Physiological Psychology)*. Sergi also established the first Italian psychological laboratory as a section of the Institute of Anthropology in Rome in 1885.

Another pioneer of Italian psychology was Francesco de Sarlo. De Sarlo was a philosopher, surgeon, psychiatrist, and psychologist whose efforts led to the opening of the first Institute of Psychology in Florence in 1903. De Sarlo's views in psychiatry anticipated later psychobiological concepts of mental illness (Misiak & Staudt, 1952). De Sarlo had received his psychiatric training from Augusto Tamburini, the director of the Psychiatric Hospital in the Emilia-Romagna section of Italy.

Tamburini was the first to introduce the concept of mental hygiene to the Italians. Tamburini's interest in psychology had a profound effect on his students, including Francesco de Sarlo, Gabriele Buccola and Giulio Ferrari. Buccola (1854-1885) authored *La Legge del Tempo nei Fenomeni del Pensiero (The Law of Time in the Phenomena of Thought, 1883)* which sparked interest in psychological research in Italy. Ferrari (1869-1932), together with Tamburini, founded an early psychological laboratory in Reggio Emilia, a city in northern Italy, in 1896. Ferrari also founded the *Rivista di Psicologia (Journal of Psychology)*, and translated William James's *Principles of Psychology*. This translation was an

important turning point in the history of Italian psychology.

In Turin, Angelo Mosso (1846-1910) and Cesare Lombroso (1835-1909) introduced psychology into the fields of physiology and criminal anthropology, respectively. Lombroso's work, *L'uomo Delinquente (The Delinquent Man)*, aroused a great deal of controversy while at the same time sparking much research. It is Lombroso's work which likely inspired Gemelli to pursue his own research on delinquency. Mosso is best known for research on work and fatigue. In 1895, Mosso's laboratory was turned over to Friedrich Kiesow (1858-1940), a former student of Wundt, with whom Gemelli would conduct his first experimental psychological research. Kiesow's experimental work was mainly in sensation and he became an important advocate for scientific psychology within Italy. Another pioneer of Italian psychology, Sancte de Sanctis (1863-1935), was an eminent figure in both psychiatry and psychology. De Sanctis was a student of Sergi who succeeded him as the head of the school in Rome and became the first graduate teacher of experimental psychology in Italy (Misiak & Staudt, 1952). De Sanctis's work focused primarily on child study and psychopathology. De Sanctis also published several studies on sleep and dreams, preceding the work of Freud.

In 1905, the Fifth International Congress of Psychology took place in Rome. This was an important event in the history of Italian psychology. The following year, the Ministry of Education appointed three chairs of psychology on the university level -- in Rome, Turin, and Naples -- given respectively to de Sanctis, Kiesow and Colucci. In the coming years additional centers were opened in Florence, Padua, Milan, and Genoa. Prior to 1920, Italian psychologists were predominantly interested in the areas of psychophysics, perception and child study. After 1920, the focus would shift to applied psychology, with an emphasis on aptitude and vocational guidance. Efforts to extend psychology into education and child psychology became of particular interest at the University of Florence. Personality studies also attracted interest in Italy, while psychoanalysis did not take hold as it had in other countries. Gemelli's work would come to be influenced by each of these trends found in early Italian psychology.

#### *Early Life of Gemelli*

Agostino Gemelli was born Edoardo Gemelli in Milan on January 18, 1878. As a young man, Gemelli displayed incredible intellectual capacity as a scientist. At the age of sixteen, he published his first academic papers on the flora of the Lombard lakes. In 1896, at the age of eighteen, he enrolled in the University of Pavia to study medicine and it was there that he obtained his degree in 1902. Much of his time at the university was devoted to histological research of the central and peripheral nervous system. Two years after obtaining his medical degree, Gemelli began working as an assistant to the famous histologist, Camillo Golgi (1844-1926). Gemelli carried out this research until 1913, eventually publishing his results in a series of papers.

An inquisitive scholar, Gemelli was not only interested in the biological sciences, but also in understanding real life

problems as they pertained to sociology, philosophy and religion. In his early student days, Gemelli was immersed in political and social activity, delivering political speeches and publishing articles in a socialist magazine which he had founded. All the while, his mind was on a constant search for truth, and he reports having gone "from system to system" yet finding "intrinsic and incurable weaknesses" within each philosophy (quoted in Misiak & Staudt, 1954, p. 129). Gemelli soon became disillusioned with the materialistic and positivistic philosophies found in the universities, particularly with their exclusion of the spiritual world (Colombo, 2003). From 1903 to 1906, Gemelli undertook religious studies, which culminated in him being ordained a Franciscan priest in 1906. In 1909, Gemelli founded the *Rivista di Filosofia Neoscholastica (Journal of Neoscholastic Philosophy)*. The neoscholastic philosophical movement, which originally mirrored that of Cardinal Mercier of Louvain, later, became one of the most important schools of philosophy in Italy. One of its central tenets emphasized the importance of scientific studies. According to Gemelli, it was this work that led him to take an interest in the progress of experimental psychology, often interpreting the results in philosophical terms (Gemelli, 1952).

After his ordination, Gemelli moved to Germany to resume his scientific studies. In Bonn, he studied physiology, followed by studies in biology and neurology in Frankfurt. In 1911, Gemelli received his doctorate in philosophy from the University of Louvain. It was during these years of study, from 1908-1911, when he conducted experimental research on emotions which brought him in contact with Friedrich Kiesow. Gemelli went on to conduct his first research in experimental psychology under the mentorship of Kiesow in Turin. These early psychological writings were theoretical, beginning in 1907, with a sixty-four page pamphlet entitled *Del Valore dell'Esperimento in Psicologia (The Value of Experiment in Psychology)*. While working with Kiesow, he explored the psychophysics of touch, leading to the publication of *Il Metodo degli Equivalenti (The Method of Equivalents)*, 1914). In 1920, Gemelli co-founded with Kiesow, the *Archivio di Psicologia (Archives of Psychology)* and *Neurologia e Psichiatria (Neurology and Psychiatry)*. Gemelli later paid tribute to his early mentor with the publication of his book, *Scritti di Psicologia Raccolti in Onore di F. Kiesow (Psychological Articles in Honor of F. Kiesow)*, 1933).

After working with Kiesow, Gemelli went on to conduct research in the psychological laboratories of Oswald Külpe (1862-1915) and Emil Kraepelin (1856-1926) in Germany from 1912-1914, obtaining his doctoral degree in psychology in 1914. It was at this time, during the First World War, that Gemelli would make one of his most significant contributions to psychology.

#### *Applied Psychology during WWI*

During World War I, Gemelli, established the first psychiatric hospital in Italy for soldiers, conducted experiments to improve the selection of aviators, and wrote about the psychological impact of the war (Colombo, 2003). Gemelli had

begun research on the selection of pilots while in Munich in 1914, and it was for these purposes that he founded and directed the first Psychophysiological Laboratory in the Italian Army. Through his research, Gemelli was interested in determining both the physical and psychological characteristics required to be a successful aviator as well as identifying those traits which would be considered undesirable for a pilot. As part of his project, Gemelli conducted a series of studies examining pilots on the ground and in the air, as well as under simulated flying conditions. He observed factors of attention, particularly the ability to observe and notice stimuli. He also investigated reaction time to visual, auditory, and tactile stimuli; motor coordination; and reactions to emotional stimuli. Among the physical traits he measured were respiration, pulse, blood pressure, and blood composition, all under varying conditions. Special care was given in determining which apparatus and tests would be most appropriate to measure each of these psychological and physiological factors. From these studies of selection criteria, he developed additional general studies on attention, speed and accuracy; sense of equilibrium; and factors operative in the perception of the position of the body, thus leading to more research on the nature of various psychological processes, such as attention and perception (Misiak & Staudt, 1954). His findings were later used by the Italian War Department in their official regulations for pilot selection.

Gemelli's research on the selection of pilots resulted in several articles: *La Psicologia del Pilota di Velivolo (The Psychology of the Air Pilot, 1942)*, *Analisi Psicologia della Paura (Psychological Analysis of Fright, 1917)*, *Folklore di Guerra (The Folklore of War, 1917)*, and the book, *Il Nostro Soldato: Saggi di Psicologia Militare (Our Soldier: Treatises of Military Psychology, 1917)*. Gemelli would continue his interest in applied areas, including researching the practical contributions of psychology to industry, education, and criminology.

### *Industrial Psychology*

Gemelli's research for industry was primarily focused on the relationship between traits of individual workers and their success in manufacturing. Through studying workers utilizing conveyor belts or operating machinery, Gemelli was able to identify differences among workers' adaptations with respect to the speed of the machinery. As in his work with aviators, Gemelli proposed using these differences as a factor in job selection. Gemelli later drew up guidelines to be followed in which the importance of personality factors was emphasized in combination with the analysis of individual ability and skill. He felt that his guidelines could be important in vocational selection and guidance. Gemelli's research in industry led to several publications including, *La Psicologia Applicata all'Industria (Psychology Applied to Industry, 1944)* and *L'Operaio nell'Industria Moderna (Worker in the Modern Industry, 1946)*.

### *Criminology*

Gemelli's research always emphasized the connection

between the physical world and the psychological world in trying to understand behavior. This approach was applied to his studies on delinquency as well. However, he stressed examining both the personality and environment of delinquent individuals in order to understand their maladaptive behaviors. Gemelli opposed Lombroso's earlier works which had emphasized that criminal behavior was inherited. Instead, he focused his research on finding ways in which to aid in rehabilitation and to prevent crime. Gemelli's ideas and research in criminology are noteworthy for being progressive for their time. Gemelli's interest in criminology was present throughout his career, leading to a number of notable publications, including, *Le Dottrine Moderne della Delinquenza (A Modern Doctrine on Delinquency, 1908)*. He also compiled various articles on delinquency into a book, *Metodi Compiti e Limiti della Psicologia nello Studio nella Prevenzione della Delinquenza (The Methods, Functions, and Limitations of Psychology in the Study and Prevention of Delinquency, 1908; 1920)*.

### *Personality*

Gemelli's first examination of the psychophysiological bases of personality development was through his initial systematic laboratory research on emotions. Through a series of animal experiments, he observed that although a severed spinal cord eliminated awareness of visceral changes, it did not terminate emotional responses such as fear and anger within the animal. From these findings, he postulated that the entire nervous system was involved in emotional life and fundamental biological needs of the organism were the bases of affective behavior (Misiak & Staudt, 1954). In studies with human participants, Gemelli used methods of introspection and objective observation to support his view that emotions have a basis within the individual's biological needs and instincts. He divided emotional states into two parts: the first included instinctual, elementary feelings such as pleasure and pain which cannot be defined analytically; the second was composed of the "higher" feelings which are preceded by a state of consciousness and are defined from a functional point of view (Gemelli, 1952). Mental processes were considered by Gemelli to contribute to the emotional states, but always through a close relationship with biological needs. Therefore, affective life was considered to be both psychological and physiological. This psychophysiological basis for behavior guided much of Gemelli's research. One of his notable articles in this area, translated into English, was: *Orienting Concepts in the Study of Affective States (1949)*.

### *Language*

Gemelli, together with his colleague, Giuseppina Pastori, made a unique contribution to the study of phonetics and linguistics through the development of an electroacoustic method to examine speech and language. This method was the first of its kind to be used in Italy. Gemelli and Pastori used the method as a means of obtaining oscillographic records of speech. As the subject spoke, his or her vocal vibrations, as well as movements of the lips and larynx, were pho-

tographed to produce an oscillogram. These acoustic records were then analyzed for various speech patterns, such as frequency and amplitude. The research investigated a number of factors affecting speech including age, gender, dialect, anatomical irregularities of speech organs, and basic phoneme changes in words and sentences. Their electroacoustic method was described in the articles, *I Progressi della Moderna Electroacustica nelle Loro Applicazioni allo Studio del Linguaggio* (*Advances in Modern Electroacoustics and their Applications in the Study of Language*, 1938) and *Un Metodo per l'Analisi Statistica dell'Intensita Sonora del Linguaggio* (*A Method for the Statistical Analysis of the Sound Intensity of Language*, 1944). Gemelli and Pastori also presented their work in the two volumes, *L'Analisi Electroacustica del Linguaggio* (*The Electroacoustic Analysis of Language*, 1934).

In much of his research, Gemelli was interested in the effects of feelings and emotions on personality characteristics. A key focus of his research was determining the way in which mental states caused differences in speech patterns in much the same way as external factors such as gender, age, and dialect affected speech. These findings thus proved language to be a psychophysiological phenomenon.

### *Perception*

As with his research on language, Gemelli also determined that perception was shaped by personality characteristics and mental states. In his experimental work, Gemelli found perception to be divided into an initial phase during which sensory information was organized, followed by a second phase during which sensory information was given meaning through the individual's mental processes. As was found in his language research, perception was considered to be a goal directed function of both biological needs and the psychological state of being. In contrast to early forms of Gestalt psychology, which denied the influence of prior experience on perception, Gemelli concluded that both previous experience and the present mental state influenced what was perceived by the individual. These observations are consistent with current American studies examining social perception.

### *The Catholic University of Milan*

In addition to his contributions as a researcher, Gemelli was also an accomplished academic, who was committed to creating an institution of higher learning which would promote the growth of research and scholarship within Italy. Gemelli's attempt to create a university began after his return from World War I. In 1919, Gemelli organized and directed the Laboratory of Psychology Applied to Education to study children with educational difficulties. It was at this time that Gemelli set out to establish a Catholic University in Italy which would be the equal of other well-established state universities. Although it was a challenging task, eventually Gemelli was able to gain the approval of both the Church and the government for his university. In February 1921, Pope Benedict XV gave the new University the name: the Catholic University of the Sacred Heart of Milan. In December of the

same year, the University was officially opened.

In the beginning, the University consisted of only two departments, philosophy and social science, and was attended by 107 students. It grew quickly, however, soon moving to a larger location and adding a school for the training of secondary education teachers. The Italian government recognized the University, placing it on par with state universities, thus leading to the addition of even more departments and an increase in faculty and students. From its inception, Gemelli served as the University's rector while still continuing to work as a professor of experimental psychology, and conducting research in the University's psychology laboratory. At the University, Gemelli collaborated with Giorgio Zunnini on *Introduzione alla Psicologia* (*Introduction to Psychology*, 2<sup>nd</sup> ed., 1949), a systematic work on the history of psychology, with a specific emphasis on the relationship of psychology to biology, rather than philosophy. The book was well received by critics in both Europe and America. Under the Fascist regime of World War II, when academic psychiatry and psychology in Italy were almost entirely eliminated in favor of neurology, Gemelli's department of psychology was one of the few to remain active (Colombo, 2003).

### *Psychoanalysis & Gemelli*

While Gemelli is best known for his contributions to experimental and applied psychology, he was also played an important role in the history of early psychoanalysis in Italy. During the first half of the twentieth century, the Catholic Church in Italy was opposed to many of the precepts of psychoanalysis. As both a psychologist and Catholic priest, Gemelli struggled with his own views on psychoanalysis.

Gemelli was introduced to psychoanalysis in 1925. In his article *Psychic Structures of Function*, he described Freud and Adler's work on instincts as important in understanding conscious life. Thus, Gemelli saw the theories of psychoanalysis to be compatible with his view that mental life was a valid subject of scientific study as well as irreducible to physiological or structural entities (Colombo, 2003). Gemelli's early writings praised psychoanalysis for its presentation of wholeness within the individual in contrast to the reductionism which was prevalent within psychiatry at the time. In his 1932 work, *My Contributions to Neoscholastic Philosophy*, he described the unconscious as a key part of the mental life. Notably, at the time of this publication, in the early 1930s, there was significant psychoanalytic activity in Italy. However, this would soon change during the years leading up to World War II.

In 1934, the Italian *Journal of Psychoanalysis* was not renewed, mainly through orders from the Vatican. Gemelli also opposed renewal of this journal. Moreover, in 1938, when Gemelli purchased the *General Archives of Neurology, Psychiatry, and Psychoanalysis*, he renamed the journal *General Archives of Neurology, Psychiatry, and Psychotherapy*. By the postwar period, Gemelli was more opposed to psychoanalysis than he had been previously. In 1950, his article, "Psychoanalysis and Catholicism" described psychoanalysis as propaganda and an illness (Colombo, 2003). This blatant

opposition was in response to an article by Maryse Choisy which had criticized Gemelli for misreading the basic concepts of psychoanalysis. In his 1953 work, *Psychoanalysis Today*, which was also translated into English, Gemelli continued stating his opposition towards psychoanalysis.

Despite Gemelli's fluctuating views on psychoanalysis, his student and successor as head of the psychology department, Leonardo Ancona, was a psychoanalyst. Ancona noted that Gemelli's inability to completely accept psychoanalysis was due to the constraints of his position within the church as well as a misunderstanding of core concepts (Colombo, 2003). However, the fact that Ancona obtained the position as Gemelli's successor indicates that Gemelli created an atmosphere within his research and university which was open to other points of view.

### Writings

Throughout his career, Gemelli was a prolific writer. His writings were not limited to Italian scholars, but reached scholars throughout Europe as well as the United States. He wrote in Italian, French, and German, and his works appeared in the scientific journals of Italy, Germany, Austria, France, Holland, Poland, and the United States (Misiak & Staudt, 1954). Although this article has focused primarily on his psychological works, Gemelli was active throughout his career in other areas as well, including philosophy and religion, to which he contributed a significant number of articles and also founded several journals and magazines.

### Conclusion

Among the most fascinating characteristics of Gemelli were his endless thirst for knowledge as well as his attempts to understand various systems of thought, from philosophy and religion to biology, psychiatry, and psychology. Within psychology he made his most significant contributions. The scope of his work was vast, spanning both the theoretical and experimental. Gemelli was a strong proponent of separating psychology from philosophy, declaring psychology to be a valid experimental science. Gemelli made his most noteworthy contributions within the areas of personality, language, and applied psychology. Throughout his experimental work, he considered both psychology and biology as contributing to the bases of behavior and personality. Gemelli's contributions to psychology have been recognized throughout Europe and the United States and his works have been translated into several languages. Gemelli holds a special place within the history of Italian psychology. As both a priest and scientist, he was able to successfully gain recognition for psychology as a legitimate science both within the Catholic Church and the Italian community. He truly was *L'Anima della Psicologia Italiana* (the spirit of Italian psychology).

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### Authors

Jennifer De Mucci is a doctoral student of school psychology at St. John's University. She has previously worked for two years with the Association for Trauma Outreach and Prevention, focusing on research in international and cross-cultural psychology, including the impact of generational transmission of trauma, particularly in young children.

John D. Hogan is a professor of psychology at St. John's University in New York. He received his doctoral degree from Ohio State University in developmental psychology. The focus of his publications for the last twenty years has been on the history of psychology. He is the immediate past-president of APA Division 52: International Psychology.

**Interview with International Psychologist  
Dr. Israel Charny, Ph.D.  
A Moral Presence in Genocide  
Research and Education**

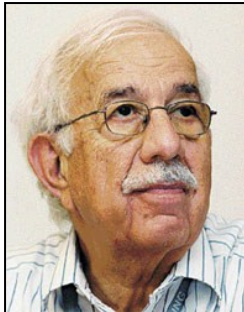
Robin B. Zeiger, Ph.D.

*Creative Therapy for Personal Growth, Israel*  
[rbzeiger@yahoo.com](mailto:rbzeiger@yahoo.com)

Kathryn L. Campana, Ph.D.

*The Catholic University of America, Washington D.C.*  
[kathryncampana@hotmail.com](mailto:kathryncampana@hotmail.com)

Dr. Charny's interview offers us a portal into his life from the comfort of his house and clinic in Jerusalem; a warm, well-lived in space decorated with art of the world, which is quite befitting a man who has a life well-lived. Dr. Zeiger, a recent immigrant from America, joins in person. Dr. Campana, an early career psychologist in Washington D.C. joins via Skype. Over a warm cup of tea and the middle-Eastern delicacy of Halvah, Dr. Charny provides personal reflections upon his experience in clinical psychology and genocide research and education. His smile and warmth, coupled with his ability to tell just the right personal vignette to illustrate a point, bespeaks of an individual who is genuine and comfortable with Self.



It was not always this way, however. Dr. Charny received his A.B. in Psychology with Distinction from [Temple University](#) in 1952, and graduated from [University of Rochester](#) in 1957 with a Ph.D. in clinical psychology. He remembers his early work in a psychiatric hospital with dismay and frustration with what he viewed as the over-use of debilitating psychotropic medication, lobotomies, and electroconvulsive therapy (ECT). In his own psychoanalysis, he explains that he "ranted and raved my anger on the couch but I never said a word publicly. To this day I feel ashamed of myself for not protesting, but I also know I saved myself for a career in which I have indeed kept my mouth open all the way through." In his growth as a psychologist-in-training and as an early career psychologist, Dr. Charny eventually was able to give voice to the principles that drove him and defined who he was both personally and professionally, often doing so in the face of powerful opposition and criticism.

A common criticism of Dr. Charny is his concern with "other people's genocides," in particular the Armenian Genocide committed by the Ottoman Empire in the early 20<sup>th</sup> century, to which he has been drawn as an outstanding scholar battling against denial (earlier this year he received a Presi-

dential award from the President of Armenia, in Yerevan, for advancing memory of the Armenian Genocide and for his lifelong work on denials of all genocides). The fact that his outspoken stance against genocide deniers has been a lightning rod for criticism from many sources, especially proponents of the exclusivity of the Holocaust, and at times has even affected his advancement in Israeli academia, attests to the tenaciousness of his moral principles.

Another criticism has pointed at Dr. Charny's emotional involvement with his research, implying that because of this, Dr. Charny's work is somewhat "less than." It is precisely this involvement, however, that underscores the importance of the issue of genocide - it is, after all, not just a scholarly issue, but a *human issue*. Dr. Charny's firm stance is evident of a life well-lived, a personal and professional existence which is congruent with his moral principles and values.

In dialoguing with Dr. Israel Charny, 80, it is all too easy to be drawn into the archetype of the wise old man. It is not enough to speak for an hour's interview. Rather, one is left with the thirst to learn more; to pick his brain for every last gem of experience and knowledge

In one breath, Dr. Charny apologizes for slowing down a bit with age. Yet, in the next breath, he is speaking of his clinical practice, his genocide research and his next writing project. It is hard to imagine what he was like before he slowed down.

*Dr. Campana asks: What is the story of your journey into genocide research?*

Five years after receiving his Ph.D., Dr. Charny took the ABPP exam. With a comfort befitting a senior psychologist, he admits that he failed it the first time. Dr. Charny explains that from the beginning he had trained as a family therapist, a relatively new mode of treatment at the time. He smiles, stating, "My committee didn't understand family therapy. They couldn't get what I was doing and why. I think that is why I failed, but I also realized it was my showoff hubris that I brought in a case treated in a mode that was not known." In spite of this understanding, Dr. Charny suffered a crisis of failure. Yet he picked himself up and retook the exam a year later. With a slightly sheepish smile, he adds, "This time I didn't remember to tell them anything about the couple/family therapy I did. I just presented the case as a plain old individual therapy case and I passed."

Interestingly right after this milestone, Dr. Charny woke up from a dream deeply distressed. He found himself reflecting about the Holocaust and asked, "How in God's name did human beings kill men, women, and children so cruelly? I had good clinical training at the best places. We talked about psychopathology, but we never learned about or discussed man's evil." Pausing for a moment he reflects with seriousness, "We talk a lot about pathology and health, but it is important to call evil acts evil."

*Dr. Zeiger asks, "In your autobiographical vignettes you write about the process of seeing yourself in*

*the looking glass and happily you reflect, 'I like what I see.'  
Tell us a bit about what you are most proud of?"*

Dr. Charny speaks about *Fascism and Democracy in the Human Mind: A Bridge between Mind and Society* (2006), a book he would label the culminating work of his scholarly career. Dr. Charny states that both fascism and democracy are part of the individual human psyche, with either or both at times dominating the other. Democratic thinking leads one to new ideas and tolerance for the person with whom s/he disagrees. One can live with contradictions and disharmonies. Fascist thinking, on the other hand, is characterized by being closed to thinking that is different from one's own views. An individual in the throes of fascist thinking is intolerant of other ideas and persons and unable to live with contradictions and disharmonies. The former translates these ideals into behavioral activities that affirm life; the latter in behavioral modalities which destroy life, the ultimate of which is genocide itself. In linking the individual ways in which the human mind is organized and structured to those of society as a whole (and, by extension, nation states in their relationship to each other), Dr. Charny attempts to present a new bridge-building theoretical model, the pragmatic, educational and political goal of which was to raise a generation opposed to genocide.

*Dr. Campana asks, "You immigrated to Israel in 1973, well after receiving your Ph.D. How is Israeli psychotherapeutic work different?"*

Dr. Charny echoes with sadness, "Here I sit in a sea of loss. On the heels of the Holocaust, wars, and suicide bombings, I treat many patients suffering from trauma."

Dr. Charny in his writings and public speaking has also addressed the horrific violence manifested in the phenomenon of suicide bombing in which innocent Israeli Jews, Muslims, Christians, and foreign visitors have been victims. The subtitle of his study *Fighting Suicide Bombing (2007) – 'A Worldwide Campaign for Life'* – says much about his response to this ongoing tragedy not only in Israel, but in Iraq, Russia, Lebanon, Sri Lanka, Kenya, India, Indonesia and Pakistan, among other places. In this work, he calls upon leaders in positions of authority to reject suicide bombing (which he considers to be genocidal by implication), and to bring those to account who recruit others to perform such heinous acts.

*Dr. Zeiger asks, "What is the most challenging aspect of being an international psychologist?"*

"Learning how to work with people from all ethnic and cultural backgrounds. We must be able to allow for the unfolding of their personalities and not impose our own goals. It is important to remember not to treat our way of life as the only way."

*What projects are you currently most excited about?*

Dr. Charny speaks about a book he wrote that was just published this week. It is his first written in Hebrew. The title roughly translates to "We are the human beings who commit holocaust and genocide." This is a book meant for instructing students in Israel. Dr. Charny sits back and reflects. "Often human beings look normal. We expect them to act humanely. And then, we are reminded of Milgram's and Zimbardo's research, and about people such as Hitler and Stalin. A great majority of us follow along when told what to do."

Dr. Charny is also preparing for his next writing project. He is working on a book that applies the model of Democratic Mind versus Fascist Mind to each of the major categories of psychopathology. In his view there are distinct Fascist Mind foundations to emotional and mental disturbances, also to relationship disturbances, and seeing the problems through this lens opens meaningful new approaches to treatment work. In a larger sense, the book - intended for practicing psychotherapists - is a book of practical advice for discouraging fascist thinking. Thus, to a suicidal patient who is ritualistically moving towards enacting a suicide plan: "That you're hurt beyond words is clearly the case and deserves attention, but do you realize that you have become a victim of a *fuehrer* plan in your head that is running you and killing you?" Thus, to a young husband who is obsessively finding faults in his quite lovely wife, "You've got one huge problem feeling big and man enough to leave your mother and marry another woman, but do you know you're picking on her like an anti-Semite who dumps his inferiority on his victim?"

*Dr. Campana asks, "How does your research on genocide affect your clinical family work?"*

"It is strange to say, but I often sort the family members out. I see someone as a victim and others as bystanders or perpetrators. It is not so far afield from genocide work. The paradigm fits a lot of life."

*What advice do you have for graduate students and new psychologists?*

"Develop a love of the profession! Without it you are dead."

*Was there a mentor or mentors who influenced you?*

"Of course. Hopefully most of us luck out and find supervisors and mentors along the way. I am eternally grateful to many such people." Dr. Charny speaks of one such supervisor with love and respect. "I could bring everything to supervision, including my deepest feelings and reactions to the patient. I could be myself, rather than look good. He taught me to use myself in therapy. I could even cry in his office. And then we'd go out to lunch afterwards, a wonderful equalizing experience."

*Dr. Campana asks, "I am intrigued by your description*

## Heritage Mentoring Project

*of caring for suicidal patients... How do you balance re-mobilizing their desire to live with potential need for urgent care? What would this look like in sessions?"*

Dr. Charny was trained in an era when psychotropics, ECT and lobotomies were used liberally and almost without question. He observed too many mental health professionals who took great pains to remain sterile and emotionally distant from the sick patients. Dr. Charny speaks somewhat disparagingly about how easy it is to refer patients for medication and hospitalization.

Further, he explains that hospitalization communicates the message that we expect the patient to try to commit suicide. If a client is intent on committing suicide, all too often they will succeed in spite of the hospital. And perhaps most importantly, hospitalization leaves a patient scarred and feeling even worse about him/herself. In Dr. Charny's words, "I communicate to them that I will help them look within themselves for the wish and the skill not to commit suicide." Dr. Charny has developed a four-part typology categorizing suicidal patients and their desire to kill themselves. For each of these categories he offers different techniques to help the patient.

*Dr. Zeiger asks, "What do you like to do for fun?"*

For Dr. Charny, it is all "fun." In his words, "treat people, study genocide, be with my wife and family, including our many grandchildren, engage in sports, swimming, walking, sleep, eat good food, and socialize with a few people each week. I make sure each day to find time for several of these various funs and compose a balanced day."

*Dr. Campana adds, "What is your favorite food?"*

Dr. Charny laughs. "When my wife or daughter makes apple pie. It is better than anywhere else. It has a thin crust and no added sugar – and then I also know they love me."

*In our busy society of cell phones, computers, instant messaging and instant everything, how can psychologists find balance in life?*

"Boundaries and limits! The nature of energy is that it not without limits. It is also important to find variation in your work and life." With a smile, Dr. Charny offers an example of his boundary. The interview must end at a few minutes to 4 o'clock so he can take a typical middle-Eastern mid-afternoon siesta.

*Dr. Zeiger asks, "What is the most important message?"*

Dr. Charny's life-long commitment to genocide research has led him to confront all types of evil in the world. Yet he remains an optimist with a passion and love of life and humanity. Throughout the interview he reminds us continually that evil begins from within. We must all work on ourselves

to recognize the shadow side. Dr. Charny is clearly a man who has worked on self with a capital "S." In the words of Carl Jung, *knowing your own darkness is the best method for dealing with the darknesses of other people.*

In August of 2011, Dr. Charny was nominated by Dr. Florence Kaslow, Co-Chair, APA Committee on International Affairs (CIRP) 2011, as an APA nominee for the Kluge Prize; a significant Library of Congress Award.

**Editor's Note:** The previous two articles are part of Neal Rubin's Presidential initiative, the Heritage Mentoring Project. We thank Chalmer Thompson for her role as coordinator of this project.

NEWS AND UPDATES FROM THE AMERICAN PSYCHOLOGICAL ASSOCIATION OFFICE OF INTERNATIONAL AFFAIRS December 2011

# Psychology International

Volume 22, Number 4, December 2011  
For an online version, visit: [www.apa.org/international/pi](http://www.apa.org/international/pi)

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### APA Hosts Delegation from the Chinese Psychological Society

By Dana Townsend, APA Office of International Affairs

In October 2011, a delegation of four psychologists from the Chinese Psychological Society (CPS) visited APA headquarters in Washington, D.C. to explore the logistics of APA's organizational management and activities. During the two-day meeting, CPS President Dr. Yufang Yang, Past President Dr. Kan Zhang, Secretary General Dr. Xiaolan Fu, and Deputy Secretary General Dr. Buxian Han met with APA's Executive Management Group to cover topics such as association membership, governance, finance, publications, and policy guidelines.

On day two of the meeting, APA CEO Norman Anderson and CPS President Yufang Yang signed a Memorandum of Understanding (MOU) between the American Psychological Association and the Chinese Psychological Society. This MOU articulates the mutual goals of APA and CPS, and agrees to identify future projects and collaborative opportunities as the associations continue to grow and develop. Preliminary discussions included topics such as continuing education, disaster response, and public education. For more on the MOU, please visit [www.apa.org/international/outreach/understanding-memorandum-china](http://www.apa.org/international/outreach/understanding-memorandum-china).

CPS currently has 9000 members. Although founded in 1921, the organization faces new conditions as the Chinese economy continues to grow and psychology expands rapidly as a discipline. During the visit, staff from APA's Office of International Affairs spoke to the delegation about psychology in China and what CPS hoped to take away from their meeting with APA. "China is in a transforming period," said Dr. Yang. "I hope we can use APA as a model when making positive developments to our society." In particular, the group said that APA's business model is something they hope to replicate. "APA is structured so it can earn its own money to pay for projects and create new initiatives," explained Dr. Fu, "while [CPS] still relies on outside sources for its funding." Although psychology is growing in China and there is greater need for the work and pursuits of CPS, the society's staff continues to shrink because of difficulty attaining enough funding from grants, sponsor organizations, and other outside resources. "A new business model would give CPS the freedom to expand

### Unique Opportunity for Psychologists to Visit Cuba!

See page 12 for more information...

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



## The Division 52 Student Group in Chicago: A Busy Schedule

Hillary Wildt

*Illinois School of Professional Psychology  
Argosy University, Chicago*  
[hanicolls@gmail.com](mailto:hanicolls@gmail.com)

The Division 52 student group at the Illinois School of Professional Psychology has been alive and well, hosting two awareness events in November for students and faculty in the Chicagoland area. The group kicked off the month with a potluck and open discussion with Dr. Chalmer Thompson about topics relating to cross-cultural and international work. The group also hosted a campus event in recognition of the International Day for the Elimination of Violence against Women, focusing particularly on building awareness on issues of human trafficking locally and internationally.

On November 19<sup>th</sup>, students and faculty gathered with Dr. Chalmer Thompson at the home of Dr. Neal Rubin. Dr. Thompson is an Associate Professor of counseling and counselor education at Indiana University Purdue University in Indianapolis (IUPUI), and was a Fulbright Senior Scholar at Kyambogo University, Kampala, Uganda. With her characteristic warmth and open demeanor, Dr. Thompson shared her passion and expertise in the areas of racial identity theory and the psychological impacts of racism, and Black liberation psychology. In particular, she spoke about her forthcoming book, *International Case Studies in Mental Health*, which she is co-editing with Dr. Senel Poyrazli (Poyrazli & Thompson, in press). She talked about the stories and experiences of psychologists in various international settings that are documented in their forthcoming book. What emerged was a lively discussion about the differences in working cross-culturally and internationally, and how one learns to work with mental health issues in cultures outside of their own. The atmosphere was both scholarly and personal as attendees explored how their own experiences and cultural upbringing affected the psychological care they were able to provide to others in diverse settings.

On November 29<sup>th</sup>, students and faculty met at Argosy University, Chicago for an awareness event on human trafficking held to commemorate the United Nation's International Day for the Elimination of Violence against Women. Brenda Meyers-Powell, who is herself a survivor of traffick-

ing and the co-founder of the Dreamcatcher Foundation in Chicago, started the discussion by sharing her own experience of being trafficked. She also described the rewards and challenges of working with the victims of trafficking that she currently serves through the Dreamcatcher Foundation. She provided first-hand insight into the process of sex trafficking; and dispelled common myths about who a person in the sex industry may be, what they may look like, and how they may have gotten involved in trafficking. Ms. Meyers-Powell inspired students and faculty with her own resiliency and at the same time, shed light on the darkness that is human trafficking in the Chicagoland area and the United States.

Dr. Cassandra Ma, a psychologist at the National Institute of Justice Center, who provides psychological services to women who are survivors of trafficking, then presented attendees with an international perspective on trafficking. She discussed the role of psychologists in building awareness and providing support for victims of trafficking locally and internationally. Attendees learned the prevalence of trafficking, with estimates that, at any time, more than two million are being trafficked internationally. The large financial rewards as well as the involvement of international organized crime

were also discussed in relation to the intractability of human trafficking. It was dismaying to learn that trafficking proliferates because it is so lucrative and persists because it is so advantageous for criminal financial interests.

To conclude the event, attendees viewed a documentary produced by Division 35 of the American Psychological Association, entitled, "*The Psychology of Modern Day Slavery*." This video detailed psychological perspectives on the origins and impacts of human trafficking. Due to the intense and

disturbing content of this event, attendees were then encouraged to discuss their own personal reactions to the information presented. Our debriefing revealed a depth of distress in attendees along with a sincere intention to combat human slavery. Students and faculty reported leaving well-informed, but also encouraged to consider becoming modern day abolitionists in response to 21<sup>st</sup> Century slavery.

Through events like these, the D52 student group at the Illinois School of Professional Psychology has facilitated important discussions and has raised my own awareness of international and humanitarian issues. In the process, I have been introduced to amazing role models who are working in the field. As a student interested in international psychology, I have found that one's international and humanitarian focus can often be overwhelmed by the requirements of completing a doctoral level degree. In the busyness that is completing coursework, preparing for dissertation, and completing clini-



cal practica, I have found the Division 52 student group at the Illinois School of Professional Psychology to be an excellent link between graduate school and international psychology. It has been fundamental in fostering and encouraging my own personal and professional growth in the areas of international psychology and has been instrumental in helping maintain a passion for international issues.

If there is one thing that I have learned through my involvement with this student group, it is the importance and power of students, faculty, and professionals with differing interests and levels of expertise coming together in open discussions addressing the role of psychologists in current international issues. We are thankful to the inspiring speakers who honored us with their expertise and passion this November, and we look forward to continued collaboration with them and others within the field in the future.

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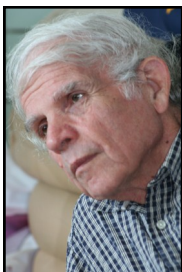
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## Society for Industrial and Organizational Psychology (SIOP) Reaches Out to Psychologists Around the World

Walter Reichman  
*Baruch College*

SIOP (Div. 14) Representative, APA Committee on International Relations in Psychology  
[walterreichman@gmail.com](mailto:walterreichman@gmail.com)

Donald M. Truxillo  
*Portland State University*  
Chair, SIOP International Affairs Committee  
[truxillod@pdx.edu](mailto:truxillod@pdx.edu)



The Society for Industrial and Organizational Psychology (SIOP; APA Div. 14) is reaching out to psychologists around the world through its International Affairs Committee (IAC). Starting with psychology associations in our own

country, SIOP has a liaison with the Committee on International Relations in Psychology (CIRP) of its parent organization APA, and is working with the Association of Psychological Sciences (APS) in their outreach to psychologists internationally.

SIOP is also one of the three founding psychological associations comprising the newly created Alliance for Organizational Psychology (AOP) with Milt Hakel, a SIOP fellow, as its president. The other two members of AOP are the Work and Organizational Psychology Division of the International Association of Applied Psychology (IAAP) and the European Association of Work and Organizational Psychology (EAWOP). The goals of AOP are to influence policies and practices related to the quality of work life and the effectiveness of individuals and organizations; advocate internationally for industrial-organizational and work (I/O/W) psychology; and enhance communication among member societies. SIOP's representatives to AOP are SIOP president Adrienne Colella, Eduardo Salas (SIOP past-president), and Donald Truxillo (chair of SIOP's IAC).

SIOP's IAC is quite active. For example, there is a regular column in SIOP's publication *The Industrial Psychologist (TIP)* describing I/O/W psychology around the world. Another *TIP* column, which was recently approved and is forthcoming, will focus on the practice of I/O/W psychology in different countries, and specifically on the legal and societal differences that affect practice. Another subcommittee is serving foreign affiliates and students in foreign countries by developing a list of frequently asked questions (FAQs) about I/O psychology in the U.S., specifically about academic and licensing requirements.

The IAC is also looking at the curriculum and training in I/O/W psychology around the world. This examination should lead to greater understanding of training needs and may aid in credentialing efforts across nations. In addition, IAC is fostering white papers on specific practice topics such as employee training and worker retirement patterns with contributions from I/O/W psychologists from different countries; our goal is to provide recommendations for organizational decision makers and to increase the visibility of I/O/W psychology among non-psychologists.

A major effort of the IAC is to foster collaborative research in I/O/W psychology around the world. To this end IAC has developed "research incubators" in which organizational psychologists discuss a topic of interest and share research ideas. These incubators have led to a number of cross-cultural collaborations on topics from the behavior of job applicants to retirement.

Organizational psychologists from around the world regularly attend the annual SIOP conference, and the IAC makes a great effort to welcome them. We hold a welcome reception with activities designed to build relationships among the foreign participants and among all the participants attending the conference.

Recently, SIOP has also taken a major step toward becoming active on the international scene by becoming credentialled to the Economic and Social Council of the United Na-

tions (UN) as a Non-Governmental Organization (NGO). These credentials will permit SIOP to offer organizational psychological perspectives to the programs initiated by the UN. SIOP joins eight other psychological organizations which have NGO status at the UN. John Scott, who has taken the lead on this initiative for SIOP, will join two other organizational psychologists, Walter Reichman and Mary O'Neill Berry, who represent IAAP and who are also SIOP members. It is hoped that with the greater involvement of organizational psychologists we will be able to bring the special contributions of I-O psychology to the work of the UN. John Scott will also join colleagues in preparing the annual Psychology Day at the UN and become a part of the psychological coalition at the UN.

In conclusion, SIOP is committed to take its rightful place in the international community of psychologists and provide its expertise to improving the world of work around the world. SIOP has taken an active role in connecting I/O/W psychologists from around the world, both practitioners and researchers. By facilitating communication and collaboration among psychologists from different countries and cultures, we hope to act as a catalyst for sharing knowledge and viewpoints to advance science and practice.

For more information about the current goals and activities of the SIOP International Affairs Committee, SIOP members may visit <http://siop.editme.com/IAC-Reports>.

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### Reflections about International Research Activities from the Perspective of Educational and Developmental Psychology

Judith Torney-Purta, Ph.D.,  
University of Maryland  
[jtpurta@umd.edu](mailto:jtpurta@umd.edu)

Educational and developmental psychologists are sometimes less widely represented among those who do research from an international perspective than other sub-areas in the discipline. For several decades I have been trying bring these areas fully into international psychology. It has recently been getting easier, with initiatives taken by Division 52 (through the new journal), by CIRP (APA's Committee on International Relations in Psychology) and by groups and divisions establishing international committees (a recent addition to this list being SPSSI).

I began my research on political socialization, now called civic engagement, in the early 1960s, doing my doctoral studies in Human Development at the University of Chicago. I began working on a mixed method and interdisciplinary project with psychologists and political scientists trying to

understand how young people developed political attitudes (toward figures of authority or law or elections, for example). Because of the book I co-authored in 1967, *The Development of Political Attitudes in Children*, I was asked to be part of an international study of "civic education" conducted by IEA, the International Association for the Evaluation of Educational Achievement. That first study, published in 1975, was called *Civic Education in Ten Countries: An Empirical Study*. Because IEA usually concentrates on subject areas like science (TIMSS), their studies have usually been largely of knowledge or cognitive outcomes. Our civic education study had more attitudinal survey items than knowledge items.

In the subsequent study I did in this area, *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*, published in 2001 (from testing in 1999) we surveyed nearly 90,000 adolescents. Again social and political attitudes were an important part of the study. My doctoral students and I have conducted extensive secondary analysis from a developmental as well as an educational psychology perspective; this large scale dataset (CIVED) is in the ICPSR at Michigan and available to any interested researcher.

Among the most interesting findings from our secondary analyses are those that I presented in my speech when I won the American Psychological Association's Award for Distinguished Contributions to Psychology Internationally (found in the November 2009 *American Psychologist*) and also in my Langer Award Speech (found in the October 2011 *American Journal of Orthopsychiatry*). The title of the article in the *American Psychologist* is "International Psychological Research that Matters for Policy and Practice." It takes a developmental and educational approach to understanding the attitudes of young people and used a person-centered cluster analysis.

Among the most interesting findings were that we identified a group of about 7 to 8 percent of the 14-year-olds in each of ten countries who were seriously alienated. They expressed a great deal of mistrust in all levels and types of government; they had very negative attitudes toward minority groups and toward immigrants. As many as 20% of these alienated young people did not believe it was important to obey the law. These are findings that should be of concern to developmental and educational psychologists (and to policy makers). They also show that large scale international data sets in subject areas other than science and mathematics can generate compelling pictures of how young people are growing up in countries including the United States, Australia, Western Europe and the Post-Communist countries (all of which were included among the ten countries where we found these alienated students).

The fourteen-year-olds we tested in 1999 represent the cohort that is now is about 26 years old. Some of the virulent anti-immigrant sentiment we are seeing in the Nordic countries may be rooted in members of this age cohort who were already showing these tendencies when they were adolescents. Being able to analyze an international data set makes this argument much more compelling than it would be if we

were only studying the U.S. There are many smaller research studies that could be conducted to follow-up these findings.

One of the more positive results of our studies from an educational point of view is that the experience of an open climate for classroom discussion in which students learn to respect each other's points of view is a potent factor in explaining a lack of alienation (that is, more positive attitudes). I view this kind of classroom experience as more important to fostering civically aware and participative young people than learning the specific and detailed content knowledge usually contained in curriculum standards. We also have some evidence that an open classroom climate is important to developing what are called Twenty-first Century Competencies (ability to understand media presentations or to cooperate with diverse people, for example).

As to theories, Jo-Ann Amadeo, Carolyn Barber and I have recently been adapting the Development Niche Model (used previously to study infants) in our studies of the development of political attitudes or action in young people from different cultural backgrounds. This and other developmental theories are covered in the recently published *Handbook of Research on Civic Engagement in Youth*, in which there are also several chapters from an international perspective.



Recently we have found that it is possible to bring an international perspective to the teaching of developmental psychology courses with some units we have developed (with support from the College of Education, which is trying to internationalize teacher education, and the help of a Serbian doctoral student). In a 2-week unit for undergraduates we deal with how the period of adolescence and the transition to young adulthood were experienced in Eastern Europe during the 1980s and then during the rapid political change in the early 1990s. Concepts from Bronfenbrenner's theory such as the macrosystem and exosystem are especially relevant. Our programs in educational psychology and developmental science in the HDQM Department at Maryland are especially appropriate for teaching these units.

In short, the work that I and my colleagues have conducted in an international perspective relies on theories, meth-

ods and samples relevant to educational and developmental psychology. Our studies suggest ways in which psychologists can generate ideas that can help to improve conditions for children and adolescents in many areas of the world as well as better preparing young people in the United States for productive futures in their communities, nation and the world.

### Dowry in India

Nritya Ramani  
Pace University  
[nvrkisna@yahoo.com](mailto:nvrkisna@yahoo.com)

"Dowry is the money, goods, or estate that a woman brings to her husband in marriage." (Merriam-Webster's Online Dictionary, 2009). The practice of dowry has been a part of Indian society for countless years. But more often than not, dowry is confused with *Stridhan*. According to the definitions given by the Dowry Prohibition Act of 1961, *Stridhan* were the gifts given to the bride from her family, which included cash, jewelry, clothing, and even property and land. *Kanyadaan* were the gifts that the bride's father gave to the groom's father. *Varadakshina* were the gifts that the bridegroom was given. Each was supposed to be based upon merit and completely voluntary in nature. Only the bride had complete authority over her *Stridhan*, and upon her death it was to be divided between her heirs. According to the Dowry Prohibition Act of 1961, "The husband of the woman had the limited power to use or alienate the "*Stridhan*" and that too only in cases of distress or emergency and even in such cases, he was obligated to return the same once the emergency period was tided over. Thus all types of *Stridhan* are properties given to her by way of gifts and without any 'demand, coercion, undue influence or even pressure.'"

Crime against women in India has been on the rise. *The Times of India* (2009) wrote that the "National Crime Records Bureau (NCRB) [had] reported a whopping 75,930 incidents of torture and cruelty against women in matrimonial homes in 2007." Under the Dowry Prohibition Act of 1961, to give or to receive dowry is banned in India. Nevertheless, it is still widely practiced (Rastogi & Therly, 2006). Marriage is seen as a symbol of status and sanctity, and the preservation of family honor is of primary importance.

Suspensions started being aroused when greater numbers of women were dying of 'kitchen fires' and bodies were found in kerosene soaked saris with no apparent way of escape. According to UN Radio Programmes in 2009, around 25,000 women are burned each year in India by their in-laws.

Aggression also occurs in the form of threats, beatings, emotional trauma, and social dehumanization as a means of achieving a greater dowry payment. An example of this violence would be the ruling in August of the Supreme Court, the ultimate judiciary body in India, located in New Delhi.

*The Hindu* (2009) reported that: "The action of a woman merely kicking her daughter-in-law with her leg or threatening her with divorce will not come within the meaning of "cruelty" under Section 498 A of the Indian Penal Code, the Supreme Court has held."

Roy (2010) proposes that when a woman enters a husband's family she is often treated as someone inferior, almost sub human. Hence when a new woman comes into the house in the form of a daughter-in-law, she is either perceived as a threat or as an opportunity to finally exercise some power and gain some respect in the household. The mother-in-law can then hope to still have some place in her son's life, as well as establish herself as an authoritarian figure, who will now in turn be served, after years of serving others.

Jain (2008) wrote that "a number of urban slums have borne out that formal schooling has a marginal role in the lives of the girls there." A woman can pursue her studies as long as her marriage has not been arranged. However, as her education increases, so does her earning capacity, and the dowry she has to be paid at the time of marriage is higher. According to Kalpana Roy in her book *Encyclopedia of Violence Against Women and Dowry Death in India*, a greater proportion of males as opposed to females are educated. Males who have a higher level of education which typically enables them to earn more (such as Medical and Engineering graduates) demand larger dowries. This reveals that dowry, which was a problem largely of the middle and lower classes, is creeping its way up the social ladder.

Modernity has exacerbated the issue through the introduction of amniocentesis. *The Press Trust of India* (2009) has reported as many as 25 million 'missing' women in India owing to increased rates of female feticides (Freed & Freed, 1989) and sex based abortions. Bareth (2006) writes that "According to one report, 10 million female fetuses may have been aborted in India over the past 20 years." There is a fear of loss for the girl's family in terms of financial contribution, family name, and ultimate migration of the girl from her family to another with no guarantee of either economic or physical support.

Recent resolutions in India have taken a positive turn. According to the *Times of India* (June 2009), the Supreme Court concluded that "those convicted of burning their wives for bringing insufficient dowry or for any other reason deserve no leniency and should be awarded capital punishment." More recent is the case in November 2009 where the Supreme Court ruled that asking for money from a live-in partner also amounts to dowry, and is punishable by law. In the future, research should examine the provision of services to women, such as counseling, literacy training, and independent living education.

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### APA Congressional Fellowship Program: 2012 Call for Applications

APA seeks applications for its congressional fellowship program. These opportunities allow up to two psychologists to spend a year in Washington, D.C., where they receive first-hand experience with federal policymaking.

Congressional fellows work as special legislative assistants in congressional member or committee offices and engage in a diverse range of policymaking activities.

In addition to the general Fellowship, APA offers the: Catherine Acuff Congressional Fellowship for midcareer professionals; William A. Bailey Congressional Fellowship for experts in health and behavior issues; and American Psychological Foundation Jacquelin Goldman fellowship for psychologists with experience working with children. The program provides a year-long stipend and funds to support relocation, travel, and the purchase of health insurance.

For more information, visit [www.apa.org/about/gr/fellows](http://www.apa.org/about/gr/fellows) or call the Public Interest Government Relations Office at (202) 336-5935. **Applications must be postmarked by Jan. 6, 2012.**

Micah A. Haskell-Hoehl, Senior Policy Associate  
Administrator, Congressional Fellowship Program  
[mhaskell-hoehl@apa.org](mailto:mhaskell-hoehl@apa.org)

## Two New International Chapters Approved for Psi Chi

Psi Chi is pleased to announce the installation of its newest international chapter at the University of British Columbia – Vancouver. The chapter inducted 62 charter members on November 23, 2011, including four faculty who transferred their memberships to the new chapter. The new chapter plans to celebrate with a formal induction and installation ceremony in the spring. Awards recognizing the best Psi Chi members in the areas of academics, service, leadership, and research will be presented at the ceremony. The chapter has already established the Eich Undergraduate Travel Award designed to provide financial assistance to student members who are able to present their research at an international conference <http://psichi.psych.ubc.ca/awards/>. The new chapter joins Psi Chi's other chapters in the Western region. The faculty advisor is Michael Souza, Ph.D.

American University in Cairo also successfully applied for a Psi Chi charter, but has had to postpone installing the new chapter and inducting charter members in December due to continuing demonstrations and unrest in Egypt and the shut-down of the Tahrir campus at least through the country's December elections. Dr. Nassr Lozza, psychiatrist and the Minister of Health in Egypt, has agreed to be the new chapter's guest of honor at the induction ceremony next spring. Dr. Lozza has been a leader and done a lot of important work to change legislation in Egypt to protect the rights of the mentally ill. We look forward to welcoming the chapter to the Eastern region as soon as the chapter is installed. Bonnie Settlege, Ph.D. is the faculty advisor.

Martha S. Zlokovich, Ph.D.

Executive Director

Psi Chi, the International Honor Society in Psychology

[martha.zlokovich@psichi.org](mailto:martha.zlokovich@psichi.org)



## The 3<sup>rd</sup> International Conference on School Psychology in Vietnam: Developing Skills and Models of Service Delivery in School Psychology

July 25-27, 2012  
Ho Chi Minh City, Vietnam

The Consortium to Advance School Psychology in Vietnam (CASP-V) is proud to announce the 3<sup>rd</sup> International Conference on School Psychology in Vietnam. The conference will be held July 26 and 27 at the University of Pedagogy – Ho Chi Minh City. The conference theme is “Developing Skills and Models of Service Delivery in School Psychology.”

The Consortium to Advance School Psychology in Vietnam (CASP-V) was established in January 2010 to institutionalize a growing collaborative between U.S. and Vietnamese universities. It is the first successful attempt to create a structure for multilateral cooperation among Vietnamese and U.S. educational institutions. Inspired by the desire to better meet the needs of Vietnamese students who experience educational, emotional, or behavioral difficulties, five U.S. universities, eight Vietnamese universities, individual practitioners, and one international professional organization came together to form CASP-V with the primary goal of building the discipline and profession of School Psychology in Vietnam. CASP-V's approach to accomplishing this goal represents an innovative model of collaboration that involves multiple stakeholders in a process of planning and carrying out curriculum development, collaborative research, professional development workshops and conferences, and support of direct services to children and youth at school psychology centers.

The 3<sup>rd</sup> International Conference on School Psychology in Vietnam will serve as a forum for Vietnamese and international educators and practitioners to promote an in-depth discussion of (a) school psychology service delivery models, (b) approaches to training and credentialing school psychologists, (c) critical skills needed to deliver school-based psychological services, (d) school-based approaches to preventing and treating emotional and behavioral problems, (e) best practices to adapting psychological assessment instruments for use in Vietnam, and (f) school-based infrastructure to support quality school psychological services.

There will be several events such as the pre-conference workshops, speakers and seminars, information booths of U.S. and Vietnamese universities, practitioners and students symposiums, social networking events, and post-conference travel tour.

### Instructions for papers, posters, and panels:

- Deadline for proposals is January 30, 2012

- Proposals will be reviewed and decisions announced by February 30, 2012
- Presenters who wish to have papers published in the conference proceedings will be required to submit their papers by April 30, 2012
- Presenters who have proposals accepted must register by May 30, 2012.

Submit all proposals to Dr. Brian Leung at [caspv2012presentation@gmail.com](mailto:caspv2012presentation@gmail.com) using the format below:

1. *Cover letter:* The letter must include your names, titles, affiliations, addresses, and email contact information, including co-presenters if any. The cover letter should also identify the 1) title, 2) type of presentation, and 3) which of the conference themes listed below best fits your presentation.
  - a. School Psychology service delivery models in Vietnam and the world
  - b. Approaches to training and credentialing school psychologists in Vietnam and the world
  - c. Critical skills needed to deliver school-based psychological services in Vietnam and the world
  - d. School-based approaches to preventing and treating emotional and behavioral problems (e.g. Attention Deficit Hyperactivity Disorder, Autism, Oppositional Defiant Disorder, School Violence, Addiction)
  - e. Best practices to adapting psychological assessment instruments for use in Vietnam
  - f. School-based infrastructure to support quality school psychological services
2. *Abstract:* A 100-or-fewer word abstract stating the objectives of your presentation. The abstract must include the purpose of the presentation, content to be discussed and how the presentation will benefit participants.
3. *Summary:* A two-page summary of your presentation. The summary is used by the Conference Committee to determine acceptance into the Conference program.

You will be notified by no later than February 30, 2012 concerning your submission. Thank you for considering sharing your expertise at our conference.

### Registration:

There will be a standard registration fee of \$100.00 per gen-

eral attendee and of \$50.00 per student with proof of current enrollment from university. Presenters will receive free registration to attend the conference. The registration form for the conference will be available on our website [www.casp-v.org](http://www.casp-v.org) on December 15, 2011. The standard registration deadline is May 30, 2012.

Further inquiry about the conference can be addressed to Dr. Phuong Le at [caspv2012conference@gmail.com](mailto:caspv2012conference@gmail.com).

Michael Hass, Ph.D.  
Co-Chair Board of Executives, CASP-V  
Co-Chair Conference Organizing Committee  
Professor, Chapman University



## Indigenous Psychologies: A New Webpage

In 2012, as International Psychology Bulletin (IPB) marks the 15th anniversary of our APA Division of International Psychology, the Bulletin continues to experiment with effective, new formats to bring psychology across national borders. One of these methods is to document indigenous psychologies, allowing local psychologists in different regions of the world to describe psychology in their region in their own words. In cooperation with our redoubtable webmaster Richard Velayo, this first Bulletin of 2012 launches this new “indigenous psychologies” webpage, with two panoramic overviews of “Psychology in Russia today,” compiled by Professors Regina Ershova and Alex Voronov, edited by Harold Takooshian and Jun Li, and featuring over 30 regional contributors.

In future issues, we hope to engage key psychologists and students around the world to enlist colleagues and students to edit a section on their own region--in Africa, India, China, Japan, Latin America, and elsewhere. Readers can read a one-page overview in the Bulletin, and refer to the indigenous webpage for the detailed overview. We hope this will be a rich resource for scholars who cannot easily find this information elsewhere. For any suggestions or questions, contact Editor Grant Rich, at [optimalex@aol.com](mailto:optimalex@aol.com).

The website address is: [www.itopwebsite.com/moreIP/Indigenous\\_Psychologies.html](http://www.itopwebsite.com/moreIP/Indigenous_Psychologies.html)



## Call for Conference Papers Toward a Global Psychology

April 12th, 13th, and 14th 2012  
St. Francis College  
180 Remsen Street  
Brooklyn Heights, New York City  
Subway Stops: 2, 3, 4, 5 at Borough Hall;  
M, N, R at Court Street

Faculty, graduate students, and undergraduate students working in the field of international and cross-cultural psychology are invited to submit papers for possible presentation. A portion of accepted submissions and presentations will also be invited for inclusion in an upcoming scholarly volume tentatively titled “*International Psychology in War and Peace.*”

### Preliminary Conference schedule:

#### Thursday, April 12th

*Welcome and Refreshments (4pm)*  
*Keynote Address: Michael J. Stevens*  
*(Past-President, APA Div. 52)*

#### Friday, April 13th

*Invited Address*  
*Scientific Panels and Symposia*  
*John Hogan interviews Uwe P. Gielen (3pm)*  
*SFC Psi Chi Induction (4pm)*

#### Saturday, April 14th

*Scientific Panels and Symposia*

Presentation proposals (300 word abstracts, or full papers) are due by 5pm Friday, March 9th, 2012 to [globalpsychology2012@gmail.com](mailto:globalpsychology2012@gmail.com). Submissions should be in MSWord or RTF format and must include the following: Author name(s) and affiliation(s), address, email and phone number of key presenter, name of faculty mentor (if any).

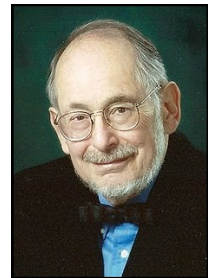
For additional details contact Conference Chairperson Jennifer Lancaster at [globalpsychology2012@gmail.com](mailto:globalpsychology2012@gmail.com) or Uwe P. Gielen (Institute for International and Cross-Cultural Psychology, SFC) at [ugielen@hotmail.com](mailto:ugielen@hotmail.com).

**Co-Sponsors:** Institute for International and Cross-Cultural Psychology, St. Francis College, Society for the Psychological Study of Social Issues, APA Division 52 (International Psychology)

## Call for Nominations APA Division 52 Henry David International Mentoring Award

Henry David was a founding member of Division 52 and a significant contributor to international psychology. In honor of his contributions, Division 52 established the Henry David International Mentoring Award.

The recipient of this prestigious award will be honored at the 2012 APA Convention in Orlando, Florida. Nominations, including self-nominations, are welcomed. The Division 52 Henry David International Mentoring Award is presented annually to a member or affiliate of Division 52, who plays an exceptional mentoring role in an international context. Mentoring may be defined by any of the following activities:



- 1) A psychologist who has served as a mentor for international students or faculty member for at least three years.
  - 2) A psychologist who has mentored students in the area of international psychology, by training, educating, and/or preparing students to be active participants in international psychology.
  - 3) A senior psychologist who has mentored early career psychologists who are now functioning as international psychologists.
- OR
- 4) An international psychologist working outside of the United States who serves as a mentor on his/her campus or at his/her agency.

Nominations should include a cover letter, vitae, and at least 3 letters of endorsement from former or current mentees. Questions about the application procedure and nominations should be emailed to the Henry David International Mentoring Award Committee Chair, Lawrence Gerstein at [lgerstein@bsu.edu](mailto:lgerstein@bsu.edu). The Committee will review the nominations. The Committee's recommendation will be reported to the Division 52 Board of Directors. **The deadline to submit materials is April 15, 2012.**



**5th International and 10th National  
Conference on Clinical Psychology  
Santander (Spain)  
April 26 - 28, 2012**

Danny Wedding  
[dwedding@alliant.edu](mailto:dwedding@alliant.edu)

By means of this letter I take the chance to inform you about the 5th International and 10th National Conference on Clinical Psychology that will be held in Palacio de la Magdalena (Santander, Spain) from 26th April until 28th April, 2012.

<http://www.ispcs.es/xcongreso/ingles/presentation.html>

The Conference will be organized by the Spanish Association of Behavioral Psychology (AEPC), with the contribution of the Spanish General Council of Psychologists, the Interamerican Psychology Society (SIP) among other internationally prestigious entities.

The scientific programme includes such relevant speakers as Suzanne Bennet Johnson (President-Elect of the American Psychological Association), Michael Eysenck (Emeritus Professor of Psychology Royal Holloway University of London) or Geoffrey M. Reed (World Health Organization) among others.

I encourage you to send your scientific proposals (until 10th February, 2012) as well as to participate actively in the mentioned event, trying to spread the information about the Conference in your scientific and academic environment.

All the information you might need regarding the Conference can be found here:

<http://www.ispcs.es/xcongreso/ingles/presentation.html>

<http://www.ispcs.es/xcongreso/ingles/scientificprogramme.html>

**Important: LIMITED CAPACITY**

In case you need additional information do not hesitate to contact the Conference's secretary office in this email address: [congressaepc@gmail.com](mailto:congressaepc@gmail.com) / [secretariacongreso@aepe.es](mailto:secretariacongreso@aepe.es) (registration).

**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**



AMERICAN PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY PHILANTHROPY

## Request for Proposals: Frances 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 Frances 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).

## Janet Hyde Graduate Student Research Grant

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

Please send all application materials attached to a single e-mail message to both of the Hyde Award Co-chairs at the following addresses by March 15, 2012 (or September 15th for the fall deadline):

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

### Requirements:

1. Cover page with project title, investigator's name, address, phone, fax, and e-mail address
2. A 100-word abstract
3. A proposal (5-pages maximum, double-spaced) addressing the project's purpose, theoretical rationale, and procedures, including how the method and data analysis stem from the proposed theory and purpose.
4. A one-page statement articulating the study's relevance to feminist goals and importance to feminist research.
5. The expected timeline for progress and completion of the project (including the date of the research proposal committee meeting). The project timeline should not exceed two years.
6. A faculty sponsor's recommendation, which includes why the research cannot be funded by other sources. This letter should be attached to the e-mail with the application materials. Please do not send it separately.
7. Status of IRB review process, including expected date of IRB submission and approval. Preference will be given to proposals that have received approval.
8. An itemized budget (if additional funds are needed to ensure completion of the project, please specify sources)
9. The applicant's curriculum vitae
10. All sections of the proposal should be typed and prepared according to APA style (e.g., please use 12-point font)

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

### Review Process

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

### Other Requirements

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

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

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

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

## Unique Opportunity for Psychologists to Visit Cuba – March 18 - 23, 2012

APA is collaborating with Professionals Abroad to sponsor a unique study visit to Cuba, March 18 - 23, 2012. The delegation will meet with Cuban colleagues, ministries, universities and applied settings in a 6 day visit. The group leader is APA Past President Dr. Carol Goodheart. Interested psychologists are encouraged to contact Professionals Abroad ([www.professionalsabroad.org](http://www.professionalsabroad.org)) and select the APA trip for more detailed information. Please also see this announcement on the APA website: <http://www.apa.org/news/events/2012/cuba-visit.aspx>.

### International Employment Opportunities

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

**Australian National University (Australia), Department of Psychology:** The Department of Psychology is looking to appoint a committed and productive scholar to contribute to its research and educational programs in the area of abnormal psychology. While a recognized qualification in clinical psychology would be an advantage it is not required; non-clinically trained psychologists with a research and teaching background in the broader area of abnormal psychology, and able to contribute to the Department's teaching and research supervision programs in that area, are also strongly encouraged to apply. Abnormal psychology is one of the key areas of the Department's academic activities, and the successful applicant will join a team of well-respected and well-published researchers contributing to education and scholarship in that area.

The Department of Psychology also seeks a productive and enthusiastic scholar in any area of human cognition, to pursue creative original research, supervise honors and postgraduate research students, and contribute to teaching cognitive psychology to undergraduate students. The Department has cognition research strengths in face recognition, attention, language, reading and dyslexia, neuropsychology, cognitive aging, cognitive development, visual cognition, and decision making. Facilities include space for behavioral studies, eye movement equipment, EEG, and neurostimulation (TMS, tDCS). This is a continuing academic position at the lecturer / senior lecturer level (loosely equivalent to assistant/associate professor in North America). The research ethos within the Department is highly valued and enthusiastically encouraged. If you think therefore that your background and skills fit this role, we welcome your application to join our team.

Enquiries: Professor Don Byrne  
Tel: +61 2 6125 3974  
E-mail: [Don.Byrne@anu.edu.au](mailto:Don.Byrne@anu.edu.au)

**Rehabilitation and Pain Management Group (Australia), Physiatrists:** The Rehabilitation and Pain Management Group is a private practice in the field of physical medicine and rehabilitation in Queensland Australia. The RPM group has service level agreements with several hospitals in Queensland. We provide the highest level of inpatient, outpatient and community services. We are the sole rehabilitation provider for the Brisbane Clinical Neurosciences Centre and the Queensland Pain Centre at Mater Private Hospitals. The

majority of the work however consists of post-operative rehabilitation (joint replacements, back surgery). Due to the strong demand and rapid demographic changes in Queensland, we are currently looking for four physiatrists. On offer are turn-key practice locations with guaranteed strong earnings and full support from the head office in Brisbane. The immigration and registration process will be done by a professional organization. Contract options include full employment, percentage based or a combination with equity. Queensland has a lovely climate, stunning nature, a laid back life style and a very friendly population from all over the world. For information, please contact Dr. Victor Voerman (MD, Ph.D., FAFRM) [v.voerman@bigpond.com](mailto:v.voerman@bigpond.com).

**Asian University for Women (Bangladesh), Department of Psychology:** The Asian University for Women (AUW) invites applications for a position at the assistant/associate/full professor level in psychology to begin in the 2012-13 academic year. We seek an outstanding candidate with potential for sustained interest in teaching and research.

Applicants should have a PhD or DPsych degree from a recognized university. The candidate should have a demonstrated ability to teach courses in the area of general/introductory psychology; the opportunity to teach in the applicant's specialty area is available. The successful candidate will assist faculty in developing courses in a number of possible areas, including, but not limited to psychopathology, developmental psychology, personality psychology, and cross-cultural psychology at undergraduate-level.

The minimum teaching load is two courses per semester. The candidate is expected to work with existing faculty to develop psychology as a major and a minor as part of a liberal arts degree program. For an outstanding teacher-scholar who is unable to relocate to Bangladesh permanently, we may consider a two or three-year appointment as a visiting appointment, starting in the 2012-13 academic year. Preference is given to fulltime faculty.

Applicants should be eager to be part of a new academic institution in Bangladesh, be committed to innovative pedagogy, be active scholars who enjoy development of student learning and close mentoring of students. AUW is an innovative liberal arts institution with an international faculty and students drawn from across Asia. The AUW values a strong commitment to research, a promise of successful scholarly engagement, and dedication to teaching excellence in a liberal arts environment. AUW offers a competitive package of salary and benefits, including housing, for faculty members and their families.

#### Submit

- your teaching and research philosophy,
  - an updated curriculum vitae, and
  - names and contact details of three referees
- as either MS Word or PDF files to: Ms. Tapu Barua, Admin-

istrative Coordinator, Asian University for Women ([tapu.barua@auw.edu.bd](mailto:tapu.barua@auw.edu.bd)).

AUW seeks to make appointments on a rolling basis throughout the year, with appointments starting in September 2012.

### **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.

**Tsuu T'ina Nation (Canada), Clinical Psychologist:** Tsuu T'ina Nation, which is adjacent to the city of Calgary, is seeking a clinical psychologist / mental health manager to administer, manage and supervise program staff in the delivery of a comprehensive integrated mental health program. The Program will be comprised of unique centralized services designed to provide seamless, all-encompassing healthcare services that are respectful of First Nations values and culture. As a member of Tsuu T'ina Nation's managerial team, the clinical psychologist / mental health manager will participate in the strategic planning, growth and development of a unique

clinical program that is based on the First Nations Medicine Wheel. This position involves a combination of management and clinical work and will report to the Tsuu T'ina Nation health director.

### Responsibilities

- Collaborate and strategize with the health director and Health Board/Committee to ensure mandated health programs are successfully implemented
- Manage the day-to-day operating systems and budgets
- Apply for provincial and federal health care grants
- Oversee the planning and implementation of after-care services and assessment processes
- Conduct case reviews and in-service programs
- Assist in policy development for various healthcare programs
- Build and maintain effective working relationships with Tsuu T'ina Nation's Health Committee, Nation Administrator, and external visiting health professionals
- Network with external agencies and organizations.
- Supervise psychologists/therapists, NNADAP addiction workers, family navigators, Food program manager, traditional teachings worker, and administrative staff.
- Manage the recruitment, selection, appraisal and development of staff.

### Qualifications and Skill Requirements

- PhD in psychology and registered member, or eligible for registration, as a psychologist with the College of Alberta Psychologists.
- Clinical and managerial experience in health-service delivery systems or an equivalent combination of education, training, and experience
- Certificate/degree in management is an asset
- Knowledge of First Nation and Inuit Health Branch and First Nations people, values, and culture is an asset
- Possess strong verbal communication and report writing skills
- Excellent computer, time management, organizational, and relationship building skills.

We offer a competitive benefits package and a salary that will commensurate with education and experience. Interested candidates are invited to forward a cover letter and resume to:

Executive Search Committee, c/o Dr. Richard Amaral, E-mail [rtamaral@gmail.com](mailto:rtamaral@gmail.com) or Fax: +(416) 840-4185 by Friday, January 13, 2012.

**Research Group on Children's Psychosocial Maladjustment (Canada), Postdocs:** The Research Group on Children's Psychosocial Maladjustment (GRIP <http://www.gripinfo.ca>) invites applications for two postdoctoral fellowships which

could be funded for up to six years. The successful candidates will work with a multidisciplinary team of senior investigators on a large randomized trial of personality-targeted interventions. This trial is funded by the Canadian Institute of Health Research (CIHR) with Patricia Conrod as the principal investigator and Robert Pihl, Jean Seguin, Jordan Peterson and Benoit Masse as co-investigators. This trial will investigate the preventative effects of a selective, school-based intervention program on 5-year addiction outcomes (primary) and mental health and cognitive outcomes (secondary). This Montreal-based, 5-year trial will also allow for the study of relationships between adolescent cognitive development, substance use, and risk for future addiction in a longitudinal sample of 5,000 high school students.

Successful candidates will also be invited to participate in two international research consortia investigating developmental risk factors for addiction and new approaches to prevention. We hope to recruit two bright, motivated and bilingual (French and English) researchers. Qualification profiles are:

1. **Clinical Post-doctoral Researcher:** A full-time clinical post-doctoral researcher with a PhD in clinical psychology or related disciplines with supervised practice in delivering cognitive behavioral or motivational interventions with young people. This staff member will be responsible for all clinical aspects of this trial, including adaptation of an evidence-based intervention for Montreal youth, training, and supervision of educational professionals in the delivery of the program, evaluation of treatment fidelity/integrity, and knowledge transfer and dissemination (training workshops and published therapy manuals). This is a 2-year post with possibility of renewal for up to six years.
2. **Full-time Post-doctoral Research Fellow:** This applicant should hold a PhD in psychology, biomedical sciences or related fields and would not need clinical training. This candidate must have strong quantitative skills, including experience with either complex structural equation modeling, modeling of longitudinal data, and/or neuroimaging data analysis. This is a 2-year post with possibility of renewal for up to 6 years.

Send your curriculum vitae, university transcripts, and the name of three references to [chantal.roy@recherche-ste-justine.qc.ca](mailto:chantal.roy@recherche-ste-justine.qc.ca). Only candidates selected for an interview will be contacted.

**Chinese University of Hong Kong (China), Department of Educational Psychology:** 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 professor / associ-

ate 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.

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 two 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 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.

**Hong Kong University (China), Department of Psychology:** Applications are invited for appointment as assistant professor in clinical psychology in the Department of Psychology from May 1, 2012, or as soon as possible thereafter, on a 3-year fixed-term basis, with the possibility of renewal or with consideration for tenure after satisfactory completion of a second fixed-term contract.

Applicants should possess a PhD degree in clinical Psychology, with a good research and teaching record, or sound indicators of promise as a teacher in clinical psychology. The appointee is expected to maintain an active research program; and be responsible for teaching courses at both graduate and undergraduate levels and supervising research students. Information about the Department 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 will attract a contract-end gratuity and University contribution to a retirement benefits scheme, totaling up to 15% of basic salary, as well as leave and medical benefits. Housing benefits will be provided as

applicable.

Applicants should send a completed application form with curriculum vitae by e-mail to [dpsychol@hku.hk](mailto:dpsychol@hku.hk). Application forms (341/1111) can be obtained at <http://www.hku.hk/apptunit/form-ext.doc>, and further particulars can be obtained at <http://www.hku.hk/apptunit/>. Review of applications will start from December 1, 2011, and will continue until the post is filled. The University thanks applicants for their interest, but advises that only shortlisted candidates will be notified of the application result.

**International Christian University (Japan), Department of Psychology:** International Christian University (ICU) invites applications at the associate professor level (equivalent to an assistant professor in the US) or above to join our Department of Psychology. Minimum requirements are a PhD or equivalent experience in experimental psychology (including neuroscience, physiological psychology, psychology of perception, and developmental psychology) or in applied social psychology (including industrial and organizational psychology, risk and disaster psychology, and forensic psychology), along with a commitment to excellence in teaching and research. The successful applicant will teach undergraduate and graduate courses in introductory psychology, experimental and developmental psychology, research methods (experimental methods or field methods), and statistics, and general education courses in the College of Liberal Arts and Graduate School each year. Language of instruction is English or Japanese, but high proficiency in both languages is desirable.

The anticipated starting date for the position is September 1, 2012 or April 1, 2013. Application review begins December 1, 2011, and continues until the position is filled. Applicants should submit the following application materials by registered mail to: Professor Yasunori Morishima, Chair; Department of Psychology; International Christian University; 3-10-2 Osawa; Mitaka, Tokyo; 181-8585, JAPAN

### Application Materials

1. Curriculum Vitae
2. List of Academic Publications
3. Copies of three major publications
4. Names and contact information of three academic referees and one person who can testify to the applicant's commitment to Christianity.

### Qualifications

1. PhD or equivalent in psychology is required.
2. Fluency in English or Japanese (ability to teach courses and supervise research in both languages is desired)
3. Commitment to the University's Christian mission
4. Teaching experience at the university level (undergraduate and graduate) is desirable.

ICU is a private, bilingual liberal arts university with the undergraduate College of Liberal Arts and graduate programs.

ICU's educational mission is based on Christian and democratic principles. ICU has 3,000 students from Japan and overseas. Information regarding ICU can be found at: [http://www.icu.ac.jp/index\\_e.html](http://www.icu.ac.jp/index_e.html).

**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 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.

**National Chengchi University (Taiwan), Department of Psychology:** The Department of Psychology of National Chengchi University (NCCU) in Taipei, Taiwan (<http://psy.nccu.edu.tw/main.php>) invites application for two full-time faculty positions at all ranks beginning August 2012. The candidates are preferred as being interested in and capable of doing research and training students in the areas of (1) industrial/organizational psychology and (2) one of the areas of aging, child-development, and psychometrics.

The Department of Psychology of NCCU is committed to the fruitful integration of sound science and effective practice in psychology, and offers M.S. and Ph.D. degrees. There are five different areas of study within the field of psychology, including Experimental Psychology (Biopsychology/Cognitive Neuroscience), Developmental Psychology, Social Psychology, Industrial and Organizational Psychology, and Clinical/Counseling Psychology (including Health Psychology). Currently, there are many ongoing research collaborations between the Department and other units including Departments of Economics and Education, Graduates Institutes of Linguistics and Social work, Institute of Neuroscience, and Research Center for Mind, Brain & Learning. More importantly, several projects using fMRI in campus will be started between years 2011-2012.

We are looking for two psychologists who are interested and capable in learning about an integrated approach to research and in the training of future generations of psychologists through research and teaching. The ideal candidates are expected to meet departmental teaching needs. The successful candidate will possess excellent knowledge of current issues, opportunities for enhancing the role of the Department in research and teaching, and ability to work collaboratively

with students and faculty in supporting and expanding research and instructional programs. In addition, s/he will be actively engaged in scholarship and will demonstrate abilities to mentor student research and be an involved departmental and university citizen.

Application materials including a cover letter, curriculum vitae, at least three representative reprints or preprints, Ph.D. degree certificate, a post graduate transcript, statements of research and teaching interests, and at least two letters of recommendation should be sent by Jan., 31, 2012 to the Faculty Search Committee, Department of Psychology, National Chengchi University, No. 64, Sec. 2, Zhinan Rd., Wenshan Dist., Taipei City, 11605, Taiwan (R.O.C.). Tel: 886-2-29393091#63551. Fax: 886-2-29390644. E-mail: [ygwen@nccu.edu.tw](mailto:ygwen@nccu.edu.tw).

**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).

**Istanbul Sehir University (Turkey), Department of Philosophy:** Istanbul Sehir University invites applications for full-time positions in philosophy. Positions are available for professors at all ranks beginning in 2012 September. The areas of particular interest are: continental philosophy, epistemology, ethics, logic, medieval philosophy, metaphysics, modern philosophy, comparative philosophy, ancient philosophy, philosophy of science, and philosophy of religion. The successful candidates, once hired, are expected to fulfill their respective Department's requirements with regard to teaching, research, record of publications, and service to the institution. Junior candidates are expected to have a PhD at the time of appointment. All candidates should have excellent command of English and strong commitment to teaching and research. Review of applications will begin on December 1, 2011, and continue until the positions are filled. Submit an application file that includes information about your research and teaching interests, your curriculum vitae, two samples of written work and names of three references (for senior candidates) or three letters of recommendation (for junior candidates) via e-mail to: [philosophy@sehir.edu.tr](mailto:philosophy@sehir.edu.tr). Website: <http://www.sehir.edu.tr/>.

**Royal Holloway University of London (UK), Department of Psychology:** Applications are invited for two permanent posts at reader or senior lecturer or lecturer level in the Department of Psychology, Royal Holloway, University of Lon-

don. These posts are part of a strategic initiative to strengthen and expand the Department's research portfolio. We invite applications that demonstrate an established international research profile, publishing in top tier academic journals, and for the more senior level a strong track record in gaining research funding.

The Department has excellent facilities for undertaking research in a broad range of areas (with state-of-the-art facilities available, such as MRI, EEG, TMS, eye trackers, cognitive behavioral testing suites, social and infant observation labs). It also has strong links with clinical organizations, as well as government, industrial, and charity affiliations.

Successful applicants will be expected to be educated to PhD level and possess an excellent research record, as evidenced by publications, and related research activities. They should be enthusiastic about working in a multidisciplinary environment and should possess the broad range of skills needed to teach effectively and be able to enhance the Department's teaching portfolio at undergraduate and postgraduate level. The Department welcomes applications from strong researchers in any area of psychology. Information about our existing research groups of adult & child cognition, brain & behavior, and clinical, health, & social psychology can be found on our departmental website: <http://www.rhul.ac.uk/psychology/home.aspx>.

Lecturer salary in the range of £38,996 to £46,150 per annum inclusive of London allowance. Senior lecturer / Reader salary in the range of £47,470 to £54,690 per annum inclusive of London allowance.

Applicants should indicate on their application if they are only interested in the level of reader or senior lecturer. Starting date for the posts would be flexible between May and September 2012. Informal enquiries regarding this post can be directed to the Head of Department, Professor John Wann ([J.P.Wann@rhul.ac.uk](mailto:J.P.Wann@rhul.ac.uk)) or Director of Research, Professor Kathy Rastle ([Kathy.Rastle@rhul.ac.uk](mailto:Kathy.Rastle@rhul.ac.uk)).

For further details of this post contact the Recruitment Team by E-mail: [recruitment@rhul.ac.uk](mailto:recruitment@rhul.ac.uk) or by Tel: +01784 414241

Closing date: Midnight February 14, 2012

Interview date: Planned for early March 2012

**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/psyco/welcome.html>) in the Barber School (<http://www.ubc.ca/okanagan/>



[ikbarberschool/welcome.html](http://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 Montreal (Canada), Department of Psychology:**

The Department of Psychology invites applications for a full-time tenure-track position in cognitive psychology and industrial / organizational psychology, both at the rank of assistant professor. Starting date from June 1, 2012. Interested parties should consult the detailed description of this position, information about the competition and deadlines on the Department of Psychology website at: [www.psy.umontreal.ca](http://www.psy.umontreal.ca).

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

The Department of Psychology at the University of Toronto invites applications for a teaching stream position at the rank of lecturer, effective on July 1, 2012 or shortly thereafter. Applicants must have a PhD in experimental psychology with an emphasis in either cognitive psychology or psychology of perception and possess a record of excellence in teaching and teaching-related scholarly activities. Ideally candidates will also have a strong quantitative background.

Interested applicants may contact Professor Gillian Einstein, Search Committee Chair at [gillian.einstein@utoronto.ca](mailto:gillian.einstein@utoronto.ca) for additional information. Appointments at the rank of lecturer

may be renewed annually to a maximum of five years. In the fifth year of service, lecturers shall be reviewed and a recommendation made with respect to promotion to the rank of senior lecturer. Salary will be commensurate with qualifications and experience.

Applicants should submit a cover letter, a current curriculum vitae, and a teaching portfolio (including a statement of teaching philosophy, sample course syllabi related to the teaching of cognition and/or perception), and teaching evaluations. Applicants should arrange to have three confidential letters of recommendation sent on their behalf directly to: Chair Search Committee, Department of Psychology, Room 4020, Sidney Smith Hall, 100 St. George Street, Toronto Ontario, M5S 3G3; Fax: (416) 978-4811; or E-mail [chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca). We will begin reviewing applications on January 15, 2012 and continue until the position is filled. For more information about the Department for the Psychology, visit [www.psych.utoronto.ca](http://www.psych.utoronto.ca).

**University of Toronto (Canada), Department of Psychology:** The Department of Psychology at the University of Toronto invites applications for a teaching stream position at the rank of lecturer, effective on July 1, 2012 or shortly thereafter. Applicants must have a PhD in social psychology with a specialization in quantitative psychology and possess a record of excellence in teaching and teaching-related scholarly activities.

Interested candidates may contact Professor Gillian Einstein, Search Committee Chair at [gillian.einstein@utoronto.ca](mailto:gillian.einstein@utoronto.ca) for additional information. Appointments at the rank of lecturer may be renewed annually to a maximum of five years. In the fifth year of service, lecturers shall be reviewed and a recommendation made with respect to promotion to the rank of senior lecturer. Salary will be commensurate with qualifications and experience.

Applicants should submit a cover letter, a current curriculum vitae, and a teaching portfolio (including a statement of teaching philosophy, sample course syllabi related to the teaching of social psychology and quantitative methods), and teaching evaluations. Applicants should arrange to have three confidential letters of recommendation sent on their behalf directly to: Chair Search Committee, Department of Psychology, Room 4020, Sidney Smith Hall, 100 St. George Street, Toronto Ontario, M5S 3G3; Fax (416) 978-4811; or E-mail [chair@psych.utoronto.ca](mailto:chair@psych.utoronto.ca). We will begin reviewing applications on January 15, 2012 and continue until the position is filled. For more information about the Department for the Psychology, visit [www.psych.utoronto.ca](http://www.psych.utoronto.ca).

**University of Ontario Institute of Technology (Canada), Faculty of Social Science and Humanities:** The Faculty of Social Science and Humanities is accepting applications for two tenured or tenure-track positions at the rank of assistant/associate/full professor in the field of forensic psycholo-

gy. The starting date for the position is July 1, 2012. Candidates must have a PhD. in psychology and have an active research agenda or the promise of an active research agenda in any area relevant to forensic psychology. This position is subject to budgetary approval. The Faculty of Social Science and Humanities recently started a bachelors degree program in forensic psychology to complement its bachelors degree programs in criminology, legal studies, public policy, and community development and its masters degree program in criminology. The forensic psychology faculty members have state-of-the-art research labs, are externally funded, are strong in research, teaching, university and professional service, and supervise undergraduate and graduate students.

Review of applications will begin on January 2, 2012, and will continue until the position is filled. Only those who have or will have a completed PhD. by July 1, 2012 are eligible to apply. Applicants should submit in electronic format, a covering letter, a curriculum vitae including a list of publications, a statement of teaching interests, an outline of present and future research agendas, and three letters of recommendation. Applications for the rank of full professor require four letters of recommendation. All application materials and letters of recommendation must be submitted to [careers@uoit.ca](mailto:careers@uoit.ca).

**Simon Fraser University (Canada), Department of Psychology:** The Department of Psychology at Simon Fraser University invites applications for two tenure-track faculty positions at the rank of assistant professor, one in developmental psychology and a second in social psychology. The successful candidates will participate in scholarly activities and contribute to the undergraduate and graduate programs. We encourage applications from a broad range of developmental and social psychologists. More information about the Psychology Department and the University can be found through our website at <http://www.psyc.sfu.ca>. Applications will be reviewed after December 5, 2011. Submit a cover letter, which includes curriculum vitae, three letters of reference, and copies of representative publications, to: Dr. J. Don Read, Chair; Department of Psychology; Simon Fraser University; 8888 University Drive; Burnaby, BC V5A 1S6 Canada; E-mail: [jdonread@sfu.ca](mailto:jdonread@sfu.ca)

**Note:** The letter of application and curriculum vitae may be sent via e-mail but all supporting documents should be sent hard copy by post. Letters of reference can be sent via email, but in the event of an offer being made to a candidate, the original signed letter will be required. Under the authority of the University Act personal information that is required by the University for academic appointment competitions will be collected. For further details see: [http://www.sfu.ca/vpacademic/Faculty\\_Openings/Collection\\_Notice.html](http://www.sfu.ca/vpacademic/Faculty_Openings/Collection_Notice.html).

**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 improvement 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

## International Employment Opportunities

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, helping our students achieve their goals.

### Education, Experience, Knowledge, and Skills

We are looking for a psychiatrist with an earned MD 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.

**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. Ability to provide supervision to Counseling MA students is also 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. Priority will be given to applications received by February 15, 2012. Short-listed candidates will be interviewed by video-conference by late February 2012.

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.

**Text Company Ltd (Japan), Manuscript Editor:** PhD psychologists with research-publication experience needed to edit and comment on manuscripts written by non-US psychologists, to facilitate publication in US journals. Ideal part-time for current, or retired cognitive, developmental, physiological, and other faculty. Interested candidates should e-mail Ratnin Deawaraja at [ratnin@mac.com](mailto:ratnin@mac.com).

**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 gradu-

ate 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 PS. Her E-mail address is [maureen.neihart@nie.edu.sg](mailto:maureen.neihart@nie.edu.sg).

**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).

**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).

**Koc University (Turkey), Post-Doctoral Researcher:**

A post-doctoral researcher position is available in the Timing, Memory and Decision Making Lab at Koc University. Researchers with interest and previous background on human memory and/or cognitive control are welcome to apply. Applicants must hold a PhD degree in psychology, cognitive science, neuroscience, or related fields. To apply, send curriculum vitae, a cover letter stating research interests, and two references to Dr. Ilke Oztekin ([ioztekin@ku.edu.tr](mailto:ioztekin@ku.edu.tr)). Applications will be reviewed until the position is filled.

**Sabanci University (Turkey), Faculty of Arts and Social**

**Sciences:** The Faculty of Arts and Social Sciences, Sabanci University, invites applications and/or nominations for a faculty position in social cognitive psychology. The position is open as of September 2012, to mid-career candidates as well as candidates who have recently completed their PhD or are near completion.

We seek a scholar with strong specialization in social cognitive psychology, social psychology, applied cognitive science, and/or applied decision-making with a solid theoretical background. Further specialization in one or more of the following areas is preferred: judgment and decision-making, automaticity, self and identity, culture, cognition and communication, emotion, morality, psychology of learning and education, political psychology, and conflict analysis and resolution. The successful candidate must have a strong record and potential for top quality scholarly publication, as well as

promise of outstanding teaching at both the undergraduate and graduate levels. The candidate should also have interests in program building and should be able to maintain strong international connections. Consideration of candidates will begin by December 1, 2011, and will continue on a rolling basis until the position is filled.

Applicants are asked to complete an online application form through the university website. Additionally, curriculum vitae, a clear statement of current and planned research and teaching activities, and at least three letters of reference should be sent via e-mail to: Mehmet Bac, Dean, Faculty of Arts and Social Sciences, [bac@sabanciuniv.edu](mailto:bac@sabanciuniv.edu) with Cc to Inci Ceydeli, Faculty Administrative Manager, [inci@sabanciuniv.edu](mailto:inci@sabanciuniv.edu).

Sabanci University is a private, department-free, innovative academic institution. It is strongly committed to interdisciplinary research and teaching both at the undergraduate and graduate levels.

Faculty members are provided with excellent support, including housing facilities on its modern campus if available or a housing stipend.

***International Youth Counselor (UK):*** This position implements a community-based adolescent substance abuse prevention and treatment program for the adolescent dependents of US service members at various US military installations in Europe and the Pacific Rim. The essential prevention and education role includes classroom education for adolescents, in-service training to community agencies, community education, screening for and facilitation of prevention support groups for youth from high-risk environments and participation in community awareness campaigns.

Counselor duties include:

- Intake, screening, assessment, and management of caseload
- Provide AOD training and specialized education on a variety of topics
- Treatment planning, discharge, records management, and continuing care planning for caseload
- Participation in quality assurance
- Case record management and documentation
- Securing and maintaining written referral agreements with all community agencies, briefing referral agencies about the ASACS program



### OFFICERS (2012)

#### President (2012)

Neal Rubin, Ph.D., ABPP  
Illinois School of Professional Psychology  
Argosy University, Chicago  
225 North Michigan Avenue  
Chicago, IL 60601  
Tel: 312-836-0335 (office)  
Tel: 312-777-7695 (campus)  
email: [nealrubin@hotmail.com](mailto:nealrubin@hotmail.com)

#### President-Elect (2012)

Mercedes McCormick, Ph.D.  
33 Hudson Street, #2810  
Liberty Towers East  
Jersey City, NJ 07302  
Mobile: 917-363-7250  
email: [mmccormick2@pace.edu](mailto:mmccormick2@pace.edu)

#### Past President (2012)

John D. Hogan, Ph.D.  
Psychology Department  
St. John's University  
Jamaica, NY 11439  
Tel: 914-631-4101  
Fax: 718-990-6705  
email: [hoganjohn@aol.com](mailto:hoganjohn@aol.com)

#### Treasurer (2012-2014)

Susan A. Nolan, Ph.D.  
Chair, Department of Psychology  
Seton Hall University  
400 South Orange Avenue  
South Orange, NJ 07079  
Tel: 973-761-9485 (work)  
email: [susan.nolan@shu.edu](mailto:susan.nolan@shu.edu)

#### Secretary (2011-2013)

Ayşe Çiftçi, Ph.D.  
Counseling Psychology  
Purdue University  
Department of Educational Studies  
Beering Hall of Liberal Arts and Education  
100 N. University Street, Room 5168  
West Lafayette, IN 47907-2098  
Tel: 765-494-9746  
Fax: 765-496-1228  
email: [ayseciftci@purdue.edu](mailto:ayseciftci@purdue.edu)

#### Council Representative

Harold Takooshian, Ph.D.  
113 West 60<sup>th</sup> Street - Psychology Dept.  
Fordham University  
New York, NY 10023  
Tel: 212-636-6393  
email: [takoosh@aol.com](mailto:takoosh@aol.com)

#### Members-At-Large

Andres J. Consoli, Ph.D. (2011 - 2013)  
1600 Holloway Ave., BH 524  
San Francisco State University  
San Francisco, CA 94132  
Tel: 415-338-6415  
Fax: 415-338-0594  
email: [consoli@sfsu.edu](mailto:consoli@sfsu.edu)

Mercedes McCormick, Ph.D. (2010-2012)

33 Hudson Street, #2810  
Liberty Towers East  
Jersey City, NJ 07302  
Mobile: 917-363-7250  
email: [mmccormick2@pace.edu](mailto:mmccormick2@pace.edu)

Wade Pickren, Ph.D. (2010-2012)

Psychology Department  
Pace University  
41 Park Row, 13th floor  
Psychology Department  
New York, NY 10038  
email: [wpickren@pace.edu](mailto:wpickren@pace.edu)

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

Psychiatric Services  
2727 Marshall Court  
Madison, WI 53705  
Tel: 608-238-9354  
email: [jkrice@facstaff.wisc.edu](mailto:jkrice@facstaff.wisc.edu)

### COMMITTEE CHAIRS (2012)

*[\*ad hoc committees]*

#### \*Aging

Norman Abeles, Ph.D.  
Psychology Department  
Michigan State University  
East Lansing, MI 48824  
Tel: 517-355-9564  
Fax: 517-353-5437  
email: [abeles@msu.edu](mailto:abeles@msu.edu)

#### APA Oversight Committee on Lesbian, Gay, Bisexual and Transgender Concerns

Sharon Horne, Ph.D.  
The University of Memphis  
100 Ball Hall, CEPR  
Memphis, TN 38152  
Tel: 901-678-1413  
Fax: 901-678-5114  
email: [shorne@memphis.edu](mailto:shorne@memphis.edu)

#### \*Award, Book

Renée Goodstein, Ph.D.  
Psychology Department  
St. Francis College  
180 Remsen Street  
Brooklyn, NY 11201  
Tel: 718-489-5437  
email: [rgoodstein@stfranciscollege.edu](mailto:rgoodstein@stfranciscollege.edu)

#### \*Award, Denmark-Reuder

Joan Chrisler, Ph.D.  
Psychology Department,  
Connecticut College  
New London, CT 06320-4196  
Tel: 860-439-2336 (work)  
Tel: 203-877-0379 (home)  
Fax: 860-439-5300  
email: [jchr@conncoll.edu](mailto:jchr@conncoll.edu)

#### Awards, Division

John D. Hogan, Ph.D.  
Psychology Department  
St. John's University  
Jamaica, NY 11439  
Tel: 914-631-4101  
Fax: 718-990-6705  
email: [hoganjohn@aol.com](mailto:hoganjohn@aol.com)

Danny Wedding, Ph.D., MPH  
Associate Dean for Management and  
International Programs  
California School of Professional  
Psychology

Alliant International University  
1 Beach Street  
San Francisco, CA 94133  
Tel: 415-955-2043  
Fax: 415-955-2063  
email: [dwedding@alliant.edu](mailto:dwedding@alliant.edu)

Lynn H. Collins, Ph.D.  
Department of Psychology, POB 273  
La Salle University  
1900 W. Olney Ave.  
Philadelphia, PA 19141  
Tel: 215-951-5046  
Fax: 215-753-8924  
email: [collins@lasalle.edu](mailto:collins@lasalle.edu)

#### \*Award, International Mentoring

Lawrence H. Gerstein, Ph.D.  
Ball State University  
Department of Counseling Psychology and  
Guidance Services  
Teachers College, Room 608  
Muncie, IN 47306  
Tel: 765-285-8059  
Fax: 765-285-2067  
email: [lgerstein@bsu.edu](mailto:lgerstein@bsu.edu)

#### \*Award, Student International Research

Sheila J. Henderson, Ph.D.  
Visiting Associate Professor  
California School of Professional  
Psychology  
Systemwide Associate Director, I-MERIT  
Alliant International University  
1 Beach Street  
San Francisco, CA 94133  
Tel: 415- 955-2030  
email: [shenderson@alliant.edu](mailto:shenderson@alliant.edu)

## Board Members

### \*Communications

Uwe Gielen, Ph.D.  
St. Francis College  
180 Remsen Street  
Brooklyn, NY 11201  
Tel: 718-489-5386  
Fax: 718-522-1274  
email: [ugielen@hotmail.com](mailto:ugielen@hotmail.com) or  
[ugielen@stfranciscollege.edu](mailto:ugielen@stfranciscollege.edu)  
web: <http://www.geocities.com/uwegieleniccp>

### \*Curriculum and Training

Gloria Grenwald, Ph.D.  
Behavioral and Social Sciences Department  
Webster University  
St. Louis, MO 63119  
Tel: 314-968-7073  
email: [grenwald@webster.edu](mailto:grenwald@webster.edu)

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

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

### \*Early Career Professionals/Psychologists Committee

Ayşe Çiftçi, Ph.D.  
Counseling Psychology  
Purdue University  
Department of Educational Studies  
Beering Hall of Liberal Arts and Education  
100 N. University Street, Room 5168  
West Lafayette, IN 47907-2098  
Tel: 765-494-9746  
Fax: 765-496-1228  
email: [ayseciftci@purdue.edu](mailto:ayseciftci@purdue.edu)

### \*Federal Advocacy Coordinator

Joy K. Rice, Ph.D.  
Psychiatric Services  
2727 Marshall Court  
Madison, WI 53705  
Tel: 608-238-9354  
email: [jkrice@facstaff.wisc.edu](mailto:jkrice@facstaff.wisc.edu)

### Fellows (September 2010-August 2012)

Harold Takooshian, Ph.D.  
113 West 60<sup>th</sup> Street - Psychology Dept.  
Fordham University  
New York, NY 10023  
Tel: 212-636-6393  
email: [takoosh@aol.com](mailto:takoosh@aol.com)

### Finance

Ayşe Çiftçi, Ph.D.  
Counseling Psychology  
Purdue University  
Department of Educational Studies  
Beering Hall of Liberal Arts and Education  
100 N. University Street, Room 5168  
West Lafayette, IN 47907-2098  
Tel: 765-494-9746  
Fax: 765-496-1228  
email: [ayseciftci@purdue.edu](mailto:ayseciftci@purdue.edu)

### \*Handbook

Joy K. Rice, Ph.D.  
Psychiatric Services  
2727 Marshall Court  
Madison, WI 53705  
Tel: 608-238-9354  
email: [jkrice@facstaff.wisc.edu](mailto:jkrice@facstaff.wisc.edu)

### Historian/Archivist

John D. Hogan, Ph.D.  
Psychology Department  
St. John's University  
Jamaica, NY 11439-4620  
Tel: 914-631-4101  
Fax: 718-990-6705  
email: [hoganjohn@aol.com](mailto:hoganjohn@aol.com)

### \*Information Clearinghouse

Michael J. Stevens, Ph.D.  
4620-Psychology  
Illinois State University  
Normal, IL 61790-4620  
Tel: 309-438-5700  
Fax: 309-438-5789  
email: [mjstevens@ilstu.edu](mailto:mjstevens@ilstu.edu)  
web: <http://www.psychology.ilstu.edu/mjstevens>

### \*Immigration/Refugees

Frederic P. Bemak, Ph.D.  
email: [fbemak@gmu.edu](mailto:fbemak@gmu.edu)

Mihaela Robila, Ph.D., CFLE  
Family Sciences  
Department of Family, Nutrition and  
Exercise Sciences  
306 F Remsen Hall  
Queens College  
City University of New York  
65-30 Kissena Blvd.  
Flushing, NY 11367-1597  
Tel: 718-997-4157  
Fax: 718-997-4163  
email: [Mihaela.Robila@qc.cuny.edu](mailto:Mihaela.Robila@qc.cuny.edu)  
web: <http://qcpages.qc.edu/~mrobila>

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

Susan A. Nolan, Ph.D. (2011)  
Chair, Department of Psychology  
Seton Hall University  
400 South Orange Avenue  
South Orange, NJ 07079  
Tel: 973-761-9485 (work)  
email: [susan.nolan@shu.edu](mailto:susan.nolan@shu.edu)

Sayaka Machizawa, Psy.D. (2012)  
Associate Director, Department of  
Community Partnerships  
Adjunct Faculty  
The Chicago School of Professional  
Psychology  
325 N. Wells Street  
Chicago IL 60654  
Tel: 312-412-3507  
Fax: 312-644-3333  
email: [smachizawa@thechicagoschool.edu](mailto:smachizawa@thechicagoschool.edu)

### International Perspectives in Psychology: Research, Practice, & Consultation (Journal)

Judith L. Gibbons, Ph.D., Editor  
Professor of Psychology and International  
Studies  
Saint Louis University  
Department of Psychology  
221 North Grand Blvd.  
St. Louis, MO 63103  
Tel: 314-977-2295  
Fax: 314-977-1014  
email: [gibbonsjl@slu.edu](mailto:gibbonsjl@slu.edu)  
web: <http://www.apa.org/pubs/journals/ipp/index.aspx>

### \*International Psychology Bulletin (Newsletter)

Grant J. Rich, Ph.D., Editor  
Juneau, AK 99801  
email: [optimalex@aol.com](mailto:optimalex@aol.com)

Harold Takooshian, Ph.D., Associate Editor  
113 West 60<sup>th</sup> Street - Psychology Dept.  
Fordham University  
New York, NY 10023  
Tel: 212-636-6393  
email: [takoosh@aol.com](mailto:takoosh@aol.com)

Richard S. Velayo, Ph.D., Associate Editor  
Psychology Department  
Pace University  
41 Park Row, Room 1324  
New York, NY 10038  
Tel: 212-346-1506  
Fax: 212-346-1618  
email: [rvelayo@pace.edu](mailto:rvelayo@pace.edu)  
web: <http://webpage.pace.edu/rvelayo>



## Board Members

### **\*International Psychology Bulletin (Newsletter) - continued**

Lawrence H. Gerstein, Ph.D., Section Editor  
(Book Reviews)  
Ball State University  
Department of Counseling Psychology and  
Guidance Services  
Teachers College, Room 608  
Muncie, IN 47306  
Tel: 765-285-8059  
Fax: 765-285-2067  
email: [lgerstein@bsu.edu](mailto:lgerstein@bsu.edu)

### **\*Liaisons-Divisions**

Lynn H. Collins, Ph.D.  
Department of Psychology, POB 273  
La Salle University  
1900 W. Olney Ave.  
Philadelphia, PA 19141  
Tel: 215-951-5046  
Fax: 215-753-8924  
email: [collins@lasalle.edu](mailto:collins@lasalle.edu)

### **\*Liaisons-International**

Rivka Bertisch Meir, Ph.D., MPH  
181 Kensington Drive  
Fort Lee, NJ 07024  
Tel: 201-363-1391  
Fax: 201-751-6585  
email: [rivka@doctorrivka.com](mailto:rivka@doctorrivka.com) or  
[winsuccess@aol.com](mailto:winsuccess@aol.com)  
web: [doctorrivka.com](http://doctorrivka.com)

### **\*Long-range Planning**

Senel Poyrazli, Ph.D. (Chair)  
Associate Professor of Counseling  
Psychology  
Co-Editor, Eurasian Journal of Educational  
Research  
Program Coordinator, Applied Clinical  
Psychology and Applied Psychological  
Research  
Pennsylvania State University - Harrisburg  
School of Behav. Sciences and Education  
777 W. Harrisburg Pike  
Middletown, PA 17057  
Tel: 717-948-6040  
Fax: 717-948-6519  
email: [poyrazli@psu.edu](mailto:poyrazli@psu.edu)

Wade Pickren, Ph.D. (Co-chair)  
Psychology Department  
Pace University  
41 Park Row, 13th floor  
Psychology Department  
New York, NY 10038  
email: [wpickren@pace.edu](mailto:wpickren@pace.edu)

### **Membership**

Janet Sigal, Ph.D.  
Psychology Department  
Fairleigh Dickinson University  
Teaneck, NJ 07666  
Tel: 201-692-2314  
email: [janet2822@aol.com](mailto:janet2822@aol.com)

### **\*Mentoring**

Ani Kalayjian, Ed.D., RN  
139 Cedar St.  
Cliffside Park, NJ 07010  
Tel: 201-941-2266  
email: [drkalayjian@meaningfulworld.com](mailto:drkalayjian@meaningfulworld.com)  
web: [www.meaningfulworld.com](http://www.meaningfulworld.com)

### **Nominations/Elections**

John D. Hogan, Ph.D.  
Psychology Department  
St. John's University  
Jamaica, NY 11439  
Tel: 914-631-4101  
Fax: 718-990-6705  
email: [hoganjohn@aol.com](mailto:hoganjohn@aol.com)

### **\*Outreach**

Mercedes McCormick, Ph.D.  
33 Hudson Street, #2810  
Liberty Towers East  
Jersey City, NJ 07302  
Mobile: 917-363-7250  
email: [mmccormick2@pace.edu](mailto:mmccormick2@pace.edu)

### **\*Parliamentarian**

John Davis, Ph.D.  
Department of Psychology  
Texas State University - San Marcos  
San Marcos, TX 78666  
email: [jd04@txstate.edu](mailto:jd04@txstate.edu)

### **Program**

Mark D. Terjesen, Ph.D. (Chair)  
Associate Professor  
St. John's University  
8000 Utopia Parkway  
Marillac Hall SB36  
Jamaica, NY 11439  
Tel: 718-990-5860  
Fax: 718-990-5926  
email: [terjesem@stjohns.edu](mailto:terjesem@stjohns.edu)

Robyn Kurasaki, Psy.D. (Co-chair)  
New Hyde Park - Garden City Park UFSD  
300 New Hyde Park Road  
New Hyde Park, NY 11040  
email: [rkurasaki@gmail.com](mailto:rkurasaki@gmail.com)

### **\*Public Interest/U.N.**

Florence Denmark, Ph.D.  
Psychology Department  
Pace University  
New York, NY 10038-1598  
Tel: 212-346-1551  
Fax: 212-346-1618  
email: [fdenmark@pace.edu](mailto:fdenmark@pace.edu)

### **\*Student Committee**

Daria Diakonova-Curtis (Co-chair)  
Alliant University  
email: [ddiakonova@alliant.edu](mailto:ddiakonova@alliant.edu)

Laura Reid-Marks, M.A.E., Ed.S. (Co-chair)  
Doctoral Student, Counseling Psychology  
Purdue University  
Beering Hall of Liberal Arts and Education  
100 N. University Street  
West Lafayette, IN 47907-2098  
email: [ReidL@purdue.edu](mailto:ReidL@purdue.edu)

### **\*Transforming Trauma & Violence**

Ani Kalayjian, Ed.D., RN  
139 Cedar St.  
Cliffside Park, NJ 07010  
Tel: 201-941-2266  
email: [drkalayjian@meaningfulworld.com](mailto:drkalayjian@meaningfulworld.com)  
web: [www.meaningfulworld.com](http://www.meaningfulworld.com)

### **\*Webmaster/Website Technology**

Richard S. Velayo, Ph.D.  
Psychology Department  
Pace University  
41 Park Row, Room 1324  
New York, NY 10038  
Tel: 212-346-1506  
Fax: 212-346-1618  
email: [rvelayo@pace.edu](mailto:rvelayo@pace.edu)  
web: <http://webpage.pace.edu/rvelayo>