



INTERNATIONAL PSYCHOLOGY BULLETIN

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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. Vaishali V. Raval at ravalvv@miamioh.edu. The manuscript must be written in APA style described in the Publication Manual of the American Psychological Association, 6th Edition. Please submit it as a Microsoft Word document, not as a pdf file.

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, e-mail address, 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://www.apastyle.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. *Improperly formatted submissions may be returned unread to the author and/or may delay the review and publication process.*

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

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Submission Deadlines

International Psychology Bulletin

Vaishali V. Raval, Editor, ravalvv@miamioh.edu

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 the appropriate section editor.

- *Book Reviews, Current Issues Around the Globe, Division 52 News, and Peer-Reviewed Research Articles*: Vaishali V. Raval ravalvv@miamioh.edu
- *Early Career Professional Column*: Genomary Krigbaum, genomary.krigbaum@my.gcu.edu
- *Student Column*: Valerie Wai-Yee Jackson vjackson@alliant.edu
- *Teaching International Psychology*: Gloria Grenwald grenwald@webster.edu
- *Travels in the History of Psychology*: John D. Hogan, hoganj@stjohns.edu
- *Heritage Mentoring Project*: Neal Rubin, nealrubin@hotmail.com

Submission Deadlines:

Spring issue March 31st
Summer issue June 30th
Fall issue September 15th
Winter issue December 5th

Issues typically will be published about 4 weeks after the deadline.

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Happenings at Division 52

Senel Poyrazli, PhD
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This is my last column as Division 52's president. While I belong to many other divisions, I consider Div52 as my home division. I always look forward to seeing as many of you as possible during conferences, board meetings, social gatherings, and at our hospitality suite every year during the APA conference. This year has been a great learning experience for me and I hope to continue to serve our division in different ways after my presidency.

People in our division support each other and work towards the common goal of advancing international psychology. What I observed closely this year was that the level of participation of the board members, committee chairs and committee members, and the liaisons was high. I also heard from several members who made suggestions about how Div52 may grow and what future projects could be considered. I very much appreciated this high level of involvement, dedication, and commitment.

Among many suggested projects, The Webinar Project is a good example to illustrate this dedication and high level of involvement in our division that has been introduced during the last year. Our Early Career Psychologists Committee developed several webinars. In addition, under the leadership of our president elect, Mark Terjesen, several interested members from the Student Committee, the Early Career Psychologists Committee, and the Curriculum and Training Committee held conference calls to discuss the possibility of webinars as a way to increase the visibility of our division and increase membership. In our last board meeting, we decided to form a formal division-level committee to look further into the development and the implementation of webinars. Between the ECP webinar subcommittee and the division-level committee, our hope is that we will deliver our first webinars in the upcoming year.

This past August, during the APA conference, our division held a 4-day suite programming. Those of you who may have served on our hospitality suite team know that this is a highly complicated task and involves attention to detail, recruitment and management of the student volunteers, balancing the needs and wants of many different parties, and personal presence in the suite. With the help of our program chair Kim Kassay, our suite programming chair Bill Pfohl did an excellent job during these four days that the suite was open. The suite was well attended by colleagues, presenters, family and friends. The division's social hour, awards ceremony, the presentation by the authors of the Ursula Gielen Book Award, the business meeting, and the ECP social hour were among the well-attended sessions.

During our business meeting in August, I gave two recognition awards, one to Mercedes McCormick and one to

Grant Rich. Mercedes has put in numerous hours every week for the past three years to serve our division first as president-elect, then as president, and now as past-president. She has also been instrumental in creating a new student award in conjunction with the Psi-Chi organization.

Grant served as our International Psychology Bulletin editor. He did an excellent job producing each issue of the newsletter on time. Along with the associate editors Harold Takooshian and Richard Velayo, he also helped train our new editor Vaishali Raval who successfully produced the combined Spring/Summer and the Fall 2014 issues.

I would like everyone to remember three important deadlines that are coming up this Fall. Besides our APA convention programming, we will also continue to have the two international programming at the Eastern Psychological Association's (EPA) and the Western Psychological Association's (WPA) annual conference. APA will be in Toronto in 2015 and the deadline for submissions is December 1st. The EPA conference will be in Philadelphia; the deadline to submit is November 1st. The WPA conference will be in Las Vegas and the deadline to submit is November 15th.

In a few months, you will hear from me as past-president and I will ask you to nominate individuals for our upcoming elections. In 2015, we will hold an election for the following positions: president-elect, council representative, and member-at-large. So, start thinking about who might do a good job serving on Div52's board to advance international psychology.

Thank you for this great year and I look forward to seeing many of you at our midyear board meeting in January, in Atlanta.

Sincerely yours,
Senel Poyrazli, Ph.D.
Pennsylvania State University-Harrisburg



APA PRESIDENTIAL ELECTIONS 2014

Jean Lau Chin, EdD, ABPP
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Five candidates were nominated for the 2015 President-Elect ballot of the American Psychological Association. In alphabetical order, they are: Jessica Henderson Daniel, Kurt F. Geisinger, Susan H. McDaniel, Antonio E. Puentes, and Todd E. Finnerty. Each of the candidates was invited to submit a 500-word statement responding to:

1. Are you a member of Division 52?
2. What is your vision for international psychology?
3. If elected president, what might you do to promote international psychology?

Our division leadership feels that it is very important for division members to vote in this election and have your voice heard. Psychology within a global and international context is central to Division 52 goals, so we ask each member to consider these goals in casting your vote. It is important to remember the Hare system used by APA for casting ballots enables you to rank order the candidates. If your first choice candidate is not elected, your vote goes to your second choice. If both are defeated, then your vote goes to your third choice; this continues until your choices are exhausted to determine the final winner. The candidate statements below reflect their priorities and what they will bring to the APA presidency if elected. We are not telling you how to vote. Rather, we include the candidates' statements as received to inform your decision in voting. The important thing is to VOTE!

Jessica Henderson Daniel



Are you a member of Division 52? I appreciate the invitation to provide a statement about my candidacy for APA President-Elect, even though I am not a Division 52 member. I serve as Director of Training and Associate Director of the LEAH (Leadership Education in Adolescent Health) Training Program

in Adolescent Medicine at Boston Children's Hospital as well as Associate Professor in the Department of Psychiatry at Harvard Medical School.

In 2012, I attended the International Congress of Psychology in Cape Town, South Africa. My goal was to meet women leaders in psychology from around the world, given my involvement with the APA Leadership Institute for Women in Psychology. With the assistance of Dr. Saths Cooper, a graduate of the Boston University Clinical Program where I have taught for some 26 years and a leader in international psychology, I organized a symposium with participants from Singapore and Nigeria. For the 2014 International Congress of Applied Psychology in Paris, I invited mid-career women psychologists (including a panel member from Durban, South Africa) to join me in presenting a symposium on spirituality and women.

I have taught in the Psychology Department at Boston University for over 25 years. Each year, international students have enrolled in my class on Psychology and Social Oppression as a way to understand race, ethnicity, SES, and immigration in the lives of persons who reside in this country. The class has also stimulated their thinking about these same issues in their respective countries. It has been a rich learning experience for a range of students, including those who are 1st and 2nd generation as well as recent immigrants. My class also includes showing documentaries that focus on the impact of the arts in various countries around the world. The most powerful are: The Recycled Orchestra (Paraguay), the Orchestra (Venezuela) and the Orchestra and Chorus (The Congo). Creativity, brilliance and passion override the physical contexts of poverty and war.

What is your vision for international psychology? My vision for international psychology involves encouraging early career and mid-career psychologists to attend international conferences in order to meet potential collaborators on research projects. They may pursue opportunities to participate in UN activities as well. This is consistent with my campaign that emphasizes psychologists engaging in leadership and collaboration as citizen psychologists. This broadens the concept to include citizens of the world.

What is your vision for international psychology? I would promote international psychology by suggesting that senior psychologists share their international experiences with graduate students and early career psychologists. Also, I would encourage more psychologists to apply for Fulbright Fellowships. I would connect them to psychologists who can mentor them through the application process. International contacts with researchers can broaden one's perspective about the application of theoretical frames and research findings across borders. Meeting people around the world can promote an awareness of both similarities and differences. There are numerous cross-cutting international topics including leadership, ethics, gender, and child/adolescent development. I would encourage learning about these topics in graduate school through colloquia with invited speakers.

Todd Finnerty, PhD

Are you a member of Division 52? No.

What is your vision for international psychology? My vision can be summed up in one word: respect. We should respect the good work being done no matter where it is being done. If you read my candidate statements you'll see a vision that is very relevant to international psychology. You'll see that I am not focused on suggesting that an American way of training psychologists be required to practice psychology in the United States should someone come in from another country. I'm also focused on our APA aiding and supporting an international diagnostic system, the ICD, instead of continuing to support American psychiatry's DSM-5.



If elected president, what might you do to promote international psychology? America is known as the "land of opportunity." If I'm elected president however, my perspective is one where opportunity should exist everywhere—not just in America. I won't allow APA to shut down opportunities for international psychology and psychologists from other countries. I will encourage APA to support international conferences

and an international perspective on issues. I also don't believe our policies should reflect American-centric attitudes like requiring an APA-accredited internship. It is widely known that my central advocacy is running for APA president is to voice opposition to requiring an APA-accredited internship for licensure as a psychologist in the United States and to be seen as "competent" to be a psychologist. If elected president I will do all in my power to communicate that this is not evidence-based.

Kurt F. Geisinger, PhD

Are you a member of Division 52? Yes, and I am proud to be a fellow too! I have also served on the Fellows Committee for 52. I consider my longstanding membership in Division 52 to be one of the primary reasons I belong to APA.



What is your vision for international psychology? I will begin this description by reporting that I assume you mean for international psychology, capital I and P, not the division per se. I have listed the fostering of international psychology as one of my goals on my website (kurt4apa.org). I have been a member of CIRP, presented at the last two European Congresses of Psychology, the most recent International Congress of Psychology, and at many meetings of the International Test Association, of which I am an officer presently. I was elected president-elect of Division 2 of the International Association of Applied Psychology and a keynoter at the recent ICAP meetings in Paris. I also guest edited a recent issue of the International Journal of Testing on how tests are evaluated around the world. I also served as the APA delegate to the International Standard Organization's first foray into the development of test standards and made many fast international friends on that committee. I note that as an undergraduate, I studied abroad for a year and was a language major as an undergraduate.

My vision of international psychology is primarily that American psychologists need to know what good work is being done around the world. We have been isolationists to far too great an extent. I have been collaborating, publishing, and presenting with those from other countries. We need APA to become a center point for international collaboration to deal with practice, scientific, public interest and educational concerns. We also need to recall the great gifts we have in America and share them and share our psychological values with the rest of the world, both professionally and personally. Moreover, we often talk about the world shrinking. At present, I have just over 10 graduate students working with me. More than 70% are international and they are great students who enrich my life every day!

If elected president, what might you do to promote international psychology? I have four plans. First, I would wish to establish several memoranda of understanding and will take steps to ensure this during my president-elect year. I have some countries in mind, but would also be open to suggestions. Second, I would like to invite a number of distinguished international psychologists from other countries to provide lectures on the general theme of collaborations at the APA convention that will be in Toronto. I would work with

CIRP to establish a process to identify a broad selection of international psychologists to invite and for which presidential funding could be used for this purpose. Third, I would like to host discussions with public leaders of international psychology associations to see how they balance practice, science, education, and public interest in their associations. I have been asked to chair a process akin to APA's Good Governance Project for the International Association of Applied Psychologists; it is this spirit of working together that will truly advance psychology. It is possible that such discussions could be open at the convention, although I would begin these conversations during my president-elect year. Finally, I would, like a number of my predecessors, attend as many of the international meetings during my presidential year as humanly possible. Website: <http://www.kurt4apa.org/campaign/>

Susan H. McDaniel, PhD



Are you a member of Division 52?

Yes. My career has been dedicated to applying psychological science and principles to healthcare. I have been fortunate to speak and work on integrated care in other countries, including Canada, China, England, Finland, Germany, Hungary, Israel, Japan, Mexico, Northern Ireland, Norway, Romania, Spain, and Taiwan. I have published 15 books, translated

into 8 languages. Though it varies, addressing the mind-body split is a global problem regardless of culture or healthcare financing.

What is your vision for international Psychology? We must promote connections among psychologists globally, sharing our science and practice and learning from our colleagues in other countries to benefit the discipline and the public. I was a cultural anthropology major in college (interested in stereotypes after growing up in the desegregating South), and brought sensibility about inclusiveness and the importance of context to my graduate psychology training and my interest in family therapy.

I have many stories that illustrate what I learned about the importance of culture through my work abroad. To pick one, soon after the Wall came down, I went to Romania to help develop a biopsychosocial curriculum for their medical schools. Romania had not yet recovered from Ceausescu

or his dictatorial government. Working with medicine and psychology faculties and hearing stories from the students (especially), I realized how dependent a biopsychosocial approach is on trust between professionals and patients. In a country where people had to get permission to have children, it was not just overly optimistic to think this was going to happen quickly, it was delusional. I learned in a profound way what is necessary for psychotherapy and biopsychosocial medicine to flourish.

One project involved working with a psychologist and her team in Mexico City. We developed a psychology service within a private hospital that saw every patient admitted for any acute problem. These psychologists were integrated into routine hospital care, consulting to patients, families, and healthcare teams. I went back to evaluate the service 5 years later and it was flourishing. Most recently I had the opportunity to go on the APA-sponsored trip to Cuba to observe their healthcare system, focused on population health and integrated care. Interestingly, it was the researchers studying these changes who were most honest about the strengths and weaknesses of their system.

If elected president, what might you do to promote international psychology? American Psychology has much to offer the world AND we have much to learn from others. The richness of these collaborations is vital to our continued growth as a discipline, science, and practice; and I will promote these exchanges as APA President. I will bring a commitment to global perspectives, inclusiveness, and sensitivity to cultural/ethnic/racial diversity. I will continue to develop Memos of Understanding with other countries, and ensure genuine commitment to collaborative work. I will promote our new fellowship and ongoing work on the WHO? I will use my network to bring together leaders of primary care medicine and other health professional organizations with leaders of psychology organizations. We need partnerships with other health professional organizations in the US and abroad to advance our mission to improve comprehensive health across the planet. I will support the excellent work of Merry Bullock and the APA Office of International Affairs, and its connection to the Division 52 and CIRP. We need to sustain and increase our commitment to international psychology. I am genuinely invested in that commitment, and I'll work hard to support it as your APA President.

[cont'd on p. 9]



Antonio E. Puente, PhD

Are you a member of Division 52? Yes. I believe I was a founding member.

What is your vision for international psychology? My vision for psychology is it is not psychology if whom we seek to understand and what we do understand are not universal in scope. Of note is that I live this concept. Most of my post-doctoral fellows (5 of 8) and a majority of my graduate students (20 of 30 plus) have been from other countries. I hold the position of Visiting Professor at the Universidad de Granada Spain where I have been teaching graduate courses and supervising doctoral theses for about 25 years. My last dissertation in which I was the director provides a glimpse of how I think and live this idea- the student was from Palestine, the graduate education was in Spain, the supervisor (me) was from Cuba with an appointment in the US, and the research was carried out in Morocco. The dissertation was written in Spanish and English though the neuro-



psychological tests administered were in Arabic. My research focuses on cultural neuropsychology and I regularly work with colleagues in Spain and Russia to a lesser degree Central America and Mexico. Finally, we run a free clinic I started for indigents of which about 40% of the clients are from Mexico.

If elected president, what might you do to promote international psychology? One of my initiatives will be to focus on the generalizability of psychology all the world, not just to North America and Europe. Collaborations have already been discussed with the psychological societies of Russia and Spain with further talks initiated in South Africa and Cuba. A mini-summit involving key psychological societies from other countries is envisioned. International and cross-cultural issues within psychology as well as our daily lives need to be actively and regularly addressed. My psychological career is centered in many ways on international issues - the majority of my research is on cross-cultural neuropsychology. My clinical work includes ethnically diverse populations. I have and currently collaborate closely with neuropsychologists in many countries - Spain, Mexico, Russia, Palestine, South Africa, Trinidad and Tobago, etc. Collaboration with colleagues in other countries informs important decisions about psychology practice in the US. I have also trained a number of international students who are now successfully practicing in the US and abroad. As a member of Division 52 I have lived its mission and vision. Due to the increasing diversity of the population and global professional

collaborations, international psychology needs to become one of the central branches of modern psychology for it to have critical and long-lasting social relevance.

New Position Announcement



Danny Wedding, PhD, MPH, has started a new position as Director of Behavioral Sciences for the School of Medicine at the American University of Antigua. Danny will Chair the Department and serve as course director for a four semester medical school course sequence titled "Mind, Brain and Behavior."

Danny previously served for four years as Associate Dean for Management and International Programs at Alliant International University. He was based in San Francisco, but he had oversight responsibility for psychology training programs in Hong Kong, Tokyo and Mexico City.

After 2-3 years in Antigua, Danny and his wife Karen anticipate returning to their home in the Berkeley Hills.



APA Council of Representatives Report

Harold Takooshian
D52 Council Representative

On August 5-7, 2014, the semi-annual APA Council meeting convened its 160 representatives in the new Marriot Hotel in Washington DC. APA President Nadine Kaslow was truly impressive in replacing contention with consensus, and she carefully guided the 160 delegates to a successful outcome in the final minutes of the two-day meeting. By her plan, Council sessions began with inspiring quotes, and were punctuated by a few breaks including performing artists (including D52 student Jennifer Doran) and a first-ever chorus (led by D52 Fellow Frank Worrell).

Council had a 517-page agenda. By far, Council spent most of its time on the on-going "Good Governance Project" (GGP), a massive effort to replace Council with a more streamlined APA governance structure. Aside from this, only two items had international aspects.

First, a standing ovation from Council for former APA CEO Raymond Fowler, accompanied by his wife Sandy. His pioneering efforts in the 1990s are credited for the long-awaited birth of our Division 52 in 1997.



APA is visited by legendary past-CEO Raymond Fowler with his wife Sandy.

Second, an update and report by Pierre Ritchie of Montreal, on the progress of the long-awaited ICD-11 (the International Classification of Disorders).

At its February 2015 meeting, Council expects to vote on a new item I introduced in Council on behalf of our Division 52 in February of 2014, to "help international colleagues with DORA" (the 2012 Declaration on Research Assessment). DORA is a petition designed to help protect scientists in other nations from coercion by their employer or government, due to heavy reliance on flawed measures of academic performance. DORA appears at <http://am.ascb.org/dora/> This D52 petition was co-signed by 21 Council reps, including four D52 past-

Presidents--Norman Abeles, Frank Farley, and Danny Wedding, and me--to be voted at the Council meeting in February of 2015.



Pierre Ritchie from Montreal reports to Council on the forthcoming *International Classification of Disorders* (ICD-11).

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 at susan.nolan@shu.edu or Lisa Straus at (202) 336-5843 or at estraus@apa.org.

Rivka Bertisch Meir Memorial in New York City



On September 21, 2014--a busy Sunday in New York City--over 30 people made time to participate in a memorial for their dear friend Rivka Bertisch Meir (1941-2014).

Rivka was a remarkably vibrant psychologist for over 30 years on three continents, who deeply touched many people's lives in diverse ways--as a professor, therapist, consultant, and colleague.

Participants were visibly moved as, one by one, Rivka's family, friends, colleagues, and students shared the diverse ways that Rivka's immense energy touched their lives. Rivka's husband Michael described how Rivka transformed his life after they met in August of 1990, until he suddenly lost Rivka in an auto accident on August 14, 2014. Rivka's son Ariel recalled "there was no other Jewish mother like Rivka," who phoned her children daily. Rivka's Rabbi Konikov canted a Jewish prayer, and described Rivka as a "super-optimist" whose "light" brightened others' lives. NYSPA President-Elect Len Davidman remembered Rivka as a "woman of valor."

For many who sadly missed this memorial, all are invited to a memorial panel on Rivka's legacy--on November 9, 2014 at Marymount College, as part of the 26th Greater New York Conference on Behavioral Research. For any details, contact Dr. Nava Silton, nava.silton@gmail.com



In memory of Rivka Meir

Elena Chebotareva, Irina Novikova, & Alexey Novikov
People's Friendship University of Russia

Anastasia Chebotareva
Russian State University for Humanities



We met with Rivka Meir for the first time at the EPA Meeting at Cambridge MA on March 2011. We were impressed by her sincerity, openness, energy and humanity. She was really cross-cultural in origin and in her style of life, and she was so sensitive to cultural peculiarities of different people and could find a common ground with every person. Rivka was so kind to invite us to her home in New Jersey, where we had the good fortune to get to know Rivka as a hospitable hostess. Rivka's remarkable and diversified career in theoretical and practical psychology couldn't leave anybody indifferent. Rivka Meir always readily shared the results of her work and supported us in our projects. All our meetings with Rivka were bright and unforgettable!

Rivka amazed us by her vitality, optimism, sense of humor. We will always remember and love our dear Rivka!



International Fellows, Class of 2014 APA Division of International Psychology

Ani Kalayjian
Chair, Fellows Committee

Congratulations to three members of our APA Division of International Psychology, who were elected as Fellows of the APA Division of International Psychology, based on their "unusual and outstanding contributions to international psychology." About five percent of the 80,000 members of APA are Fellows, about 200 of them in our Division 52.

On behalf of our Division, I extend our thanks to those on our hard-working Fellows committee, for their dedicated service this year: Samvel S. Jeshmaridian, Ann Marie O'Roark, Chris E. Stout, Harold Takooshian.



Josephine Tan,
PhD, C. Psych
Lakehead University



K. Mark Sossin,
PhD
Pace University



Susan J. Simonian, PhD, ABPP
College of Charleston

Call for Fellows for 2015

Members of APA Division 52 are now invited to nominate others or themselves for election as a Fellow of Division 52, based on "unusual and outstanding contributions" to international psychology. This APA Fellows process takes several weeks, and is now done entirely on-line--including details, application forms, and endorsement letters. Check soon:

www.apa.org/membership/fellows/index.aspx

A lists of Division 52 Fellows and criteria appears at: <http://div52.org/about-us/fellows/> This year all completed materials must be submitted on-line by 5 pm Friday, 6 December 2014-- including the nominee's vita, personal statement, and endorsements from 3 current APA Fellows. At least 2 of the 3 endorsers must be a Fellow of Division 52. Those already a Fellow of another APA division can ask about a streamlined procedure. For any details, contact the Division 52 Fellows Chair, Dr. **Ani Kalayjian**,

DrKalayjian@meaningfulworld.com

Scenes from APA Annual Convention in Washington, DC, August 2014



D52 Fellows breakfast at APA Convention





Poster presentation by the division's Early Career Psychologists Committee



Early career psychologists and senior members



Internationalizing Existential-Humanistic psychology: Craig Shealy (Chair) and Mercedes McCormick as discussant.

Student Poster Awards at APA, 2014

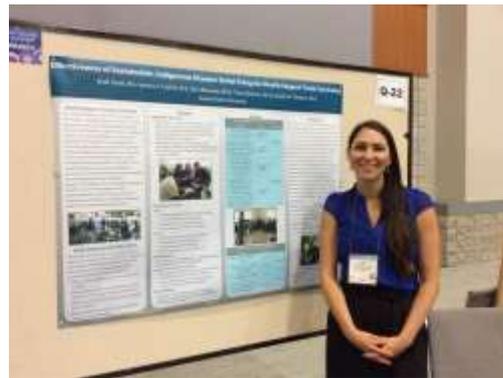
Lynette H. Bikos, Ph.D.
 Seattle Pacific University
lhbikos@spu.edu

colleagues who volunteered to judge posters: Hung Chiao, Bob Levine, Lauren Ng, Celso Oliviera, Sita Patel, Suni Petersen, Mark Terjesen, John Thoburn, Richard Velayo, Kim Kassey, and Carole Wollford-Hunt. Additionally, doctoral students Melissa Gowen, M.S., and Heather Rodney, M.S. provided administrative support for the event.

Authors of 16 posters were e-mailed certificates of recognition for posters displayed during the *Taking Psychology Global I and II* sessions at APA 2014 in Washington DC. Many thanks to the D52

Award	Title	Author(s)	Institution(s)
First Placing	How Do Taiwanese Students Respond to the Teaching Behavior Questionnaire?	Yu-Yun Liu, M.Ed., & Patrick Possell, Ph.D.	University of Louisville
	Human Trafficking Trauma and Violence: A Literature Analysis	Brian Bruijn, B.A., Megan M Loew, M.S., Elin Ovrebo, Ph.D., Georgette Kearney, B.A., & Krashelle Conley	University of Memphis
	Developing a Measure: Assessment of Infants for Use in Vietnam	Kim Van H. Nguyen, M.A., & Mark D. Terjesen, Ph.D.	St. John's University
Second Placing	Measuring Culture Specific Stigma: A Systematic Review of Current Literature and Future Directions	Jeanette Chong, M.S.W., M.A., Chak Wong, M.A., Jenny Kim, M.A., & Ruby Han, M.A.	Teachers College, Columbia University
	Blue Is in the Eye of the Beholder: A Cross Cultural Study on Color Perception and Memory	Mark D. Lowry, B.A. & Judith Becker Bryant, Ph.D.	University of South Florida
	Study of Gambian Supernatural Beliefs and Treatments	Camille M. Hogan & Deborah O'Donnell, Ph.D.	St. Mary's College of Maryland
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	Cross Cultural Literature Review of Suicide Risk in Schizophrenia	Lavina Ho, B.A.	Penn State Harrisburg
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	Toward an Understanding of Resilience for At Risk Guatemalan Youth	Emely R. de la O, M.A., Kelly S. Flanagan, Ph.D., Grace M. Schuler, M.A., & Ashley S. Holcolmb, B.A.	Wheaton College
	Expectations About Counseling and Independent/Interdependent Self Construal in Japanese University Students	Daichi Doi, B.A. & Makiko Kasai, Ph.D.	Naruto University of Education, Japan
	Problem Solving Skills Training With At Risk Nicaraguan Children and Adolescents	Jessica Lee, M.A., Winston Seegobin, Psy.D., Mary Peterson, Ph.D., & Kelly Chang, Ph.D.	George Fox University
	Resilience and Coping: The Perspectives of Cancer Patients, Family Caregivers, and Medical Volunteers at Khampramong Monastery, Thailand	Wipanee Suk-Erb, M.S. & Mary Sean O'Halloran, Ph.D.	University of Northern Colorado
<p>Note: Eligibility for inclusion in the poster contest included (a) a student must be the first author, (b) poster and at least one student author must be present at the poster session, (c) poster must be displayed during one of the <i>Taking Psychology Global</i> poster sessions.</p>			



The Effect of Perceived Interparental Conflict on Korean Youth's Suicidal Ideation Mediated by Depression and Cognitive Deconstruction

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Abstract

The current study examined the effect of perceived interparental conflict on suicidal ideation, mediated by depressed mood and cognitive deconstruction, among Korean middle school students ($N=418$). The results showed that perceived interparental conflict was positively linked with depressed mood, cognitive deconstruction, and suicidal ideation. A structural equation model was run to examine mediation effects of depressed mood and cognitive deconstruction in the relation of perceived interparental conflict and suicidal ideation. Results suggested that depressed mood and cognitive deconstruction fully mediated the relationship between interparental conflict and suicidal ideation. The findings imply that interparental conflicts is linked to the risk for adolescents' suicidality through increased levels of depressed mood and cognitive deconstruction. Implications for future research and clinical work are suggested.

Keywords: suicidal ideation, depression, cognitive deconstruction, perceived interparental conflict, adolescents.

Suicide is not only a personal breakdown, but is also recognized as a serious public health problem (Tuisku et al., 2014). According to Korea Youth Statistics (2010), youth suicide in South Korea has consistently increased in recent years and has become the leading cause of death among Korean youths between the ages of 14 and 15. In this context, there has been a growing interest in understanding sociological circumstances surrounding the sharp increase of youth suicide rates (Moon, 2011).

With respect to defining suicidal ideation, O'Carroll et al. (1996) referred to suicidal ideation as a thought of trying to engage in suicide related behaviors, and McAuliffe (2002) specified two types of suicidal ideations: "thoughts of self-harm in which suicidal intent is present, and thoughts where it is not (p. 326)." The current study defines suicidal ideation as a thought of self-harm accompanied by serious suicidal intent.

A number of studies have examined the cause of suicidal ideation from psychological, family, school, and socio-cultural domains (Parrish & Tunkle, 2005). In particular, family problems, depression and academic stress were cited as the main triggers of South Korean youth suicides, and family related problems were ranked as the highest cause of suicide (Korea Youth Statistics, 2010). Moon (2011) also indicated that child abuse experiences, family related stress, and interparental conflicts significantly increased the likelihood of suicidal ideation among Korean adolescents. Considering the Korean cultural context that emphasizes strong tie

between family members, witnessing intense marital conflict may be not only a stressful emotional threat for children, but may also serve as a model of adult interactions that may impact children's learning of interpersonal skills (Kennedy et al, 2002). Therefore, this study focuses on examining the impact of perceived interparental conflict on Korean youths' suicidal ideation.

Adolescent suicidality is a result of a complicated interaction of individual, psychological, family, school and socio-cultural factors (Bridge et al, 2006). Therefore, the degree to which perceived parental conflict provokes suicidal ideation may be varied depending on each individual's emotional condition and cognitive functioning. A number of studies conducted with European American samples, for instance, showed that children who were frequently exposed to parental conflicts are at increased risk for depression (Campbell et al, 1987; Holden & Ritchie, 1991). According to previous research with European American samples, adolescent depression is known as not only a significant predictor for major depression symptoms in adults (Akiskal et al, 1998; Harrington et al, 1990), but also has a negative impacts on academic achievement, peer relationships, substance abuse, delinquent behaviors, and social withdrawal (Angold et al, 1995).

Baumeister (1990) suggested that chronic depressive mood in adolescence would influence negative impacts on cognitive functions, and Jong & Jung's (2007) study with Korean adolescents also found that cognitive deconstruction partially mediated the link of depressed mood to suicidal

thoughts. Cognitive deconstruction refers to an attempt to reject meaningful and elaborated thoughts, and to escape from oneself as a way of avoiding negative self-awareness and emotional distress (Baumeister, 1990; Twenge et al., 2003). According to Yang (1998), the level of cognitive deconstruction was highly correlated with suicidal intent among Korean adolescences.

In previous studies about the risk factors of youth suicidal ideation, there is little research examining how individual and family related factors structurally link to youth suicidal ideation together. In particular, although cognitive deconstruction was highly associated with suicidal intent among Korean adolescences, little is known about the relationship between cognitive deconstruction and interparental conflict, one of prominent stressors among Korean adolescents (Moon, 2011). Previous studies consistently found that children who were frequently exposed to parental conflicts were at increased risk for depression in both Korean and European American samples (Holden & Ritchie, 1991; Moon, 2011). However, few studies have considered both psychological and cognitive factors together and how they function in the relationship between interparental conflict and suicidal ideation among Korean adolescents. Therefore, the current study considers depressed mood and cognitive deconstruction as significantly relevant individual factors for youth suicide, and examines how these individual factors mediate the relationship between perceived parental conflict and suicidal ideation among Korean adolescents. From the above review, we hypothesize that perceived parental conflict will be positively associated with adolescents' depressive mood, cognitive deconstruction, and suicidal ideation. Particularly, we hypothesize that the relationship between perceived interparental conflict and suicidal ideation will be mediated by depressed mood and cognitive deconstruction, and depression will also be positively linked to cognitive deconstruction.

Method

Participants

Participants were 418 middle school students in a metropolitan city of South Korea, consisting of 203 males (48.5%) and 215 female (51.4%) students. Of these students, 32.3% were 7th graders (13 year olds), 31.6% were 8th graders (14 year olds), and 36.1% were 9th graders (15 year olds).

Procedure

The data collection was conducted in cooperation with middle schools located in the Kyunggi province, South Korea. For those who agreed to participate in this research, paper versions of the survey packets were distributed and returned to the researchers after three weeks. Each survey packet included a consent form and general information about confidentiality. Considering the sensitivity of some questions, the consent form clarified that respondents were able to withdraw from the study at any time. The survey was administered by teachers at the schools and respondents were asked to seal the completed survey packet in an unmarked envelope in order to collect data anonymously. The total number of

participants was 430, and we removed 12 participants who did not reply to all the items on the scales.

Measures

All measures were translated into Korean except for The Self-Escaping Scale, which was originally developed in Korean. The Korean versions of the instruments were previously translated from English into Korean, and then translated back into English.

Scale for Suicidal Ideation (SSI). The SSI was designed by Beck et al (1979) to measure the current severity of an individual's thoughts, plans, and behaviors to attempt suicide. The SSI consists of 21-items and assesses characteristics such as wish to die, desire to make an active or passive suicide attempt, duration and frequency of ideation, and number of deterrents. Each item is rated with a 3 point scale ranged from 0 to 2, and a higher total score indicates more severe suicidal ideation. The SSI is originally an interviewer-administered rating scale, but the Korean version of the SSI was translated into a self-report format survey (Park & Shin, 1991). Cronbach's alpha for the SSI was .89 (Beck et al, 1979) and the Korean version of the SSI was .88 (Park & Shin, 1991). The estimate was comparable in the present study (.85).

Children's Perception of Interparental Conflict Scale (CPIC). We used Korean version of CPIC(K-CPIC; Kwon & Lee, 1997) developed by Grych et al (1992). In this study, we only used 19 items drawn from the subscale 'the properties of intraparental conflict.' Previous research suggests that the properties of conflict; Frequency (e.g., "They may not think I know it, but my parents argue or disagree a lot", Intensity (e.g., "I have seen my parents hit or push each other during an argument"), and Resolution (e.g., "After my parents have an argument, they act friendly towards each other.") were particularly accounted for child's psychological maladjustment (Cummings & Cummings, 1988; Grych & Fincham, 1990). Each item is scored on a 3-point Likert scale ranging from 3 to 1, and higher scores indicate that children perceive intraparental conflict as more negatively and seriously. The Cronbach's alphas of this study were .79(Frequency), .70(Intensity), .83(Resolution), and .92(Total).

Depression. We used Korean version of The Center for Epidemiologic Studies Depression Scale (CES-D) to measure depression (Cho & Kim, 1993). The Korean version of CES-D consists of 20 items and is a self-reporting survey with a 4-point Likert-type scale (0=Rarely or None of the time, 1=Some or Little of the Time, 2=Moderately or Much of the time, and 3=Most or Almost All the Time). The CES-D provides cut-off scores, and participants with a score higher than 21 on CES-D are considered as a risk group for clinical depression. The Cronbach's alpha of the Korean version CES-D was .91 (Cho & Kim, 1993) and .90 for the current sample.

Cognitive Deconstruction. The Self-Escaping Scale (SES) was designed to assess the tendency of adolescents' cognitive deconstruction and consists of 71 items (Shin, 1993). The brief version of SES was administered for

Table 1. Means, Standard Deviation, and Correlations Among Study Variables

	1	2	3	4	5	6	7
1.CPIC-Frequency	1						
2.CPIC-Intensity	.68**	1					
3.CPIC-Resolution	.66**	.64**	1				
4.CPIC-Total	.90**	.91**	.84**	1			
5.Cog Deconstruction	.33**	.24**	.33**	.36**	1		
6.Depression.	.30**	.19**	.26**	.29**	.57**	1	
7.Suicidal Ideation	.21**	.16**	.25**	.23**	.51**	.58**	1
Mean (<i>M</i>)	1.73	1.71	1.58	1.67	.19	.67	1.46
Standard deviation (<i>SD</i>)	.51	.57	.52	.46	.15	.53	.32
Skewness	.48	1.74	.80	.49	1.77	.96	.69
Kurtosis	-.56	1.50	-.19	-.56	1.08	.43	-.17

this study. The brief version of SES is comprised of 35 items and formed with “Yes/No” dichotomous questions, indicating that higher scores reflect more serious levels of cognitive deconstruction. Shin (1993) reported a .82 Cronbach’s alpha, and an alpha coefficient for the current sample was .87.

Strategy for Data Analyses

The collected data was analyzed with SPSS WIN 18.0 and AMOS 18.0. First, descriptive statistics and correlations analysis among all the variables were conducted. Pearson correlation coefficients were calculated to examine all relationships among perceived parental conflicts, depression, cognitive deconstruction, and suicidal ideation (see Table 1).

Second, structural equation modeling with AMOS was used to examine our mediation model in which depressed mood and cognitive deconstruction mediate the relation between perceived parental conflict and suicidal ideation. The hypothesized measurement model was estimated with maximum likelihood method. For comparison to the nested model, we considered scaled chi-square difference test results (Satorra & Bentler, 2001).

In terms of normal distribution test, we examined that the absolute values of skewness and kurtosis of each study variable were less than 2, and the result indicates that the data met the normality distribution assumption.

As detailed by Russell et al (1998), we created three item parcels for each three latent variables; depression, cogni-

tive deconstruction, and suicidal ideation except perceived parental conflict that consists of subscales. The item parcels is a grouping method of individual items that ensures each parcel represents each construct to an equal level (Russell et al, 1998).

Lastly, we used the bootstrap method to test statistical significance of indirect effects (Shrout & Bolger, 2002). Bootstrapping is a non-parametric method that can be used when the distribution of population parameter is not known. In order to conduct the bootstrap, missing values should be replaced to a set of plausible estimators, and the current study used EM (Expectation-Maximization) to deal with missing values. To test the significance of indirect effects, 1000 bootstrap samples and 90% bias-corrected confidence intervals (CIs) were used.

Results

Preliminary Analyses

Table 1 shows means, standard deviations, skewnesses, and kurtosis. Correlations between all variables are also presented at Table 1. Perceived parental conflict was positively correlated with cognitive deconstruction, depression, and suicidal ideation. Cognitive deconstruction was positively correlated with depression and suicidal ideation. Finally, depression and suicidal ideation were positively correlated.

Table 2. Model Fit Statistics for Mediation Models

	χ^2	$\Delta\chi^2$	df	CFI	TLI	RMSEA (90% CI)
Model 1 (Partial mediation)	154.39		48	.959	.933	.073 (.060-.086)
Model 2 (Full mediation)	154.76		49	.959	.935	.072 (.059-.085)

Measurement Model

As Anderson & Gerbing (1988) suggested, we tested the measurement model first to ensure that measurement variables estimate latent variables well. The result showed that all relations among 4 variables were significant, and the measurement model provided a good fit (CFI = .96, TLI = .93, RMSEA = .07). All loadings of the four measured variables were also significant at the .001 level (i.e., perceived parental conflict (.78~.84), cognitive deconstruction (.69~.85), depressed mood (.81~.87), and suicidal ideation (.80~.82)). These results indicate that all latent variables were adequately measured by their corresponded indicators (see Figure 1).

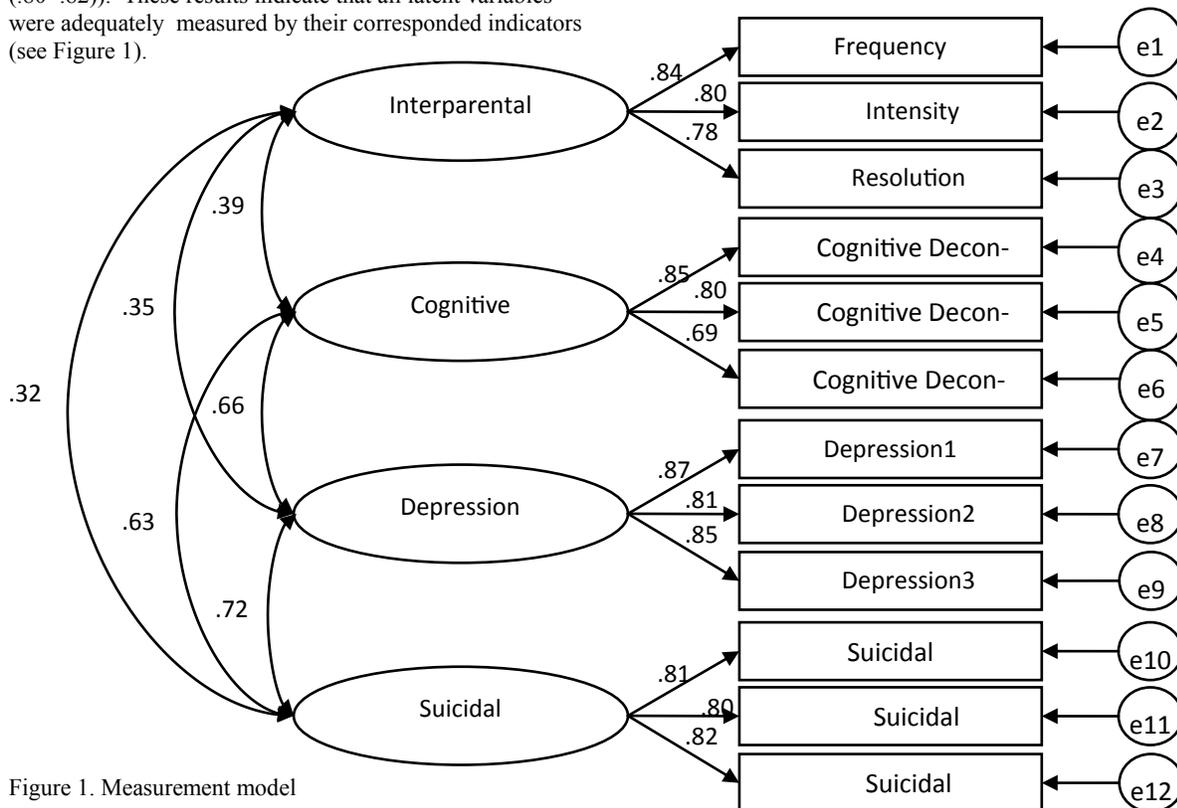


Figure 1. Measurement model

Structural Model

To test our hypothesis, we developed two models; a full mediation and a partial mediation model. Model 1 is a partial mediation model including a direct path of perceived parental conflict to suicidal ideation, and Model 2 is a full mediation model without the direct path of perceived parental conflict on suicidal ideation.

In order to evaluate the adequacy of model fit, we used the root mean squared error of approximation (RMSEA; values of .06 or less indicate the model has a good fit), the comparative fit index (CFI; values of .90 or greater indicate the model fits the data), and the Tucker Lewis Index (TLI; values of .90 or greater indicate the model fits the data) based on Browne and Cudeck's (1993) suggestion. According to the result, both Model1 and Model 2 have acceptable fits (See Table 2). Since our models are a nested model, we compared the models by using chi-square difference test, and the result was not significant, $\chi^2(1, N=418) = 0.37, p = 0.54$. The result indicated that adding the direct path did not significantly improve the model fit. Furthermore, the path coefficient between perceived parental conflict and suicidal ideation was not statistically significant (.02, $p > .05$). Therefore, the full mediation model (Model 2) was finally accepted, and all path coefficients of Model 2 were presented in Figure 2. According to results, all paths were statistically significant, and all path coefficients had positive values. This means that high

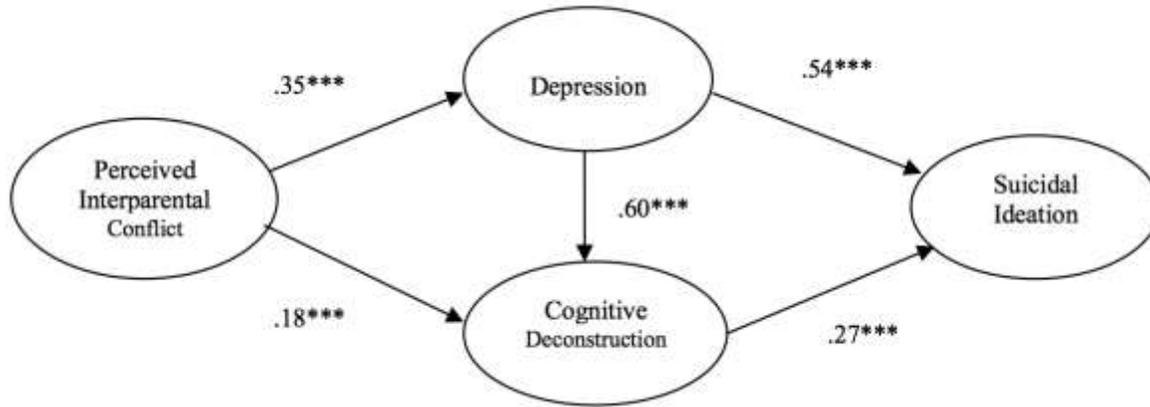


Figure 2. Final model with standardized path estimates. *** $p < .001$

levels of perceived parental conflicts are more likely to increase the risk of depression and cognitive deconstruction, and higher levels of depression and cognitive deconstruction was associated with higher levels of suicidal ideation. Depressed mood also increased the likelihood of suicidal ideation by increasing the level of cognitive deconstruction. The R^2 for the final model was 0.56 reflecting that the three factors; perceived parental conflict, depression, and cognitive deconstruction in the model explained 56% of the variance for suicidal ideation.

Structural Model for Testing Mediation effects and the significance of indirect effects.

The current study hypothesized that perceived parental conflict would be linked to suicidal ideation through depression and cognitive deconstruction. 1000 bootstrap samples were created to estimate path coefficients from the data ($n = 418$) by nonrandom sampling. According to Shrout and Bolger (2002), if the 90% confidence interval does not include zero, then the direct and indirect effects are deemed significant at $p < .05$. With a 90% CI, all direct and indirect effects were significant at the .05 level [.059, .085]. In summary, depression and cognitive deconstruction fully mediated the path from perceived parental conflict to suicidal ideation. The result indicated that perceived parental conflict indirectly contributed to suicidal ideation through depressed mood and cognitive deconstruction. In addition, the result found that cognitive deconstruction partially mediated the relationship between depressed mood and suicidal ideation, indicating that depressed mood was directly linked to suicidal ideation, but also contributed to suicidal ideation indirectly through cognitive deconstruction.

Discussion

We conducted preliminary analyses and found that perceived interparental conflict was significantly related to

adolescents' depression, cognitive deconstruction, and suicidal ideation. Adolescents exposed to parental conflict were more likely to develop depressed mood, cognitive deconstruction, and suicidal ideation. This result is consistent with previous research using European American samples that marital conflicts were significantly related to adolescent maladjustment such as depression, anxiety, aggressiveness, and delinquent behaviors (Conger et al; 1997; Cui et al, 2007). Phinney and Ong (2002) also suggested that adolescents with Asian and Latin American backgrounds are more likely to be vulnerable to the family conflict because the conflict may not be in accord with their cultural norm emphasizing close ties among family members. Taken together, these findings imply that the impact of parental conflict needs to be carefully examined particularly for adolescents with collectivistic cultural backgrounds.

The current study also showed that cognitive deconstruction was significantly associated with all study variables: perceived interparental conflict, depressed mood, and suicidal ideation. Baumeister (1990) suggested that when individuals experience a negative discrepancy between personal expectation and actual reality, the stressful situation can cause self-blaming, and individuals attempt to escape from aversive self-awareness and emotional distress by engaging in cognitive numbing. This numbed cognitive state may subsequently result in impulsive and disinhibited behaviors such as suicide attempts (Twenge, Catanese, & Baumeister, 2003). Being exposed to parental conflict would be a stressful experience that is difficult to for adolescents to interpret in a meaningful way. Therefore, cognitive deconstruction may happen to adolescents so they can avoid the psychological distress of witnessing interparental conflicts. Along with cognitive deconstruction, a strong link was found between depression and suicidal ideation. This result is also consistent with studies conducted with U.S. populations showing that depressive symptoms were a prominent psychological risk factor for

suicidal ideation in childhood and adolescents (Bagge et al., 2014; Haney et al., 2012).

Regarding our hypothesized mediation effects, the results supported our hypothesis that perceived interparental conflict indirectly relates to suicidal ideation through depressed mood and cognitive deconstruction. Furthermore, cognitive deconstruction partially mediated the relationship between depression and suicidal ideation, indicating that depression not only directly links to suicidal ideations, but also indirectly increases the risk of suicidal ideation by limiting cognitive functions. This finding is consistent with previous research. Mendonca and Holden (1998) conducted a study with Canadian adults, and found that cognitive deconstruction symptoms such as poor concentration and mind going blank were associated with high levels of suicidal inclinations. Ikunaga et al (2013) examined a Japanese suicide bulletin and found that a wish to escape unbearable feelings such as hopelessness, and negative self-view were identified as the most frequently mentioned suicide related themes. These consistent results imply that an adolescent's cognitive and psychological vulnerabilities may play an essential role in determining the impact of environmental risk factors on suicidal ideation.

The strength of this study lies in identifying a structural relationship and explaining how environmental, psychological, and cognitive risk factors are structurally linked to suicidal ideation. The current study suggests that unfavorable family conditions lead to different outcomes with respect to the likelihood of suicidal ideation depending on the adolescent's psychological and cognitive resources. The findings may have clinical implications for clinicians working with suicidal adolescents. In terms of the suicidal assessment and interventions, it is recommended that clinicians identify each adolescent's various psychological and cognitive conditions thoroughly, and develop a personalized intervention reflecting each adolescent's relative resources and risk factors.

There are several limitations that need to be addressed in further research. In the current study, the sample consisted of 418 Korean middle school students who mostly identified themselves as middle class. Future studies need to test the generalizability of the results by considering elementary and high school adolescents, rural adolescents, and other diverse ethnic groups. Adolescence is a developmental transition period in which the importance of peer groups gradually increases (Winterrowd et al., 2011), and there is a wide range of cultural variations in the relative importance of family on adolescent development. Therefore, further studies need to include diverse adolescent groups to assess whether the results can be generalized to adolescents of different developmental and cultural backgrounds.

In addition, self-reporting bias may play a role in this study as all of the measures were completed by participants themselves. This study measured the severity of interparental conflict based on adolescents' perceptions. Therefore, future studies would benefit from parent reports of intraparental conflict or observational measures of parental conflict.

The current results are based on a cross-sectional measurement at a single time point. Along with a cross-sectional design, it is not clear whether the associations and mediation effects are consistent and influence suicidal ideation over time. Therefore, there is a need to develop longitudinal studies examining mediational pathways of the link between interparental conflict and suicidal ideation.

In conclusion, this study contributes to the present literature by clarifying the structural relationship among risk factors for adolescents' suicidal ideation in Korea. The research results support the claim that adolescents' personal difficulties and family conflict are intertwined with each other, and develop mutual influences on adolescents' maladjustment. These results may shed light on the development of interventions that address the multifaceted nature of these mutual influences for high risk suicidal adolescents in Korea. other, and develop mutual influences on adolescents' maladjustment. These results may shed light on the development of interventions that address the multifaceted nature of these mutual influences for high risk suicidal adolescents in Korea.

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The Brief Wondrous Adventures of an Early Career Psychologist at her First International Psychology Conference

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Here's what I've come to learn as an early career professional with interests in international psychology: Attending international psychology conferences is the best way to meet international psychologists. Although it is an obvious point, prior to attending the 28th International Congress of Applied Psychology Conference (ICAP) in Paris, France this past July, I underestimated the importance of attending international conferences. Perhaps the biggest deterrents were the physical and financial costs of attending. In this instance, was the roundtrip flight between New York and Paris exhausting? Yes. Did I spend about two months' worth of rent money on the registration fee and airfare? Oui, oui. Yet, having the opportunity to learn from and network with psychologists involved in the type of work I aspire to do someday offset the expenses and yielded numerous benefits. In addition, presenting some of my dissertation work to a diverse group of scholars provided essential professional experience.

The ICAP conference afforded exposure to a wide range of topics across several fields of psychology. I attended sessions on visual perception and reading fatigue, disaster preparedness and recovery models, internet-based therapy, narrative analysis of community health workers, treatment interventions for survivors of torture, among many other interesting topics. With over 18 subdivisions represented in the conference program, this was the perfect opportunity to explore some of my interests in other areas of psychology, especially since I have been fully immersed in clinical psychology for the past few years. It was also an opportune moment to integrate new concepts into my repertoire of psychological knowledge, before becoming more settled in my career. As a result of my exploration, I was introduced to new subfields of

psychology, such as traffic and transportation psychology, and I enhanced my understanding of popular themes in clinical psychology. I learned a tremendous amount from international scholars who represented their particular areas of research and clinical interest, as well as their country's advances within the discipline.

As someone who straddles the line between introversion and extraversion, networking at a conference of over 4,500 attendees can be challenging. Of course, networking is necessary for mentorship, professional advancement, and overall professional support, especially within the early phases of establishing a career. Still, worries about impressing others, or rather, not impressing others, can be overwhelming and trigger avoidance in creating new connections and forming potentially invaluable relationships. While some are comfortable in large groups, I have found that "one-to-one networking" can be just as effective as being the ultimate "social butterfly." Engaging a presenter or conference-mate individually can allow for more intimate and more in-depth discussion. Additionally, the discussion can focus on topics of mutual interest instead of just polite chatter. During conference sessions, I asked questions to which I was genuinely interested in learning the answers. I also approached presenters after sessions to inquire further about their research and to share any related experiences. The conference was the ideal forum for meeting scholars well-informed on global mental health issues and who could offer resources on-the-spot.

To capitalize on my experience at the conference, I presented some of my dissertation research. The ICAP conference is the biennial meeting of the International Association of Applied Psychology (IAAP), and with the 2014 ICAP conference theme being on crisis and sustainable well-being, it provided the optimal audience for my research on health services in post-earthquake Haiti. English was the official language of the program, despite the conference being held in France. More senior colleagues encouraged me to submit an abstract for an oral paper presentation, also advising that I prepare the presentation for publication after the conference. Taking heed, I submitted the proposal and was selected to present on a panel with researchers conducting projects in Russia, South Africa, and Australia.

Prior to the ICAP conference, only the dissertation committee and my pre-doctoral internship cohort had been exposed to my research. This required that I convert the presentation into one that was suitable for a conference audience. Careful consideration was given to the length, organization, and tone of the presentation. I also was mindful of the possible range of expertise on my topic within the audience. While I might have been the "expert" on my study for the previous presentations, there were certainly scholars within the audience who were just as, or more familiar, with my area of study. I was prepared to not have answers to everyone's questions. Overall, presenting at the conference gave me an opportunity to practice my presentation skills, share results from my first independent research project, and most importantly, receive feedback from more senior scholars working in similar contexts. While my dissertation research was

an international study, research on all populations was welcomed at the conference. That is to say, conferences hosting international psychologists are not only interested in international studies.

In addition to all of the learning, networking, and presenting happening at the conference, Paris was predictably inspiring. Wandering unfamiliar streets, experimenting with Parisian cuisine, and testing my Haitian-American accented French with anyone who could tolerate it, added to the sense of discovery and adventure that I felt at the conference. I sought information about French history and culture just as eagerly as I sought new information on psychological topics at the conference. Together, Paris and the conference provided ample aesthetic and intellectual stimulation.

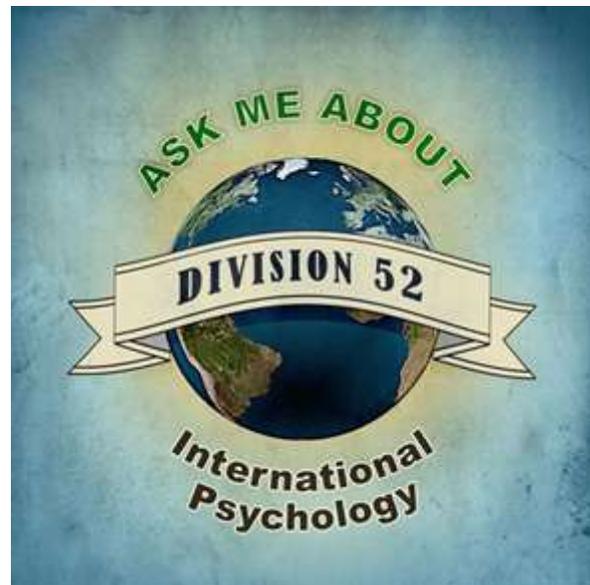
To reduce the financial burden of attending the conference, I saved money on accommodations by swapping apartments with a friend from graduate school. I learned from other conference attendees that business hotels in Paris offer significantly cheaper lodging rates. Websites like airbnb.com can also be of great resource for finding relatively inexpensive lodging options. Additionally, APA offers travel grants of up to \$400 for US-based early career psychologists attending international conferences.

The benefits of attending the July 2014 ICAP conference in Paris, France were immeasurable. Psychologists from over 100 countries represented several fields of psychology. The community of international psychologists is highly diverse and the research being produced by this community is fascinating. Although traveling to Paris and attending the conference posed considerable strains, it was worth the professional and personal growth. Both Paris and the conference allowed for an incredibly enriching experience. Most importantly, I formed professional relationships with esteemed colleagues that I look forward to maintaining throughout the rest of my career.

For more information about the APA travel grants, see: <http://www.apa.org/about/awards/international-conference-grant.aspx>.

To view a list of upcoming international conferences, please follow:

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**Another Year, New Research:
 2014 Student International Research
 Awardees and Their Stories**

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Another year brings new student awardees and their encouragement for incoming students pondering their Master’s or doctoral projects! This year, Division 52 extended the 2014 Student International Research to four students¹. Below is a compilation of the awardees’ insights on their process of conducting international research. Top line insights are the: (a) need for conducting research relevant to different regions of the world, (b) importance of generating research findings that are more relevant to other regions of the world than research generated in the US and Europe, (c) intrinsic rewards of developing a more global context for psychological theory, research and services, (d) value of a “never give up” strategy to overcome obstacles encountered in international research, and finally (e) networking benefits of attending international conferences.

Spencer Evans, MA



"Psychologists’ Perspectives on the Diagnostic Classification of Mental Disorders: Results from the WHO-IUPsyS Global Survey"
 Clinical Child Psychology Program, University of Kansas, Lawrence, KS
 Advisor: Michael C. Roberts, PhD, ABPP

Early on in Spencer Evans’ study of psychology, he became aware, as many students and professionals in Division 52, of the disproportion in psychological literature generated from the United States and Europe.

¹Winners are determined through two committees, which conduct successive levels of blind review. Once the winners are selected, they each complete a questionnaire from which this annual article is written.

As a result, Spencer developed the desire to choose research that would push “beyond the bounds of a single country or cultural context.” Spencer was able to join a World Health Organization research team through consulting engagements of his advisor, Dr. Michael Roberts. Spencer sought to carry out a study to “gather global psychologists’ perspectives on diagnostic classification systems so as to facilitate greater clinical utility in the ICD-11 section on Mental and Behavioural Disorders.” Spencer soon observed that “psychologists share broadly similar views on mental disorder categories and conceptual issues related to diagnostic classification systems, but demonstrate significant differences in their diagnostic practices and views on the cross-cultural applicability of the ICD and DSM.” As is often the case in international research, Spencer encountered challenges in his research: (a) translating questionnaires into different languages, and (b) dealing with differing number of respondents across countries. Relative to the latter, Spencer found that “psychologists in low- and middle-income countries demonstrated a higher response rate and expressed a great deal of gratitude for the opportunity to participate, compared to those in high income countries.”

Congratulations Spencer! As for tips for students new to psychology, Spencer wrote: “For me, international psychology is about the scope, not the subject, of one’s research. Any discipline or research question can incorporate a broader lens through which to gather data, interpret findings, and relate those findings back to the literature and to the population. Students interested in pursuing international research, or in expanding the scope of their research, might consider reading journal articles from other countries and languages, attending international conferences, and communicating or collaborating with researchers in different regions of the world.”

Sheena Jeswani, MA



"Predicting Depression in College Students: A Cross-Cultural Comparison"
 Applied Developmental Psychology Program, Fordham University, New York, NY
 Advisor: Daniela Jopp, PhD

Sheena Jeswani developed awareness early in her doctoral studies that “psychology in the Philippines [Sheena’s country of origin] does not receive the same attention or attract the same resources that it does in the West. Research is under-funded, psychological disorders are stigmatized, and standards of mental health care remain dismayingly low. There is great scope for improvement, from raising research standards to affecting policy decisions.” Due to this underlying awareness and also her natural interests “in how cultural differences affect people’s emotional well being,” Sheena joined her Fordham advisor, Dr. Daniela Jopp, in researching “the transitional experience for freshmen.” Sheena explained,

“I was curious about the differential impact of the transition experience for college students in other contexts.” Following this spark, Sheena contacted her former research advisor in the Philippines, Dr. Reyes, who graciously assisted her pursuing her research idea in the Philippines. Sheena encountered a challenge with the IRB procedures across the contexts of the two countries. However the reward for overcoming this obstacle was completing her research that revealed some interesting discoveries: “American freshmen reported more resources, smaller losses and gains, greater social networks, higher control beliefs, and lower depression,” Sheena explained, “compared to the Filipino freshmen; however in both samples, social predictors and agency variables contributed to the overall model predicting depressive symptoms.” Sheena and her advisor were surprised by the finding that, “college freshmen in the Philippines reported greater depressive symptoms than freshmen in the US...[This was surprising] given research that suggests higher rates of depression in Western cultures...”

Congratulations Sheena! In terms of words of encouragement to new students interested in international research, Sheena shared: “Despite the challenges of international research, it is incredibly rewarding to work with diverse teams and these unique perspectives enrich the process. I would recommend reaching out to people with similar interests and making contacts wherever you go!”

Maha Y. See, PsyD



"Positive and Protective Factors in the Psychological Well-Being of Refugees from Burma during their Post-Migration Experience"
 Clinical Psychology PsyD Program,
 Alliant International University, San Francisco, CA
 Advisors: Sheila J. Henderson, MBA, PhD / Harriet Curtis-Boles, PhD

Maha See’s research idea emerged well before starting his doctoral studies. “Prior to the doctoral program,” Maha explained, “I worked for four years as a counselor/case manager at an inner city community mental health clinic that was having great difficulty adequately serving refugees from Burma. The first reason for the difficulty was that resettlement of a great many refugees from Burma in that community. The clinic appeared to have been taken by surprise by the unexpected need for services by the Burmese refugees. Second, there was a lack of providers who spoke Burmese and were knowledgeable about the culture.” In Maha See’s case, the pursuit of research, which could lead to improved psychological services to Burmese refugees, was personally meaningful. “I was a stateless person most of my adult life,” Maha shared, “being an immigrant from Burma (also called Myanmar) in Singapore and later in the U.S. I naturally became interested in international research due in part to the ‘international’ nature of my own existence. Professionally, I have always worked in international, multilingual settings—

global communities on a small scale where I found new opportunities to learn about crossing and bridging boundaries, and international research is one such venue.” In his doctoral research with Burmese refugees, Maha recounted the obstacle of limited literature: “Burma was closed to the outside world for half a century and scholarly research on Burma, inside and outside the country, is nearly non-existent. Only a handful of psychological studies on the Burmese population have been conducted by U.S. based researchers, which often are focused on trauma, and only slightly more in the U.K. and Australia. I had to rely on Southeast Asian refugee studies with similar cultures for my literature review and for cultural information on Buddhism, a major influence on Burmese psychology.” The results of Maha See’s doctoral research revealed, “protective factors within this particular group of people from Burma and support the conceptualization of how resources within one’s own culture and community can lead to post-traumatic growth in the form of self-determination to survive and to thrive.”

Congratulations Maha! For students considering international research, Maha shares, “because I am still very much a community-based person with a global view, I urge my interested student-colleagues to delve into smaller, less studied “international” communities [residing] in the U.S. [to develop research that reveals] strategies to provide appropriate and effective services as well as evidence for much-needed funding.”

Laura K. Taylor, PhD

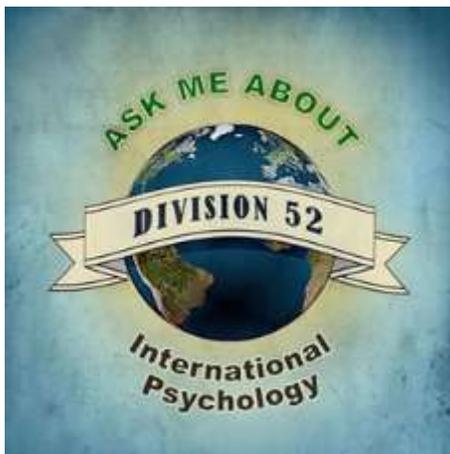


"Does violence beget violence? Factors moderating trajectories of youth aggression in a context of political conflict"
 Psychology Department and Kroc Institute for International Peace Studies, dual PhD, University of Notre Dame, Notre Dame, IN
 Advisor: E. Mark Cummings, PhD

Laura K. Taylor explained that her interests in international research also started early: “I was born and raised in the Republic of the Marshall Islands. These early experiences encouraged me to study abroad, learn another language, and work for an international human rights organization to promote community mental health among indigenous women in Guatemala. This first-hand field work opened my eyes to how structural and direct violence shape individual and community development. Trying to understand resilience processes among these women and their families inspired me to study these themes in other areas of the world.” Laura did just that by pursuing a dual degree in psychology and peace studies. Laura further recounted that during her doctoral studies, “I was fortunate to join an interdisciplinary and international team working on a longitudinal study of mothers and children in Belfast, Northern Ireland.” Laura chose to focus, “on ... individual outcomes, such as adolescent aggression and

prosocial behaviors, as well as broader psychosocial processes, such as shared education and intergroup relations, which may fuel or constrain conflict.” To accomplish this Laura used, “a risk and resilience framework, within a developmental psychopathology approach, to examine the impact of political violence on children, families, and communities in Colombia, Croatia and Northern Ireland, and more recently with immigrant and refugee youth in the United States.” Similar to the other awardees, Laura encountered obstacles: “Two of the major obstacles in international, longitudinal research with at-risk populations are retention across waves and the development and use of culturally-relevant scales and means of assessment.” After surmounting these obstacles with her research team, Laura’s research results, “diverged from previous research that suggest[ed] that violence is unidirectional from context to person,” by revealing that in her sample how “youth were not merely passive individuals being acted upon by external forces, by also identifying the destructive impact that young people may have on the world around them.”

Congratulations Laura! Laura suggested that students who are new to international research seek out “an established team... [This] is often a great way to get started with international research; these cross-cultural collaborations are essential to develop work that is relevant to the local context. Applying for grants to attend international conferences is a wonderful way to get exposure to wealth of research being conducted outside of the U.S., as well as to forge partnerships with researchers from other areas of the world. The ease of communication with globalization has increased the ability to maintain connections at a distance, but first-hand field experience is a key part of being able to conduct research and practice.”



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Considering the Full Package: Attention and Detail in a Short-Term Study Abroad Program

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Newcomers to Japan are often struck by the attention and detail given to packaging, even for the simplest item. An inexpensive ball-point pen may be wrapped with care, placed in a small bag sized perfectly to the pen, and handed to the customer as if it was the most expensive purchase in the store. While some could see this packaging as excessive and unnecessary, we believe it is this “packaging,” this care and attention to detail, that is similarly necessary for the efficacy of study abroad programs, especially those that are short-term. As a case study, we provide an example of the two-week, intensive immersion study-abroad program to Japan that we led in summer 2014, identifying factors that have the possibility of making a short-term study-abroad program a deeply meaningful learning experience.

In 2011-2012, over 280,000 American studied abroad in foreign institutions (Institute of International Education, 2013). Short-term study abroad programs are often criticized for their inability to provide significant learning experiences or deep cultural awareness for students who participate. For example, Dwyer (2004) compared students who had studied for a full year, semester, or 6-7 week summer term. Her research indicated (per students’ self-reports) that longer term programs more positively impacted many aspects of students’ academic attainment, intercultural development, career impact, and personal growth. At the same time, there were no differences by length of time for certain aspects of students’ intercultural development, such as seeking out a

greater diversity of friends, understanding their own cultural values and biases, and increasing interest in learning about other cultures, which were high across the board. Engle and Engle (2009) argued that study abroad programs could be separated into five levels, with several day to several week “study tours” such as ours being the most basic of the levels, noting, “Here traditional course work can take on a vivid reality and focus; for many students, such tours constitute a first national exposure or, for those previously traveled, an experience of greater intellectual and aesthetic density than that offered by simple tourism” (pp. 10-11). While we agree that a short-term study abroad experience could be little more than a vacation if done poorly, we would argue that the problem is not so much the short-term nature of the program. Instead, to maximize impact from a short-term study abroad workshop, attention needs to be given to four key areas: pre-departure preparation, academic rigor, meaningful in-country experiences related to coursework, and post-workshop reflection. These four aspects of the short-term study abroad program have the potential to enhance meaningfully the full experience for students, no matter the program length.

Pre-departure preparation. The pre-departure preparation includes immersion logistics planning by the faculty leaders as well as preparation of students for the cultural experience. Although our program, from an outside perspective, may have been perceived as a simple two-week experience, in reality the pre-workshop preparation began much earlier. Logistical planning – including determining program feasibility, possible program costs, and institutional requirements – began a full two years before the program. A site visit was made by the first author the next year, one year in advance of the program offering, where we made contact with a number of individuals and organizations in Japan to identify possibilities for deeper cultural immersion during the in-country experience. We made intentional effort to identify supplementary funding sources to allow non-traditional and first generation college students to participate in the program. We also put significant attention into creating courses that would maximize student learning, have academic rigor, and allow students to complete several different department and general graduation requirements. To this end, students had the option of taking two of three courses for this study abroad experience, with readings and assignments structured in a way that would provide students at all academic levels with a common foundation in psychological concepts as well as the opportunity to tailor readings and assignments to their particular interests in psychology.

Pre-departure preparation of the students included several monthly meetings in the semester leading up to the in-country immersion experience. The purposes of these meetings were to: help the students begin to get to know each other, gain exposure to Japanese culture, gain basic language skills, address practical aspects of travel and study abroad, address risk management issues, prepare them for cultural adjustment while in Japan, and establish norms for interacting and learning together. By the time the students began the coursework for the study-abroad program in early summer,

they already had some basic exposure to cultural similarities and differences that helped pave the way for the specific topics we would be addressing in the program. In the pre-departure meetings, we included group activities and discussions to build rapport among group members and to prepare students for cultural adjustment. We believe this focus was critical to allowing students to understand their experience more deeply and have immediate support from each other on a trip that was necessarily going to be intensive.

Academic Rigor. Given that students were paying for 6 academic credits (two courses), we were extremely intentional about maintaining academic rigor despite the short-term nature of the immersion experience. Technically our workshop was two hybrid courses, which included one week of in-class time (4 hours per day for 5 days), the 2-week immersion experience, and seven weeks of post-immersion assignments completed on-line. Our course included readings that covered brief exposures to myriad psychological theories and content areas, such as enculturation and acculturation, cultural adjustment, ethnocentrism, group dynamics, verbal and nonverbal communication, microaggressions, parental ethnotheories, spirituality, prejudice and discrimination, reactions to cultural traumas (both natural and man-made), self-concept, and culture-specific values, norms, and behaviors. Prior to the in-country experience, students participated in the intensive one-week class sessions in order to present and discuss readings and course concepts. In addition, they were required to complete several written assignments to get them thinking about their own cultural origins, to ground them in the academic literature, to expand their understanding of psychological concepts, and to prepare them for in-country experiential learning. While in Japan, we created time in the schedule to further discuss readings particularly as they related to the day-to-day experiences that students were having. Students additionally completed a daily ethnographic journal while in Japan in order to further help them to connect academic coursework with experiential activities. Finally, upon return to the U.S.A., students completed several assignments that required them to further research psychological concepts and issues as related to the experiential coursework in Japan.

Meaningful In-Country Experiences. Our primary effort with the experiential coursework in Japan was to make it as immersive and interactive with the culture as possible, so that it did not simply become a two-week site-seeing tour. We provided a range of different living experiences, including business hotels, a typical Japanese college dormitory, an onsen ryokan (hotel featuring Japanese baths), and a very traditional Japanese machiya-style home. We created an itinerary to include rural, suburban, and urban locations. We established connections with Kyorin University, whose students and faculty were interested in cross-cultural conversations and interactions. Kyorin University's generosity and partnership provided eager partners for our students. They provided us numerous opportunities to learn from host-country individuals and observe host-country institutions to better understand the concepts and issues that our students were studying in their courses. At the Musashino Higashi

Gakuen in Tokyo, which has a high concentration of children with autism, we observed and considered the strengths and challenges of integration of children with disabilities in a school setting for mixed education and daily life therapy. In Hiroshima, internationally recognized peace advocate and atomic bomb survivor, Dr. Koko Tanimoto Kando, honored our invitation to serve as our speaker and guide at the Hiroshima Peace Museum. We also provided opportunities for our students to experience daily living in another culture, for example, going grocery shopping, accessing public transportation, observing elementary-aged children at school, attending cultural events like museums and kabuki theater, participating in religious and cultural rituals, wearing traditional clothing, eating traditional foods, and bathing in culturally expected ways.

We saw a clear necessity to provide as many experiences as possible for the students. Knowing the schedule would be intense, we explained to students in advance that they would not have much free time because we wanted them to get the most out of our limited days. Although this did not eliminate student desire for more free time, our preparation of students in this way for the experience helped manage expectations and seemed to defray some of the frustration that could have potentially come from the "lack" of freedom. Additionally, students appreciated all the more the free time and choices that we were able to create in the schedule.

We also were aware of the potential for the minutia of on-site details to overshadow attention to the full experience. Where a longer-term study abroad might more leisurely explore a country, a short-term schedule requires a significant amount of time each day focused on details of travel, lodging, and meals. To this end, our working relationship as co-leaders became a critical part of making the experience successful for students. We had the possibility of one leader attending to group dynamics while the other focused on the academic and cultural experience, one attending to the needs of the group while the other attending to an individual in the group, or one attending to details while the other attended to adjustment issues. We believe our interpersonal dynamic as co-leaders helped create an overall dynamic that allowed us to maximize the learning experience for students.

Post-Workshop Reflection. Many would argue that one of the biggest challenges of any study abroad experience is to continue to engage students in the learning process after the international immersion is complete, which can help in program outcomes assessment (Bolen, 2007). To this end, we structured a number of post-workshop integrative experiences that were part of the grade in order to ensure that students did not stop learning about themselves and Japan after returning to the United States. They completed and summarized their ethnographic journals both in a visual format (Powerpoint, Prezzi, or video) and, for the case of upper-level students, in a more formal research paper or proposed research project based on their in-country experiences. They each contributed several entries to a group journal that is being compiled and distributed to them, our department, our sponsors, and our university at large.

Their take-home exam asked them to revisit themes of intercultural competence, highlighting what they learned about themselves and others through the experience while integrating academic sources with personal experiences, and demonstrating how they might apply lessons learned from the Japan experience in future intercultural interactions. Finally, although not required for a grade, they are expected to present to the university community in some fashion during the upcoming year in order to share what they learned, to have a time to reconnect with each other, and to help encourage future students to study abroad.

Wrapping It Up. The challenge in any study abroad program is how to create a program that will lead to true changes in effectiveness and appropriateness in all domains of intercultural competence: knowledge, skills, and attitudes (Dearthoff, 2006). We realize our immersion experience was far from perfect and still has room to grow and improve. In fact, we explicitly told students before departure that nothing goes perfectly during cultural transitions, and this was evident during our time together when minor mishaps and inconveniences occurred to us during our overseas excursion. However, we maintain that our short-term program had significant impact on students' intercultural competencies because we gave attention to pre-departure preparation, academic rigor, meaningful in-country experiences, and post-workshop reflection. Impact was verified not only by our own impressions, but our evaluation of students' narratives using the American Association of Colleges and Universities (AAC&U) VALUE rubric for intercultural knowledge (AAC&U, n.d.). We also saw impact and growth as demonstrated in students' reflections about their experiences at the close of the course, even by those who raised appropriate concerns or suggestions for improvement for future iterations of the program.

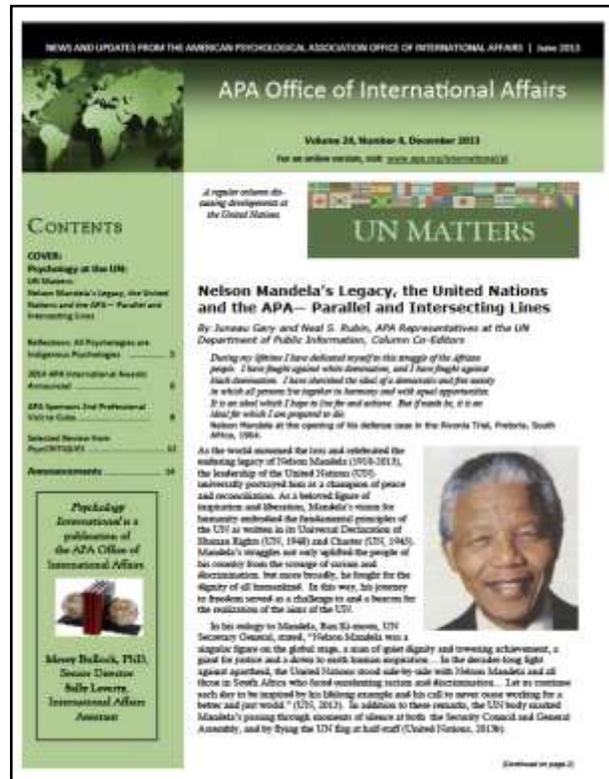
In summary, attention to the "entire package" of the study abroad workshop has the potential to lead to learning that can change students not just for tonight, but for a lifetime. When giving your students the gift of an international learning experience, remember it IS the thought that counts!

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Maria Montessori -- A Tale of Two Cities

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Rome and Amsterdam would seem to have little in common. Rome conjures up visions of the Colosseum, Roman Forum and pasta, while Amsterdam brings to mind canals, windmills and tulips. But there is a link that can be found in the life of Maria Montessori, the famous educator and psychologist. More than a hundred years ago, she founded the first Casa dei Bambini, which showcased her theory and methods, and still flourishes today. And the last home that she shared with her son Mario still stands in Amsterdam, now the headquarters for the Association Montessori Internazionale, an organization she founded in 1929 to further her methods.

Maria Montessori was born on August 31, 1870, in Chiaravalle, Italy. At the time, it was unusual for Italian females to have a formal education but, thanks to her mother, young Maria was able to attend a boys' technical school. Later, she went on to study medicine, breaking down even more barriers. Eventually she became the first female physician



in modern Italy. One of her early assignments was to work in a clinic for disabled children. While there, she read extensively the work of Jean-Marc Itard and Edouard Sequin, among others, and through her observations began to develop materials to use with the children in her facility.

Her efforts were surprisingly successful and she began to wonder if her methods would apply to children who were not disabled. When she was offered the opportunity to supervise a school for young children in the San Lorenzo Quarter in Rome, a very poor area, she jumped at the opportunity. Her first school, the Casa dei Bambini (Children's House), was opened on January 6, 1907.

Montessori believed that children were self-motivated learners and that, given the proper environment, they would develop their individual abilities. Through her observations she theorized that there were "sensitive periods" in development during which children are particularly receptive to certain types of stimuli. For example, she thought there was a sensitive period for learning order and another for learning color discrimination. If children were provided with the proper environment during a sensitive period, their development in that area would be significantly enhanced. The purpose of the Casa dei Bambini was to recognize the "natural unfolding" of the child's needs and to provide the proper guidance to optimize development.

Montessori's impact was immediate; within a year there were four other Montessori schools in Italy. By 1909, she began offering training courses in her methods. Word of her success spread, not only throughout Italy, but the rest of the world as well. She was invited to visit and lecture in many countries, particularly in Europe and the United States. However, when Italian dictator, Benito Mussolini, tried to incorporate his youth movement into her schools, she closed down all of her schools in Italy, vowing never to return. For a time, she lived in Spain but later moved to Amsterdam which became her home for the rest of her life.

On a visit to Rome, we decided to see if we could find the location of the original Casa dei Bambini. We had the address, Via dei Marsi, 58. So with a good map of Rome we set off to the eastern side of the Termini (train station). It was clear that the area was still very poor and not one normally visited by tourists. When we arrived at the address, we found the gate of the large residential building open so we ventured into the inner courtyard. There we saw, painted in a golden yellow, on the side of the building: "Casa dei Bambini."



We were particularly excited because not only were we able to find the location of the original Casa dei Bambini, but there was still a Montessori school operating there. Several of the children spotted us and came to the window to see who the strangers were. We did not attempt to go inside. It was enough just to see the young faces at the window.

We lingered for a while, enjoying the surprisingly attractive garden in this otherwise economically poor dwelling. Eventually, we drifted back to the more touristy part of Rome.

A few years later, while planning a trip to Amsterdam, we contacted the Association Montessori Internationale (AMI) which is run out of the house that Montessori later called home. An official there was very willing to have us visit. We left our hotel after breakfast for a lovely walk along the canals, arriving at Koninginneweg 161, just in time for our appointment. The first floors of this typical Amsterdam style home served as the office for AMI. While it was exciting just to be in the home of Montessori, the real treat came when we went upstairs to the third floor. In the front of the house was her study, which was preserved just as she had left it. At the back of the house, another room was set up with many of the Montessori materials, including the pink tower. The woman from AMI shared some interesting stories and pointed out a beautiful portrait of Montessori that was a gift from Japan. On closer inspection, we were told that the portrait was actually a needlepoint – a true labor of love for a much admired individual.



Photo credit: C. Casella

Maria Montessori died in Noordwijk, Netherlands, on May 6, 1952. She had been visiting a friend there with her son Mario. She was interred in the Roman Catholic cemetery nearby, having always said she wanted to be buried wherever she was when she died.

For information about the Association Montessori Internationale you can visit their website at www.montessori-ami.org. Their email address is info@montessori-ami.org. The AMI has recently purchased the adjoining property to their headquarters which will enable the establishment of the "Maria Montessori House," incorporating a museum, open archive and research center. The Montessori School that is now run where the Casa dei Bambini was housed (VII Circolo Montessori), is private. While you can enter the courtyard freely, you cannot enter the building itself. You might try calling them (064453968) ahead of time while you are in

Rome to see if you can arrange a visit. Their website, www.viicircolomontessori.net, is in Italian.



Photo credit: C. Casella

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Publishing International and Cross-Cultural Work

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"How can psychologists and other social scientists publish their international research and other work?" This was the focus of a two-part symposium at the annual meeting of the Society for Cross-Cultural Research (SCCR) in Charleston, SC, on February 13, 2014, when seven editors of diverse publications convened to compare notes on this important topic. As rapporteur for both sessions of this information-filled symposium, I offer the following brief overview of presentation content and interactive discussion. Additional information is available on the American Psychological Association (APA) Division 52 website and contact information for presenters is included so readers are able to contact presenters directly.

Each presenter spoke about their publication outlets and as time permitted, editors and audience compared experiences on some general issues in publishing including mentoring programs for non-English authors, advice regarding the review process, impact factors, and "open access" journals. The morning session included contributions from three faculty and one student presenter. **Harold Takooshian**, the symposium chair, opened the presentation reminding the audience that psychology began as an international field.

Grant Rich is the Editor since 2010 of the *International Psychology Bulletin*--a quarterly now in its eighteenth volume--which is published since 1997 by the APA Division of International Psychology. IPB provides an outlet for authors to describe their work in a wide variety of formats including "Around the Globe" which features articles on global programs, peer-reviewed research articles, and book reviews, as well as columns devoted to teaching international psychology and student perspectives. The IPB is available in electronic format on the Division 52 website www.div52.org. Rich (2014) described how this international psychology outlet has grown steadily under its first three editors, Ivan Kos (1997-2004), Senel Poyrazli (2004-2010), and Grant

Rich (2010-2014), from 12 to up to 80 pages per issue. IPB welcomes and encourages unsolicited submissions from students as well as professionals.

Judith Gibbons, discussed publishing in *International Perspectives in Psychology: Research, Practice, and Consultation* (www.apa.org/pubs/journals/ipp). Published in partnership with Division 52, the journal has an applied focus and publishes quantitative, qualitative, and mixed methods studies focused on how psychology can contribute to solving the world's problems. Topical focus is quite broad, with an underlying aim of understanding and improving the lives of individuals around the world. Although the focus of the journal is culturally inclusive psychological science, submission of interdisciplinary studies from medicine, public health, gender studies, education, and political science are also encouraged. The editorial board of the journal is internationally based, and the journal is interested in submissions from authors from across the world.

Uwe Gielen discussed the *International Psychology Book Series* (<http://intpsychbookseries.weebly.com>), launched in 2013 by APA Division 52 and published by Information Age Publishing (IAP) (<http://www.infoagepub.com/>). It is edited by Uwe P. Gielen, Harold Takooshian, and Senel Poyrazli, and welcomes manuscripts on all facets of cross-cultural and international psychology: research, teaching, practice, service, and advocacy. Volumes within the series address a variety of topics relative to a global, international, cross-cultural, and multidisciplinary perspective. Dr. Gielen informed the audience that a sample book prospectus is available on the book series website, and that the editors are available to authors for assistance in the international psychology community. Furthermore, he highlighted student journals as outl

Yuki Shigemoto, a member of the Division 52 Student committee and a Campus Representative Coordinator for Division 52 spoke regarding a student perspective. Mr. Shigemoto is an international student in the counseling psychology doctoral program at Texas Tech University. He has served as intern of the American Psychological Association at the United Nations, and among his interests is the acculturation of international students and psychological resilience after trauma. Mr. Shigemoto encouraged students to attend conferences, such as SCCR, ACYIG, and the Division 52 joint conference, as a way of meeting collaborators. He discussed his experience as a member of the Division 52 student committee, and encouraged students to become actively involved in student research and suggested that students serve as reviewers for these and other professional journals. In terms of the mentorship of international students, Mr. Shigemoto encouraged mentors to provide honest feedback regarding ESL issues, especially in terms of scientific writing.

Susan Chuang is the series editor for Springer Publishers, *Advances in Immigrant Family Research*. She emphasized that there are multiple opportunities for an edited or authored book within the series. In addition, as an associate editor for the *Journal of Family Psychology*, she encouraged authors to submit research and policy related

manuscripts focused on diversity issues impacting the family system. Dr. Chang is a central organizer for the On New Shores 2014 Conference. The 2014 conference theme is Immigrant and Ethnic Minority Families: Bridging Across Cultural Boundaries. She encouraged multidisciplinary presentation submissions and highlighted networking and potential travel grant opportunities for presenters, including students.

The audience had a number of questions and discussion points regarding the information presented in this first session. Many of the questions focused on the review process. Key speaker feedback is presented below:

A number of issues can impact the timeliness of a reviewer completing his/her review. Dr. Chuang indicated that it is far worse for a reviewer to accept an invitation to review and then not complete the review than to decline the review opportunity outright. She indicated that in her experience there is an approximate 50 percent decline in review invitations.

Dr. Chuang provided suggestions for international authors who may have English language issues in terms of scientific writing. She emphasized the important role of mentorship from supervisors, colleagues, and even associate editors. She shared that she has stepped out of her traditional associate editor role to help mentor international authors when the content of the manuscript is sound, but presentation issues are problematic.

Several audience members discussed the value that academic institutions place on service, a category under which serving as a reviewer often falls. Many commented that service is not acknowledged at some universities, and as such, reviewing is not rewarded or punished. Others suggested involving graduate students in the review process, so that completing the review involves a mentorship process.

Many questions focused on the issue of acceptance. Dr. Poyrazli suggested that authors first submit to the most difficult journal in terms of acceptance rate. Even if the manuscript is rejected, the feedback is typically very comprehensive and constructive. Authors can then use this feedback to improve the submission whether on a revise and resubmit decision or a new submission to an alternate journal. Dr. Chuang added that reviewers tend to give comprehensive feedback to authors who they believe may be students. She echoed that this feedback can be very helpful to authors. She further indicated that it is important for authors provide names of potential reviewers when they submit their manuscript, and that associate editors typically choose at least one of the suggested reviewers for the manuscript. The editors also concurred that the experience of reviewing hones one's own writing. Reviewing allows authors to "read between the lines" when preparing their submissions. In addition, the speakers suggested paying very close attention to the content of disposition letters, and urged "reading between the lines" here as well because the associate editor is giving the author a message about what he/she expects in terms of the revision.

The second session opened with a detailed presen-

tation by **Deborah Best** regarding publishing and the *Journal of Cross-Cultural Psychology (JCCP)*, (<http://jcc.sagepub.com/>). Dr. Best urged that prior to submitting a manuscript, it is critical to carefully examine the mission statement of the specific journal and realistically assess the fit of the manuscript. In terms of the *Journal of Cross-Cultural Psychology*, the key focus is the relationship between culture and behavior. The journal includes two levels of publications; a) regular features; and b) thematic discussion (i.e. special issues and special sections). Authors may submit both review articles and empirical studies in specific content areas (e.g. developmental, clinical) prepared in APA format. The journal uses the online submission portal Manuscript Central-Scholar One. Dr. Best detailed manuscript components necessary to be considered for review for the journal including: 1) Letter to the editor with a brief description of the study, the importance of the manuscript, the novel contribution made, and information regarding any previous discussions or correspondence with the journal editor and associate editors; 2) Abstract clearly articulating what was done and what was found with a clear focus on the role of culture; 3) Adherence to page limit stipulations (i.e. 15-35 pages) or submission a Brief Report (limited to 10 pages; and 4) Method section provides a clear description of the cultural groups. Authors should include detail to support that the participant groups are comparable and specify the methodology used to collect the data (e.g. interviews, observations, questionnaires); and 5) Results presented clearly and results section supports that the analysis is sound by providing statistics as well as tables and/or figures.

Dr. Best also summarized the difficulties she encounters with manuscripts including: 1) inappropriate literature review; 2) unclear introduction section, including rambling presentation or no rationale clearly articulated; 3) improper citations; 4) unclear research question or too many research questions; 5) insufficient methodology including methodology which is not culturally relevant; 6) poorly described measures and procedures; 7) incorrect statistical analyses, including a small sample and uninterpretable tables and figures; 8) overstatement of results /discussion which exceeds the findings; and 9) poor writing, grammatical errors, English language use issues.

Difficulties commonly identified in the *JCCP* review process include: 1) title of the manuscript is not representative of the study; 2) non-comparability of methods across cultural settings; 3) improper citations; 4) unclear research question or too many research questions; 5) insufficient methodology including methodology which is not culturally relevant; 6) poorly described measures and procedures; 7) incorrect statistical analyses, including a small sample and uninterpretable tables and figures; 8) overstatement of results /discussion which exceeds the findings; and 9) poor writing, grammatical errors, English language use issues.

Dr. Best indicated that social psychology was the most prevalent content areas represented in *JCCP*, and encouraged the audience to submit more theory driven research and research focused on multi-country comparisons. She receives

approximately 400 submissions per year, with the majority being original manuscripts. She would like to see increased submission of brief reports. The goal for review is an approximate 30 day turn-around. Reviewers are removed if their review is not submitted within 90 days. The rejection rate for *JCCP* is approximately 84 percent with about 40 percent as immediate rejections. Approximately 25 percent of manuscripts receive a major revision decision and 7 percent a minor revision decision. Finally, Dr. Best tries to send thank you letters to reviewers that do a good job and may write to the chairperson of junior faculty who complete quality reviews.

Carol Ember presented regarding publishing in *Cross-Cultural Research (CCR)*, the official journal of the Society for Cross-Cultural Research. Dr. Ember provided a brief history of the journal which became SCCR's official journal in 1986 and in 2013 had 7,888 subscriptions which is an approximate 12 percent increase from 2012. Eighteen percent of subscriptions are in the developing world through a program of free access through the United Nations. The journal is ranked 42 of 92 interdisciplinary social science journals based on 2012 impact factors. However, Dr. Ember reminded the audience that only 30 percent of journals are ranked. Manuscripts published in *CCR* are routinely cited in other high-quality journals, and there has been a three-fold increase in the number of submissions to the journal from 2007 to 2013. With only four issues per year, it is getting increasingly more difficult to have a manuscript accepted to the journal, and the overall acceptance rate is 18 percent. Most rejections involve a manuscript that is not suitable for the journal, and Dr. Ember encouraged authors to carefully read the journal mission statement. She cautioned that it is a myth that the journal publishes only Human Relation Area Files (HRAF) cross cultural studies, but that the journal does not accept small-scale comparison studies.

Dr. Ember indicated that the mission of SCCR, founded in 1972, is to support and encourage interdisciplinary, comparative research that has as its object the establishment of scientifically derived generalizations about human behavior. As such submissions to *CCR* need to explicitly deal with cross-cultural issues pertaining to the constants and variables of human behavior. *CCR* mostly publishes research that deals with three or more cultures. Occasionally research conducted in a single culture is considered, but such research needs to include an in-depth study of the cultural community in which people live and one or both of the following: 1) the research tests an assumption or hypothesis from the cross-cultural literature that would be difficult to test cross-culturally with the present state of knowledge; and 2) The research employs measures of subgroup (cultural) variation or individual variation that can be used to evaluate and test ideas about why groups vary. Two-culture comparisons are usually considered problematic. Dr. Ember cautioned the audience to avoid comparing two cultures on some measure or set of measures and inferring that the difference is due to cultural differences. Instead, the dependent variable must be linked statistically to one or more of the independent varia-

bles that have been measured. She asserted the best examples use intra-cultural comparisons to test the implications further. She encouraged the submission of ground-breaking theoretical and methodological articles with direct relevance to cross-cultural issues, and further encouraged the audience to submit to special issues of the journal.

Consistent with discussions by other journal editors, Dr. Ember acknowledged difficulty securing reviewers. She would like to increase the advisory board for the journal, with each member committing to review a minimum number of manuscripts per year. Finally she encouraged authors to fully disseminate their published research by posting pre-prints on personal webpages and informing colleagues about publications using social media, email, and blogs.

Most unfortunately, the east coast storms in February prevented many individuals, including **Hema Ganapathy-Coleman**, the editor of the *SCCR Newsletter*, from reaching the SCCR meeting in Charleston. However, she can be reached directly via the contact information listed at the conclusion of this article.

The audience had a number of questions and discussion points regarding international publishing and the wealth of information presented in this second session. Key speaker feedback is presented below:

The term "society" has multiple meanings, and the diverse group of editors gave their perspective regarding this term. Collectively, the group agreed that not all anthropologists or psychologists agree on a definition of this term. People often speak a language not understood by others (i.e. if individuals do not share a language, they cannot communicate with each other). Some nations have 150 societies within them, and their languages are not understood between groups, thus hindering inter-group communication. By many definitions, a society also has to have people living contiguously. For example, there are 22 official languages in India at present. In practice in psychology, the issue of language as a marker of society is not really addressed or recognized. There is a need to demonstrate empirically that these differences in "societies" matter. However, linguists may have other insights.

A question was raised as to whether researchers have focused too heavily on questionnaires administered online. Some feel that there is a trend in psychology to move away from questionnaire-based research especially in terms of using college students as participants. In addition, racial terms used for self-identification on questionnaires are not synonymous with cultural terms. Racial identification does not mean a shared culture. The editors agreed that there is actually significant cultural variation within the self-identified racial groups typically used in questionnaires. They cautioned that there is nothing wrong with how people self-identify. Rather, the issue is that a more complex understanding and definition of culture is needed. In essence, self-identification alone is not sufficient to define a culture. Shared experiences, values, and traditions are a better marker of a culture. Researchers must collect cultural information. For example, 60 percent of the world's population lives in

Asia, and it would not be accurate to use the term “Asian” for all of these individuals.

The editors were asked how they felt mentor programs worked in terms of helping authors who have difficulty with the English language and how they assist non-English speaking authors. Sage Publishers indicate that an author can pay extra for copy editing and the information is listed on the webpage regarding a commercial multilingual company. The issue is that this service is expensive and not necessarily helpful in terms of scientific writing. The editors lamented that they or their associate editors do not always have time to copyedit. It was highlighted that the American Psychological Association has an official policy that editorial staff cannot edit for language, and this is especially relative when it is difficult to discern the intended meaning of the writing. There are limited rewards for editors and associate editors who mentor authors regarding language issues. A complicating issue is that the standard of English overall has declined, and copyeditors are less well-prepared. Uwe Gielen quipped that "In our journals, bad English is becoming the universal language."

The question was raised as to the importance of World University Rankings and Impact Ratings for journals. The audience was interested as to whether the editors felt that authors were submitting to journals just based on impact ratings. Some members commented that international students are instructed that they must publish their manuscripts prior to graduating, and some indicate that they must publish in English language journals. However, it was cautioned that we cannot set policies for all countries. Journals which are not yet rated can also suffer because in certain countries authors cannot publish in journals which do not have impact ratings (e.g. South Africa). This impacts the quality of the journal and the dissemination of important information. In Germany, students may be able to submit their theses in English, and this may be the case in France as well.

The final question related to author-pay and open access journals. The group agreed that these journals have no incentive to reject papers, and that this may adversely impact scholarship quality. However, open access journals provide many international scholars who might not otherwise have access to scientific literature an important link to published works.

Finally, the afternoon session concluded with a contribution by Maria LaVooy, Division 52 Membership Chair and President of Psi Chi. She welcomed existing Divi-

sion 52 members and invited everyone who is not yet a member to join. She highlighted low student membership prices, and that one does not need to be an APA member to join the division.

The assembly of such an experienced and diverse board of editors allowed for a diverse and lively discussion of international and cross-cultural research and publication. Although the weather issues precluded a number of individuals from attending, the group present enjoyed a lively and collegial discussion of very important issues.

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List of Contacts, Publications and Editors

IAP Book Series, intpsychbookseries.weebly.com/contact.html, Editors Uwe P. Gielen (ugielen@hotmail.com), Harold Takooshian (takoosh@aol.com), Senel Poyrazli (poyrazli@psu.edu), Publisher George F. Johnson (george@infoagepub.com).

International Psychology Bulletin, <http://div52.org/publications/newsletter/>, Editor Vaishali Raval (beginning 2014) (ravalvv@miamioh.edu)

APA International Perspectives in Psychology, www.apa.org/pubs/journals/ipp/index.aspx, Editor Judith Gibbons (Gibbonsjl@slu.edu)

SCCR Newsletter, www.sccr.org/newsletters.html, Editor Hema Ganapathy-Coleman (hema.ganapathy-coleman@indstate.edu)

Journal of Cross-Cultural Psychology, <http://jcc.sagepub.com/content/current>, Editor Deborah L. Best (best@wfu.edu)

Cross-Cultural Research, <http://ccr.sagepub.com/>, Editor Carol Ember (Carol.Ember@Yale.edu)

Book series on Advances in Immigrant Family Research, www.springer.com/series/8807, Editor Susan Chuang (schuang@uoguelph.ca)



International Research and Global Connections at ISSBD 2014

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The 23rd Biennial Meeting for the International Society for the Study of Behavioral Development (ISSBD) was hosted by East China Normal University (ECNU) in the modern city of Shanghai, China from July 8 to 12, 2014. Attending the ISSBD conference, whose goals focus on examining the lifespan of human development, was a unique opportunity for us to present our research, engage with colleagues, and embark on a cultural experience. As the host institution, ECNU is one of the most prestigious universities in China sponsored by Project 211, an initiative by the Ministry of Education in the People's Republic of China that aims to raise research standards in high-level universities. The conference venue was located at the Shanghai Convention and Exhibition Center of International Sourcing, which is situated in the same Putuo District as ECNU. Given the international location of the ISSBD meeting in Shanghai, the conference attracted participation from hundreds of researchers and scholars from various countries in North and South America, Europe, Africa, Asia, and Australia.

As early career scholars, we both were awarded travel grants to participate not only in the conference, but also in the preconference, which was held at the Shanghai Normal University and attended by researchers from around the world. During this one day preconference, we each participated in a cross-cultural workshop, one led by Dr. Marc Bornstein, examining family relations, and one led by Dr. Robert Coplan, regarding peer relations. Dr. Bornstein presented

central theoretical and practical issues in parenting and cross-cultural approaches to parenting, as well as common research methodologies employed in cross-cultural parenting research. Additionally, participants were given the opportunity to present their research posters and receive feedback from the group. Similarly, Dr. Coplan presented concepts and theories of peer relations in cultural contexts, including the function of peers and models of peer relations and adjustment, along with methodological considerations when studying peer relationships. Participants in this workshop also spent time collaborating with each other to develop a research proposal examining an aspect of cross-cultural peer relations. As early career scholars, the process of presenting before and collaborating with fellow researchers and receiving feedback was an invaluable experience.

As clinical psychology doctoral students at Miami University, we are part of the Cultural and Family Relations Lab, and conduct a number of studies examining psychological processes, like parenting, emotion socialization, mental health, and ethnic identity, from a developmental and cultural perspective. At ISSBD, we presented findings from three studies. The first study investigated Indian and American college students' perspectives on characteristics of good and bad parenting. Findings include the importance of personal attributes among US participants and situational attributes for Indian participants. The second study used mixed methods to examine immigrant Indian and White American mothers' philosophies on child emotion socialization, noting results that include the salience of emotion regulation for Indian mothers and the salience of emotion coaching for American mothers. Finally, our third project, also utilizing mixed-methods, explored the model minority stereotype and its relation to psychological outcomes among South Asian and South Asian American college students. This presentation highlighted important themes for these students, including cultural pride, the benefits and sacrifices of the model minority myth, and the impact of ethnic socialization on mental health outcomes. During our presentations, we not only had the opportunity to present our scholarly findings, but we also thoroughly enjoyed meeting and engaging with conference participants. Because of the diverse cultural and academic backgrounds of the participants and presenters, the research questions and issues discussed were especially wide-ranging and intellectually stimulating.

Finally, we were also very excited to visit Shanghai itself and to be immersed in the Chinese culture through various aspects of the city, including its people, sites, art, history, and food. We watched traditional dance and musical performances, visited temples, markets, museums, and skyscrapers, and encountered locals who showed us care and kindness. We certainly ran into challenges, but had a great adventure nonetheless. Attending ISSBD 2014 in Shanghai served as a platform for us to interact with scholars fostering and building international networks and to collaborate in vital, worldwide, and multicultural research efforts. We look forward to continuing to be members of this great global community.

A Russian student's view of the APA 2014 convention

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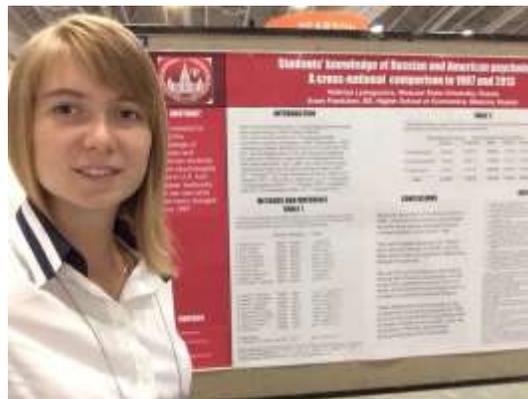
I am a third-year undergraduate in the psychology department of Moscow State University (MSU), the largest university in Moscow. In 2013, I was invited to join APA Division 52 to serve as its campus representative for MSU, sponsored by donor Uwe Gielen (Takooshian, 2013). I hoped to participate one day in an APA conference. That day came in August of 2014, when I participated in the 122nd APA meeting in Washington DC. In this brief four-part report, I share some news about: (1) Moscow State University, (2) my work as a student at MSU, (3) my impressions of the APA conference in August of 2014, (4) Some future opportunities for cooperation.

Moscow State University was formed in 1755 by the legendary scientist Mikhail V. Lomonosov. MSU today educates more than 40,000 students (graduate and postgraduate), about 7,000 undergraduates, and over 5,000 specialists for its refresher course. Every year MSU enrolls about 4,000 international students and postgraduates from all over the world. The MSU Department of Psychology was founded in 1942 under Professor S.L. Rubinshtane. The research and educational activity has been overseen by world-recognized Russian psychologists like A.R. Luria, P.Ja. Galperin, B.V. Zeigarnik, E.N. Sokolov and others. The Faculty of Psychology became a separate division in 1966, under Dean A.N. Leontjev. Presently this Faculty has more than 200 professors, lecturers and research associates, including 10 members of the Russian Academy of Education. More than 1,000 undergraduate and 100 postgraduate students take their classes at the Faculty.

Every year MSU organizes the “LOMONOSOV” International Scientific Conference for Undergraduate and

Postgraduate Students and Young Scientists--a Russian "STEM" conference. Its aims are many: to develop young scientists' creativity, to involve them in solving problems of the day in science, to maintain and develop a single scientific and educational space, to establish ties between future colleagues. The sections' council of experts is headed by the leading scientists of Lomonosov Moscow State University. In 2013, the conference had 32 sections and more than 300 subsections which reflect the main fields of modern science (Lyanguzova, 2014). All are invited to participate: students (specialists, bachelors or masters), postgraduate students, applicants, research workers, and young scientists from any country who are under age 35. The working languages of the "Lomonosov" conference are Russian and English. A key feature of this conference is that it is totally organized by students. I organized this conference in 2013. (The Lomonosov conference is a great opportunity for you students! We are glad to invite you to take part in its Psychology program.)

My work. At MSU, I am a researcher in organizational culture and organizational change with Alexandr M. Rikel, PhD, in the social psychology department. In 2013, I met Harold Takooshian in Moscow and joined with Aram Fomichev (a masters student at the Higher School of Economics) to complete research on U.S.-Russian communication that we reported at APA 2014 (Lyanguzova & Fomichev, 2014). For Division 52, I wrote a report on the question, “How can D52 best outreach to international students?” My suggestion was that D52 could collaborate with new or existing student conferences in a few ways: (1) encourage students who have research they can present; (2) use Skype to link with student researchers in other nations (as we did on October 27, 2013, in the First Moscow Psi Chi Conference on Behavioral Research); (3) encourage students to publish their findings in the Division 52 Bulletin; (4) use the Division 52 website to post student conferences; (5) use the D52 Bulletin to encourage students from different countries to collaborate on cross-national research; (6) "build bridges" to more student clubs (Fomichev, 2014) and Psi Chi chapters (McCormick, 2013), to enlist bilingual campus representatives for Division 52.



APA. In 2014, I was a lucky to join in the APA Convention in Washington, DC. What a great opportunity to learn about the latest research of psychologists from around the world. This unique event combines a formal meeting with informal communication. This is the world's largest meeting of psychologists and psychology students. I think that it is enough just to take part in the conference. I thoroughly enjoyed meeting several world-renowned psychologists, like Philip George Zimbardo. The conference opens doors to further cooperation with foreign specialists, promoting professional growth and development, especially for beginning psychologists like me.



Future. After APA, my hope is to attend other conferences, like the Association for Psychological Science (APS) in Amsterdam in March of 2015. I will also work on the 2015 Lomonosov conference, where I hope D52 student researchers will consider presenting their findings. And I will tell my fellow MSU students and faculty about Division 52 opportunities. I encourage Division 52 students to contact me. As my own research has found (Lyanguzova & Fomichev, 2014), psychologists in different nations do not always communicate, but want to do so, and Division 52 has a key role in this.

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ATOP MEANINGFULWORLD

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27 – 29 August 2014, NYC

Alessia Ferraro & Renoude Charles

The Annual UN DPI/NGO Conference this year was held in New York City. The theme of the conference was: “2015 and Beyond: Our Action Agenda.” During the three days of the conference we discussed topics related to the post-2015 agenda. As a matter of fact 2015 is the deadline for the achievement of the 8 Millennium Development Goals. The conference aim was to give to the civil society a place where to express their opinion on the post-2015 process. The conference was divided into roundtables and workshops planned for all day. The four roundtables were organized on a thematic basis: poverty eradication, sustainable development, human rights and climate change. While the workshops were organized as a place where people could share their experience with the civil societies all around the world. The goal of these interactive meetings was to give all participants information and knowledge they can use in their organizations. Another important part of the Conference was dedicated to youth. Every day breakfast sessions were organized where young people could meet and share ideas on a theme: youth advocacy strategies, how to get involved into the post-2015 agenda, women equality, and much more.

Three interns attended the Conference on behalf of ATOP Meaningfulworld: Margaret Ruiz, a previous Communications Assistant for WILPF's PeaceWomen Programme at the UN office; Alessia Ferraro, from Italy, who recently graduated in International Relations; and Renoude Charles, ATOP Meaningfulworld UN Intern and recent graduate in Psychology.

Alessia attended the Conference on all three days; she participated in many workshops, from the one explaining the role of the family in contributing to sustainable development and eradication of poverty through sustainable lifestyles, to the one explaining the media strategies for a sustainable development. The most interesting workshop for Alessia was the “Promoting Mental Health And Wellbeing For Youth In The New Post-2015 Sustainable Development Agenda: Psychological Principles, Science And Practices.” The work-



The UN Secretariat Building seen from the Rose Garden

In The New Post-2015 Sustainable Development Agenda: Psychological Principles, Science And Practices.” The workshop highlighted the escalating stresses and mental health problems faced by youth today, and discussed how to work inter-generationally to address the alarming statistics about suicide in youth and the World Health Organization prediction that by 2030 depression will be the leading global disease.

Margaret was involved with the Youth Committee members on Thursday, August 28th. She attended glimpses of several workshops including one on how the Post-2015 Agenda must focus on the sustainable management of natural resources and ecosystems. Her focus was to work with the other members of the Youth Committee to ensure that the voices of Youth are united, heard, and will become heavily embedded in the Post-2015 Agenda.

Renoude attended the Thursday’s Conference session, which included several round tables on Sustainable Development and Human Rights as well as DPI workshops showcasing research approaches, interventions to mental health, and advocating peace and awareness on a global level. An eye-opening conference promoting wellness in communities titled “Global Mental Illness Crisis and A Replicable, Sustainable Intervention” was organized by Dr. Tara Pir, founder of Institute for Multicultural Counseling and Education Services, Inc. (IMCES) and president of International Council of Psychologists (ICP), who is also a supporter of our organization. This workshop was in response to global mental health issues addressed by the World Health Organization and the United Nations. The conference was full of festivities, consisting of amazing live music and performance by people with disabilities produced by the New Heritage Theatre Group, one of collaborators with ATOP Meaningfulworld. Physical, psychological, and emotional struggles were expressed at the “Health, Freedom and Human Rights of Persons with Disabilities” symposium to show their on-going



Alessia Ferraro in the Trusteeship Chamber at the UN before one of the roundtables

sacrifices and dedication. Overall, it was an impressive, well-informed, engaging, and inspiring experience. The experience of the Conference was a very positive one, the air at the UN in those three days was full of hope and of willingness to really try and find the way to improve the conditions of people all around the globe. At the end of the conference a *Conference Outcome Document Declaration* was released and voted by all the participant “Recognizing and commending the progress made to date thanks to the Millennium Development Goals; while noting with alarm, however that this progress is certainly far from what we need and must collectively achieve, particularly in relation to goals relating to poverty and hunger, achieving gender equality and the

empowerment of women, universal access to primary education, child mortality, improving maternal health and ensuring universal access to reproductive health, environmental sustainability and access to water and sanitation” (from the *Conference Outcome Document Declaration*).

ATOP Meaningfulworld would like to invite you to our monthly training, empowerment and peace building workshops, kindly visit www.Meaningfulworld.com.

Bridging Psychology and Social Justice: Central America Hosts an International Congress

Judith L. Gibbons and Katelyn E. Poelker
Saint Louis University and Interamerican Society of Psychology

The Fifth Regional Congress of the Interamerican Society of Psychology, known by its Spanish acronym SIP (Sociedad Interamericana de Psicología), was held in San Salvador, El Salvador from July 21 – July 24, 2014 at the Universidad Centroamericana “José Siméon Cañas” (UCA). The Congress was organized by an outstanding team headed by Mauricio Gaborit, the president of the Congress and Edgar Aguilar, the general coordinator. The Congress included presenters from 19 different countries and territories with representation from North, South, and Central America, as well as the Caribbean and Europe. Brinton Lykes from Boston College was the opening keynote speaker. Her talk, titled “Academic activists, migration, and Mayan populations in motion: Children in families of mixed and transnational status,” focused on the complex issues that occur within transnational families who extend across international borders and may live under different statuses, as documented or undocumented migrants. Complete with theatrical effects provided by nature, Dr. Lykes’ presentation provided an excellent foundation to the Congress by addressing some of the critical issues that emerged later in the week, especially those pertaining to social justice from a Latin American perspective. Other keynote addresses focused on community resistance to a dam project, the visibility of South American psychology in the United States, and the role of memory in moving forward after political violence. Interested readers can email the authors for a complete copy of the program (gibbonsjl@slu.edu or kpoelke1@slu.edu).



The location of the Congress was significant because it was the academic home of Ignacio Martín-Baró, a Spanish Jesuit among those murdered in 1989 on the UCA campus (Gondra, 2013). He was one of the foremost thinkers and promoters of liberation psychology, which stems from a critical social psychological perspective. Liberation psychology focuses on social inequalities and oppression, and provides a model or process for social change via conscientización or increasing awareness surrounding structures of oppression (Martín-Baró, 1994). Moreover, liberation psychology critiques traditional psychology for its assumption of universality. Martín-Baró's theories have been widely applied in liberation psychology in Latin America and in community psychology globally.

The legacy of Martín-Baró was present in the primary themes of the Congress, serving as a reminder that liberation psychology is alive today in both research and practice. The presentations clustered into several major themes and focused on the applications of psychology. One prevalent topic was violence, including domestic violence, sexual violence against adults, children, and adolescents, gender violence, political violence, and microaggressions. One symposium entitled, "The kaleidoscope of violence in Latin American contexts: Reflections from psychology" was chaired by Ana Arias and Marisa Feffermann. Another symposium addressed gender violence and issues of inequality ("The pain of inequality, gender violence, and structural factors and intersubjectivity in the road toward equality") by Marta Velásquez, Laura Navarro, and Tania Rocha. Coping with violence and recovering from violence were topics of other presentations, including "Processing of memory, reparation, and peace with adolescent victims of armed Colombian conflict" facilitated by Claudia Roa and Rosa Arias. A presentation by Jenny Reyes, Liseth Rojas, and Ashli Roland entitled "Community violence and depression in El Salvador: The role of religious coping among teachers" also centered on recovery.

Health psychology was another applied issue that featured prominently in the program, particularly the psychological impact of physical health problems. A presentation by Franchesca Cintrón Bou was titled, "It is possible: Reducing the stigma of HIV/AIDS among medical students." A second focused on breast cancer and support networks, by Alicia Saldívar and Rolando Díaz ("Women, breast cancer, and support networks"). Alzheimer's research was also represented in a presentation by Esmeralda Valdivieso entitled "A view of Alzheimer's in El Salvador." Intellectual disabilities were addressed in a talk by Melany Rivera and Sylvia Martínez, "Psychotherapy and patients with intellectual disabilities."

Professional ethics was a central concern that emerged, once more revealing the applied nature of psychology as represented at the Congress. A talk by María Winkler ("Care and ethical transgressions in psychological research: Types and cases") about the ethical transgressions on psychological research is an excellent example of ethical topics covered, in addition to the symposium by Andrés Consoli, Carlos Zalaquett, Andrea Ferrero, and Viviane Y. Bolaños on "The

formation of professional ethics." Lastly, "Ethics and professional practice of the psychologist: Vignettes from daily life" by Nestor Carlos Litter serves as an important reminder about the significance of ethical issues within our field.

Although the applied issues described above - along with political psychology, industrial-organizational psychology, bullying, and migration - took center stage, experimental psychology was also represented in presentations on the frontal lobe and executive function.

International congresses provide an opportunity to not only interact with psychologists from around the world, but also to expand one's horizons, be exposed to unique perspectives on the discipline, and enhance professional skills and the ability to enact social change. The SIP Regional Congress in El Salvador was no exception, and afforded attendees those very experiences. Moreover, the ideas of Martín-Baró challenge each of us to take the central tenets of his framework and apply them to our respective areas of research and practice.

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Stanley Milgram in Russia

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On December 9-11, 2014, Russia hosts an international conference on the experimental obedience paradigm of American psychologist Stanley Milgram (1933-1984). This conference at the Moscow Region State Institute of Humanities and Social Studies (MRSIHSS), in Kolomna, Moscow Region, marks two anniversaries: (1) 40 years since the first publication of Milgram's book, "Obedience to Authority: An Experimental View" (1974); (2) 30 years since Milgram's untimely death at age 51, on 20 December 1984. Details on this conference are available from the co-chairs above, or on-line, at www.milgram.ru/en

Even a half-century after Milgram ended his obedience experiments of 1960-63, his work receives increased international attention. In 2013, two global Milgram conferences convened—one at Yale Law School, and another at Nipissing University in Canada (Perry & Russell, 2013).

In Russia, Milgram's brilliant work on social pressure and obedience has become increasingly popular over the years. Milgram's own ancestry is from Eastern Europe, and his work clearly resonates with people in this region. In 2014, this is actually the fifth international Milgram

conference in Russia.

1. The first conference was in April, 1993 in Moscow, at the Russian State University of Humanities (RSUH). This featured the debut of Milgram's classic "Obedience" film in Russia, when Professor Irina Petrova coordinated several students from the department of management to complete a synchronized translation of this classic film. Commentary was provided by sociology Professor Miguel Angel Centeno of Princeton University, who gifted the original film to Alexander Voronov.

2. On December 20-21, 1994, the RSUH department of management hosted a student conference on "Stanley Milgram and his contribution to Social and Management Psychology." Milgram's biographer Thomas Blass of the University of Maryland-Baltimore County (UMBC) helped organize this conference.

3. On December 20-23, 2004, the Moscow City Pedagogical University hosted an international conference on "Conformity and its mechanisms." The keynote speaker was Thomas Blass of UMBC, who addressed "The continuing legacy of Stanley Milgram's experiments on obedience to authority." The plenary address in Russian was given by Alexander Voronov, on "The study and the development of Stanley Milgram's experimental obedience paradigm in the USSR and in Russia."

These first three conferences were organized by Alexander Voronov.

4. On November 15-19, 2010, as part of the celebration of the 125th anniversary of psychology in Russia (1885-2010), Professor Regina V. Ershova and Professor Alexander Voronov convened a multi-site conference on "The 50th anniversary of the first obedience experiments of Stanley Milgram in 1960." This seminar convened for two days at two sites in Moscow--the Institute of Psychology of the Russian Academy of Sciences and the Peoples' Friendship University of Russia, and 3 days in city of Kolomna at the MRSIHSS (Voronov & Takooshian, 2011). The keynote speakers included three Americans: Stuart Levine (Bard College), Harold Takooshian (Fordham University), Deniz Özince (Columbia University).

The December, 2014, Milgram international conference in Kolomna is organized in cooperation with two U.S.-based international societies: The Society for Psychological Study of Social Issues (www.spsai.org/moscow), and the Association for Psychological Science (www.psychologicalscience.org/index.php/publications/observer/obsonline/obedience-to-authority-conference.html) Some U.S. psychologists will deliver invited lectures--Paul Hollander, Edward Erdos, Stuart Levine, and Ira Chaleff. In addition, Eugen Tarnow (a PhD in physics from MIT) discusses societal application of Milgram obedience research.

The 2014 conference also includes a one-hour skype session on December 10, arranged by the Manhattan Psychological Association (MPA), in which MPA President Henry Solomon will join other alumni of Professor Milgram to speak on "Stanley Milgram, the man." All inquiries can be directed to Regina Ershova at erchovareg@mail.ru or to Al-

exander Voronov at avoronov@inbox.ru

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Regina Ershova is Professor of Psychology, Moscow Region State Institute of Humanities and Social Studies in Kolomna, Russia.

Middle East: Empowerment for Peace Meaningfulworld Humanitarian Mission

Dr. Ani Kalayjian

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Meaningfulworld Humanitarian Empowerment and Peace Building Mission is at its finale,
I am in the airplane flying back home, although spiritually so enriched, I am feeling a deep sadness.
Memories of my childhood growing up as an Armenian in Aleppo, Syria, had surfaced,
Especially in this mission where we worked in Palestine, Jordan, and
At the border of Syria, with Syrian refugees who sided with the Islamic extremists opposition.

I remember the cultural restrictions I had to endure for the first fifteen years of my life,
I remember all the conflicting outdated religious laws, on one side stating that woman's rights
Should be upheld, but at the same time putting women down and stripping them of their rights,
Humiliating them in public, beating them, automatically taking their children away at times of divorce
and leaving them in limbo, while men go ahead and marrying 4 other women, in some cases up to 12...

All my efforts to understand, empathize with, and justify the cultural and religious differences
Aren't comforting me, or stopping my tears from gushing down my cheeks uncontrollably,
As I read the handwritten lists of stressors made by many Master's level students,
Their feelings of distress, trauma, flashbacks, and cultural and familial pressures,

An overwhelming sadness surrounded me, causing my heart to get constricted, leaving me distressed...

When our team raised questions, and shared their concerns, they robotically and at times helplessly repeated "Its cultural, that is what our religion says" again and again...
Over 50% of the youth are suffering from this high distress, from their parents,
Stress and pressure from their culture and community at large;
Their major concern is: "What would others think, say, or gossip about?"

The pressure, expectations, and judgment of others, 'family honor,'
Shame is a mantra, religious and cultural restrictions are all the slogans heard daily.
Women are restricted from wearing shorts, T-shirts, or short sleeves.
They are expected to wear long skirts and coats and head covers, even in 105-degree heat.
Why? Because that is what the religion called for thousands of years ago...

Men and women are restricted from public displays of affection,
Even married couples, or engaged ones, are restricted from any touching,
While same-sex public display of affection is encouraged and accepted,
While homosexuality is illegal, unaccepted, and put down with severe punishments.
Homosexuals are shunned, and driven out of the community with ridicule and humiliation.

Yes, there are minor advancements taking place since our last mission last year;
Those who are educated may choose their own partner,
Of course this is possible only with the approval of their families.
Centers have opened to address the child abuse problems, and
A few universities have established a women's studies program.

There is even one shelter for women who've been abused by their spouses,
But very few can report their abuser, and go to this center, As at the end of the day the religion gives the Father the right to Keep all the children, the right to remarry, up to four, and some reportedly up to twelve times,
While keeping women in fear, uncertainty, and even death through "honor killing."

A 20-year-old young man was beaten by his father for something he did not do,
But he was accused by another adult, so to keep his "family

honor" he had to be beaten.

More sadly, when he was questioned about how he would do things differently when he is a father,
He reported that due to the culture, he would do the same thing that his father did.
These were teaching moments for our team, but more consistent reinforcements are needed
In order to transform the old, one-sided, unhealthy, dysfunctional behaviors.

A 34-year-old Master's level woman is divorced without a reason,
All four of her children are taken away by her husband, as indicated in her religion.
She is sent to her mother's home with uncertainty and humiliation, without being able to marry again,
As her husband did not say "divorce" for three times?
As indicated in the Qur'an...

A 19-year-old college graduate young woman is forced to marry a 44-year-old man,
Whom she doesn't like, but due to family pressures, she must.
Now divorced at 22 with a Master's degree, although engaged,
She is traumatized, hates men, and wants to take revenge by being with another man.
She has flashbacks while taking exams, and
Resents her family and herself for not being able to stop the first marriage...

A 26-year-old young man is in love with a young woman
But cannot marry her as her family rejects him, because
He and his brothers drink alcohol at some occasions socially and responsibly,
Which is rejected by his religion...? He suffers silently and
Takes his revenge by having meaningless sex with any woman he can...

On the positive side, the culture is also extremely warm, hospitable,
Resilient, and loving; strangers are heard calling each other "Habibie," which means my love, or precious,
People go out of their way to help one another; they stop and give needy people attention.
But if you are a woman shopping without a male escort, or another woman,
Then you are perceived as a whore, looked down on and judged, without a chance...
Even in our Mission we were often asked where our husbands were,
And why are we traveling without them?

I feel a mixture of emotions: sadness for the many left behind, and for the slow pace of change;
Elation for our successful mission, gratification for witnessing transformations and spiritual growth;
A sense of relief for returning home safely after many Israeli

checkpoints and multiple interrogations at the borders; sadness for leaving many friends behind; excitement for many new connections and joint programs and research, and a deep sense of gratitude to all of our supporters, both near and far!

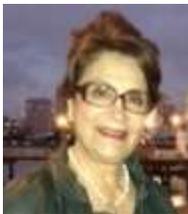
Community Clinic: a Cutting Edge Model of Mental Health Service Delivery

Tara Pir, PhD

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Tara Pir, PhD,
President, CEO

The World Health Organization (WHO) in consultation with an extensive global and regional array of stakeholders that included 135 Member States, academic centers, and 76 non-governmental organizations (NGOs), launched a "Comprehensive Mental Health Action Plan for 2013-2020" (WHO, Mental Health: strengthening our response; 2014). The plan sets important new directions for mental

health including a central role for the provision of community based care and a greater emphasis on human rights (WHO, 2014). It introduces the notion of recovery, moving away from a pure medical model, and addresses income generation and education opportunities, housing and social services and other social determinants of mental health in order to ensure a comprehensive response to mental health (WHO, 2014).

In 2013, the 66th World Health Assembly approved the Action Plan with a commitment by all WHO's Member States to take specific actions to improve mental health and to contribute to the attainment of a set of global targets (WHO, 2014). Central to the plan is the need to redirect resources from mental hospitals to smaller, community-based services that are integrated into general health services. (Chan/World Health Organization (WHO), WHO Director-General launches mental health action plan. 2013) Particular emphasis in the Action Plan was given to the protection and promotion of human rights, the strengthening and empowering of civil society and to the central place of community-based care. (WHO, 2014).

The four major objectives of the action plan are to: Strengthen effective leadership and governance for mental health.

- Provide comprehensive, integrated and responsive men-

tal health and social care services in community-based settings.

- **Implement strategies for promotion and prevention in mental health.**
- Strengthen information systems, evidence and research for mental health.

Not only is the second major objective central to the mission of our community clinic, but truly all four of these major objectives are areas that we engage in, either directly or indirectly. Specifically, I have initiated cross-cultural international research, have designed a culturally informed Stigma Survey that has been disseminated both locally and globally, and have spearheaded a campaign aimed at raising awareness and calling for an end to stigma and discrimination as it relates to mental illness.

I believe that access to mental health services and the elimination of stigma and discrimination associated with mental illness are ultimately human rights issues. In her remarks at the launch of the Mental Health Action Plan in Geneva, Dr. Margaret Chan expressed a similar view, stating that "the action plan is firmly rooted in the principles of human rights, and draws support from a number of international conventions that uphold human rights" (Chan/WHO, 2013). Dr. Chan also raised the issue that "the treatment of people with mental and behavioural problems remains cruel, inhuman, and degrading in a number of countries" (Chan/WHO, 2013)

One important advantage that a community clinic can provide is an ability to be responsive to the community. There is no "one size fits all" approach to being responsive to the community and this challenge is especially important where, as in our community, there is a broad spectrum of diverse cultural and linguistic populations. Indeed, Los Angeles has been aptly called a microcosm of the world. We have an ongoing survey on the cultural stigma associated with identifying mental illness as well as accessing resources: help-seeking attitudes. The goal is to find out how is mental health distress experienced and expressed in each cultural community. How does this affect how stigma is experienced in these communities; what are the systemic and social/societal determinants that cause systemic iniquities; how is stigma experienced; how does data collected from various cultural experiences help inform our understanding of stigma in the larger system?



Dr. Pir and IMCES team presenting at 65th Annual United Nations NGO/DPI Conference in New York

The analysis of the outcome of this research and survey is being provided in scientific conventions, both locally and globally. We also developed many public education seminars to reach out to those affected by stigma and to help with the development of stigma reduction/elimination as well as promoting mental health and access to resources. Locally, as an action towards solution and remedy to this problem, we target the underserved community with public information seminars about health and mental health services in many areas in our community.

Another characteristic of the community mental health model of service delivery is the humanistic view of clients. The traditional medical model of mental health service delivery in the United States "focuses on the defect or dysfunction within the patient," where professionals engage in diagnosing and treating clients as passive service recipients (Mosby's Medical Dictionary, 8th Edition. St. Louis, MO: Mosby/Elsevier; 2008). This model has generated expensive care with moderate results and longstanding shortages within the mental health workforce. In contrast, a humanistic approach means regarding a client in a way that focuses on strengths and capabilities, not just symptomology and diagnosis. The deficiency of the previous model is the lack of prevention and early intervention components. The humanistic model sensitively compensates for deficiencies of the previous model. The humanistic model, which is inclusive of many layers of teams of professionals, has been proactively preventative and overall cost effectively comprehensive, inclusive of physical health, mental health, social services substance abuse, and legal services.



Dr. Pir and IMCES have received local, state, and federal government commendations for contributions and service to community

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Community clinics, being more responsive and more accessible, also make mental health services available to many who would otherwise not access those services because of stigma associated with mental illness. Dr. Benedetto Saraceno, Director of the WHO Mental Health and Prevention of Substance Abuse, has pointed out that, "not only are community mental health services more accessible to people living with severe mental disabilities, these are also more effective in taking care of their needs compared to mental hospitals. Community mental health services are also likely to have less possibilities for neglect and violations of human rights, which are too often encountered in mental hospitals." (<http://www.who.int/mediacentre/news/notes/2007/np25/en/>.)

The Institute for Multicultural Counseling and Education Services, Inc. (IMCES), the non-profit community clinic I founded in 1989, exemplifies the principles and characteristics of the community mental health model of service delivery. For example, in accord with the WHO's Action Plan, the mission of IMCES is to promote human rights and social justice (IMCES, 2014). I believe firmly that equal access to health and mental health services in our society is the human right of all. At IMCES we are committed to level the ground for all to walk on. My commitment to social justice and human rights led to the development and implementation of high standard services to our community in two domains:

- One: clinical service delivery for our culturally diverse population;
- Two: professional workforce development/clinical training program for mental health professionals.

This means IMCES provides highly effective, culturally and linguistically competent services to the most needy, underserved populations in our community by professionals who are trained to the highest standard of practice. Specifically, the clinical training program for mental health professionals is APA accredited, which is a clear demonstration of high standard of professional development. Our clinical training model is based on the scholar-practitioner model. Both our doctoral internship and postdoctoral fellowship training are designed for the socialization of our new and emerging professionals into psychology.

This model of professional training is designed to address the many domains of our responsibilities as a psychologist in the community. The many competency goals are designed to prepare professionals to meet the need of our community with the highest standard of practice. Our clinical training model is responsive to the need of our community. The objectives and competency goals of our clinical training include the following:

- Cultural diversity self-awareness competency as a foundation of our profession. Our clinical training program is structured based on the concept of cultural humility. Our self-awareness competency training is woven into the many domains of our professional development through self-reflecting practices. We make a commitment to remain lifelong learners and self-reflective practitioners.
- Advanced clinical assessment and intervention competency
- Risk assessment and trauma event management competency
- Consultation competency
- Effective participation in multidisciplinary consultation team meeting to evaluate clients' progress towards recovery goals (the team includes physical health care and mental health professionals, including psychiatrist, psychologist, MSW, MFT, care managers, as well as attorney/legal service providers)
- Scholarly competency: conducting cross-cultural research and survey
- Advocacy and outreach and engagement competency (competency in recognizing disparities in availability and/or accessibility to mental health resources), actively participating to promote necessary systemic changes of policies and procedures at every level in our community, conducting effective outreach and engagement within the identified target population.
- Leadership development competency. Our clinical training creates opportunities for developing of competency in socialization into our profession and leadership skills in many domains. Leadership development includes program management/coordination, program evaluation. IMCES has over twelve programs to serve the underserved community. Each program is designed with an evaluation outcome measure component. Our clinical training program provides opportunity for analyzing data, synthesizing information and practice quality assurance, as well as quality improvement of our services.
- Supervision competency development. Intern would have the opportunity to develop competency in both theory and practice of supervision in the context of our culturally diverse community.
- Teaching and presentation skills. Effective teaching of information and education in the context of public information seminar or presentation of our research and survey outcome in scientific conventions.
- Organization skill development is an important foundation integrated in our clinical training program

Given the mission and philosophy of our organization, I made a special effort to have IMCES associated with the Department of Public Information / Non-Governmental Organizations (DPI/NGO) for human rights and special consultative status with the United Nations' Economic and Social Council (ECOSOC). This practice was aimed at actualizing our shared mission with the United Nations.

Exemplifying the community-based responsiveness called for in one of the four major objectives in the WHO's action plan, IMCES has become one of the few outpatient community clinics designed specifically to treat the varied needs of the underserved, culturally and linguistically diverse communities of Los Angeles. Every year, IMCES serves thousands of individuals and families who have been identified to be 100-200% or more below the poverty level. IMCES offers a variety of clinical programs developed to reach children, youth, families, and adults who have many barriers to their wellness, success, and sustainability within the community. IMCES is committed to helping underserved members of the community overcome adversity, achieve independence, and create sustainable and meaningful lives for themselves and their families.

IMCES provides culturally proficient services to its clients based on the proven success of integrative model of service delivery through the utilization of prevention and early intervention strategies. IMCES makes a lifelong commitment to promote responsiveness to the need of our culturally diverse communities including ethnicity, age, and sexual orientation of all people from unserved and underserved populations. The agency is amongst the most culturally proficient service providers in the county, providing linguistically proficient services in ten different languages including Arabic, Armenian, English, Farsi, Hebrew, Korean, Russian, Spanish, Japanese, and Tagalog. We honor and respect the many different customs that cultural and ethnic diversity brings forth. At the same time, IMCES contributes to the wellness of our community, while promoting social justice and striving to eliminate the stigma, discrimination, and disparity associated with health and mental health services in our community.

The humanistic view associated with community-based mental health service delivery is a hallmark of IMCES. We operate based on the principle of inclusion by design to prevent disparities. We promote whole health. Whole health of individuals includes physical, mental, spiritual, social, as well as community health. We believe this over-arching goal can be achieved and implemented by integrative model of service delivery, which provides continuation of care and advocacy for clients in the context of community. Our clinical training program is designed as an effective and necessary professional workforce development to respond to our community's needs. Our operation has been based on the principle of commitment to "excellence" and "lifelong learning," which promotes the high quality of our services to clients and community.

Treatment Approaches:

Healing and recovery of an individual client can only be achieved in the context of a healthy community and society. We believe that both the individual and the community are our clients. We have parallel services for both components with the ultimate goal of promoting wellness and reducing disparity in our community. We developed several building blocks to reach the ultimate goal of health and wellness in our community. The building blocks include:

- promotion of health education aimed at prevention of illness
- provision of early intervention/treatment for those who are exhibiting the signs of illness
- provision of comprehensive intensive care/treatment for severely mentally ill individuals.

These interventions, which include Evidence Based Practice (EBP), as well as Community Defined Practices (CDP), are designed to enhance clients' functioning level to reach their recovery, rehabilitation, and self-sufficiency goals and meaningful lifestyle despite of their illness.

We are committed to treating clients in the context of family and community. We recognize the impact of social conditions as contributing factors to a client's presenting problem. By viewing the client in the context of their social environment, we also contribute to the wellness of the community through advocacy and outreach and engagement.

This commitment and responsiveness to the community, combined with our humanistic approach to clients, our commitment to human rights and reducing disparity, and our multicultural and multilingual capabilities, make IMCES an excellent example of the community-based mental health model of service delivery recommended in the WHO's action plan.

In conclusion, I framed the community clinic as a cutting edge model of mental health service delivery for the following reasons. It is designed to connect our profession of psychology to the needs of our underserved community. I took this opportunity further, to train our emerging professionals in many domains and aspects of our profession, to be equipped with many competencies and skills as our community needs from mental health professionals. I believe this has been a most sensible, sensitive, and productive contribution to the field of psychology, as well as the community at large. In this way, our profession can be advanced to a high level scientific approach of integrating theory and practice.

I hope this model of direct mental health service delivery as well as professional clinical training/workforce development can be replicable around the world.

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I-O Psychology in the People's Republic of China: Past and current trends



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Abstract: How has industrial-organizational (I-O) psychology developed in China over the past century? Unlike other nations, little information is available on the development of I-O psychology in the People's Republic of China (PRC). This brief report integrates some indigenous Chinese-language sources, to offer a concise overview of I-O psychology in the world's most populous nation.

Industrial-Organizational (I-O) psychology is globally and simply defined as the science and practice of "psychology applied to work" (Riggio, 2013). The history of scientific I-O psychology goes back to a common origin--the development of modern psychological tests in the 1890s in Europe and North America. For over a century, global I-O psychology has been applied to such diverse yet universal goals as worker productivity and satisfaction, stress and accident reduction, training, assessment, motivation, human factors design, and organizational communication. But more than most psychology specialties, I-O psychology varies greatly across the world's 193 nations--in both its topics and methods. For example, throughout the 20th Century, I-O psychology in the USA has been a large and lucrative specialty that is pro-testing and pro-management (Takooshian, 2012), but in Russia it has been a small and underdeveloped specialty that was decidedly anti-testing and pro-labor through the Soviet era, from 1917 to 1991 (Spivakovsky & Rikel, 2012).

What about I-O psychology in China? This question is unusually important for at least two clear reasons--historical and current.

1. History. First, it seems the pre-scientific roots of modern I-O psychology first appeared in China. Over 500

years before Plato used objective tests to select students for his Academy in 380 BC, the emperors of ancient China were using objective tests (e.g., "9 connected rings") to select the most capable candidates for the emperor's civil service (Anastasi & Urbina, 1997)--presaging modern personnel psychology. Similarly, Sun Tzu's book *The Art of War* around 500 BC in ancient China presaged modern organizational psychology and human resource management (Wang, 1993).

2. **Today.** People Republic of China (PRC) is not only the world's most populous nation (with 1.4 billion citizens), and number-two among 193 nations in its annual gross domestic product (of \$8.4 trillion), but PRC is now experiencing an unprecedented swing from a communist to a market-based economy, which will greatly impact the size and scope of its indigenous I-O psychology in coming years (Thompson, Wang, & Mobley, 2011). Yet the International Association of Applied Psychology (IAAP) lists only 11 nations with robust I-O psychology programs, and China is not one of them.

Origins

Modern I-O psychology in China begins relatively late, in the 1930s--with the work of Li Chen, who was a graduate student of psychology in the 1930s, travelling across both England and Nazi Germany. Western theories of psychology entered China around 1935, when the China Research Center and Psychology Department at Tsinghua University began their initial I-O psychology research and teaching. Chinese psychologists Li Chen and Xiangeng Zhou began conducting research to apply I-O psychology theories to a factory environment, assessing employee productivity. However, their pioneering studies were terminated by World War Two in China. The war and later social reform in China fur

ther delayed I-O psychology research in China. After the foundation of the PRC in 1949, I-O psychology research in China was finally resumed by Li Chen. But soon, with the social and political changes in PRC between 1950s and 1980s, Li Chen's work was attacked by the Cultural Revolution, which terminated most psychology teaching and research including I-O psychology. It was only in the 1980s that the government permitted Li Chen's work in I-O psychology to resume, with the release of its new policy to expand industrial enterprise.

Li Chen (1902-2004) is by far the key contributor to the development of I-O psychology in China. His role cannot be overstated (Wang, 1993). He was one of few Chinese psychologists who was educated abroad and continued his research during his long 102-year lifespan. Li Chen completed his I-O psychology education in Britain in the 1930s, where he interned at factories and wrote research reports. He also went to Germany for further training in psychology until he was forced by the second world war (WWII) to leave Europe for China. Because of the growth of manufacturing in China in the 1940s, Li Chen entered Tsinghua University and became an I-O researcher and teacher to better serve the social needs in China (Blowers, 1998). In 1935, he wrote and published the first I-O psychology book in Chinese called "Introduction to Industrial-Organizational Psychology". He also received the entire department annual funding from psychology department at Tsinghua University to establish the Fatigue Investigation Lab with his I-O psychology knowledge (Yang, 2011). After WWII, Li Chen continued his work in I-O with more researchers and students in late 1950s at Hangzhou University. In 1961, Hangzhou University began to provide a Master Degree in I-O psychology--the first university to do so since the foundation of PRC.

Psychology in China has been changing since the 1980s (Yang, 1999), developing into a Westernized social and behavioral science that fits indigenous Chinese needs.

Table 1
Landmarks in I-O Psychology in PRC

Early 1930s	Western theories in psychology entered China
1935	China Research Center and Psychology Department at Tsinghua University began initial research in I-O Psychology
1935	Li Chen wrote the first book in I-O Psychology in Chinese
World War Two	I-O Psychology terminated due to the war
1950s	Research in I-O psychology was resumed but the expansion was affected- by the rebuild of new government and later Cultural Revolution
1961	Hangzhou University established first master degree program in I-O psychology in China
Late 1970s	Psychology study and teaching resumed after the Cultural Revolution
1980	Hangzhou University began to offer masters and doctoral degrees in I-O psychology
1989	Zhejiang University (Hangzhou University) built up the I-O psychology national lab

While traditional Chinese medicine is very different from Western medicine, Chinese psychology employs Western research methodologies and theories into the study of Chinese organizations, and these Western approaches are leading Chinese psychology into a new path. The biggest Chinese I-O psychology national lab was formed at Zhejiang University in 1989, which was oriented from the psychology department at Hangzhou University led by Li Chen. Zhongming Wang, a professor from Zhejiang University, is one of the most famous I-O psychologists in modern China. In 1993, he summarized the research in the field of I-O psychology and concluded that it could be categorized into four areas: work motivation and employees' need, group process and structures, leadership assessment, and organizational decision-making and organization development. Again in 2011, Wang and his colleagues, Thompson and Mobley examined the current I-O psychology research in China, which has been developing toward three new directions in the new century: professional program development, problem-driven research, and global integrated collaboration. First, I-O psychology is developed to be a profession in China instead of a purely academic discipline. With the establishment of I-O psychology national lab at Zhejiang University, I-O psychology has become a more practical and applicable program that could be applied to maximize the industrial-organizational productivity and efficiency. In 1990s, several universities built up their applied psychology department to offer professional training. Second, the new direction of Chinese I-O psychology research is to be theory- and problem-driven with systematic and holistic approaches. For example, research has been applied to build up personnel selection models for assessing leadership competence and other career skills. Third, Chinese I-O psychologists are more likely to collaborate with foreign foundations, agencies and organizations on research development and other professional support. Several cross-national comparison studies were conducted to examine the differences between institutions and organizations from varied countries (e.g., Cooke, Saini, & Wang, 2014).

Although I-O psychology came to China later than Western countries, it developed quickly and with global collaboration. Now, China is called "the world's factory" for its vast manufacturing and other enterprises, as one of the world's biggest import-export countries. The newly developed profession in China also influenced Hong Kong, which initiated its education in I-O psychology after its returned sovereignty to China (Ng & Au, 2008). The need of application of I-O psychology in China is calling for psychologists' attention. Future studies and practice are expected and promoted.

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Psychology and Psychologists in Egypt: Emphasis on Cultural Psychology Research and Its Growth

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"How has psychology developed in Egypt?" This question has become timely in the wake of the Arab Spring that swept through the Middle East between the years 2010 through 2012. This three-part report reviews: (1) how psychology in Egypt has been shaped by two forces—educational reform and exposure to western psychology. (2) some current themes, and (3) some future directions..

Key words: International psychology, cultural psychology in Egypt, modern psychology, clinical psychology across cultures, Western influences and inception of modern psychology

The history of psychology in Egypt was heavily shaped by two universities: Cairo University and Ain Shams University.

Cairo University was established in 1908, as part of a broad sociopolitical movement ignited by Egyptian national feelings against foreign domination (e.g., Ottoman domination, and later British occupation). As early as 1911, cross-cultural interests became available to students in both Schools of Education, and Arts. It is difficult to account for the development of cross-cultural research in Egypt, and how it started, without understanding these earlier events (Berry, 2002; Ibrahim, 2012, ; 2013; King, 1984; Soueif & Ahmed, 2001; Stevens & Wedding, 2004; Valsiner, 2000). Psychology courses were initially taught under the umbrella of philosophy, but by 1940 teaching psychology became the responsibility of psychologists—marking a new stage in the progress of full independence in Egypt.

The establishment of Ain Shams University in 1950 further progressed psychology training in a few ways—gaining recognition among Egyptian academicians and Arab students studying in Egyptian universities. The number of qualified psychologists increased significantly. Ain Shams University's division of psychology was in the department of Psychological and Sociological Studies at the Faculty of Arts. This was the first recognized sub-department for psychology in Egypt, and became a model to promote psychological stud-

ies in Egypt and later in the entire Arab region. In fact, all branches of psychology witnessed their utmost years of growth within that newly established division, particularly cultural psychology; psychological research methods; learning theories; clinical, personality, developmental psychology, and physiological psychology; psychoanalysis; and history of psychology. .

Several reasons can be suggested here to explain why the Ain-Shams' psychology division was, at that time, so influential in Egypt. First of all, the majority of the faculty were psychologists who returned to Egypt after earning Ph.D. or other degrees in European or Anglo-American universities—including the University of London, Sorbonne of France, Stanford, and Yale. Several European and American textbooks were either translated into Arabic or used in teaching without translation, such as those authored by Anne Anastasi, Hans Jurgen Eysenck, Sigmund Freud, Joy Paul Guilford, Ernest Hilgard in addition to Arabic textbooks in almost all branches authored by Egyptian professors and scholars such as Yousef Murad, Abdel-Moneim Elmiligi, Louis Kamil Meleika, Mohamed Othman Nagati, Mustapha Ismail Soueif, Mohamed El-Sayyed Khairi, and Ahmed Fayeck. This was probably the most radiant stage in the history of modern psychology in both Egypt and neighboring Arab countries.

Overall, psychology in Egypt was shaped by two powerful forces: Educational reform in Egypt in the 1950s and exposure to Western psychological and behavioral sciences.

Educational reform led to establishment of independent departments of psychology in both Cairo and Ain Shams universities. This modernization encouraged an influx of Western academicians to teach in Egypt and send Egyptian graduates abroad to England, France, and later to the United States, to become qualified as future faculty members.

Exposure to Western research activities and practices represent the second most influential factor on the growth of cultural psychology. This stage witnessed the beginnings of the Egyptian scholars to model Anglo-American psychological approaches in research, teaching, and practice.

Most of the historians describe this stage as the second most influential factor on the progress of cultural psychology to its position as we see it today (Gielen, Adler, & Milgram, 1992; Ibrahim, 2013; Soueif & Ahmed, 2001). Social scientists use the concept *tanweer* (translated in English as enlightenment, illumination or uprising) to describe this stage of secular knowledge resources, including university education. This stage was the inception of modern psychology as a scientific discipline and career in the early decades of the 20th century, sending great numbers of university graduates and scholars to Europe and later to USA, as well as the return of great numbers of Egyptians who studied on scholarships in Europe and USA to Egypt. I encourage more research on this historic era to better understand the development of psychology in Egypt. In my view, the growth of clinical psychology in Egypt and other Arab cultures in the last five decades owes its flourishing to also another psychosocial factor,

namely, the modernization process following the oil boom. The accompanying educational reform encouraged many Egyptian scholars and professors in psychology and psychiatry to return from the west to practice and teach in neighboring Arab Gulf areas such as Saudi Arabia and Kuwait. As a direct observer and contributor in this process, I offer two observations to support this view:

First, disciplines of psychotherapy such as that of behavioral/cognitive psychotherapy would not have been known or practiced in that culture without psychologists and psychiatrists coming from USA, and England. Some examples are Abel-Azeez Dukhayyil and Abdulla Alnafie from Saudi Arabia, Abdel-Sattar Ibrahim, Radwa Ibrahim (Egyptian American), and psychiatrist Mohamed Albuckli (Egyptian British).

Second, we see some close cooperation between Arab psychologists and psychiatrists. Two examples are (a) stress and stress-related problems underlying psychophysiological disorders, including the scientific neurological recognition of the role of psychological health practices; and (b) for the first time the establishment of a health psychology division in the Psychiatry Department of Faisal University in Saudi Arabia in 1999 (and later in other Egyptian universities and private psychological and psychiatric clinics). These activities could not have been achieved without cooperation with at least two psychiatrists: the Egyptian/British Psychiatrist, Mohamed Albuckli (the former Chairman of the Psychiatry Department of King Faisal University), and the Tunisian psychiatrist Jamal Turkey (the founder of Arabpsynet), with his active participation in publicizing the active achievements in both psychology and psychiatry.

Below are some existing research activities in modern Egypt:

Cultural Research

Psychologists in Egypt have been conducting work on cultural implications since the 1950s. Researchers have been publishing their work, including books, theoretical and empirical studies in Egyptian and other Arab periodicals as well as in a few British, European, American, and Indian journals. Most commonly used design is correlational study along with a few experimental studies. Researchers have covered many areas, some of which have received more emphasis than others, such as clinical diagnosis and psychotherapy, psychological testing and measurement, creativity, authoritarian personality, dogmatism, psychosomatic disorders, and more recently, political and psychological implications of the Egyptian Spring Revolution between 2010-2012. These areas are examined below.

Clinical diagnosis and psychotherapy. Programs of research on cross-cultural studies have been initiated in many clinical psychology areas. For example, Ibrahim and colleagues (e.g., Ibrahim & Ibrahim, 2000) initiated a comprehensive program of research about cognitive behavioral therapies covering both assessment and behavioral/cognitive approaches among Egyptian and Arabian individuals. Ibrahim and colleagues (e.g. Ibrahim & Ibrahim, 2000; Ibrahim, Du-

khayyil & Ibrahim, 1993) theorized that Egyptian patients, as in any other culture, are forced into different life experiences, and, therefore, many different and unique cultural values and perspectives have to be considered in the Egyptianization process in both clinical assessment tools and cognitive-behavioral approaches of therapy. The following five common social and personality/ behavioral modalities that were found relevant for better understanding of Arab/Egyptian patients: (a) Religious orientation; (b) Orientation toward kinship and communal attachments; (c) Reserved attitudes and behaviors toward matters involving sex; (d) ambivalent attitudes toward authority; and (e) external locus of control (Ibrahim, & Ibrahim, 2000).

Within the last decade, research and clinical writings on children and adolescents have attracted strong interest among clinicians and psychotherapists using cognitive and behavioral therapy approaches. For example, Ibrahim (2012a, 2012b, 2013); Ibrahim and Ibrahim (1993, 2000, 2003); and Ibrahim, Dukhayyil, and Ibrahim (1993, 1994, 1999) have published and presented several research papers in psychology conferences in the USA, Egypt, Holland, Kuwait, Saudi Arabia, and Abudhabi. Ibrahim and colleagues (Ibrahim, Dukhayyil, & Ibrahim, 1999) also co-authored a textbook, explaining the details of their program, that consist of three divisions discussing the role of psychological and psychodiagnoses/clinical tools, techniques of therapy, and a number of case studies of Egyptian children and adolescents.

Personality. By using translated and standardized tests of authoritarianism, fascism, dogmatism, prejudice, and other measures designed for use in Egypt (Ibrahim, 1991), several research papers were published in this area in the USA (Ibrahim, 1977a, 1977b, 1979, 1989, 1991). Other personality research flourished in Egypt, as well, including the factorial structure of the 16 personality factors (Abdul-Khalik, Ibrahim, & Budick, 1986), social reinforcement as a personality style (Ibrahim, 1985), the factorial structure of the Eysenck Personality Questionnaire, EPQ (Ibrahim, 1982), social reinforcement as a personality dimension (Ibrahim, 1980), extraversion and neuroticism in cross-cultural perspective (Ibrahim, 1979), presidential preferences of psychotics and normals (Ibrahim and Frumkin, 1977), containment and exclusiveness-- measurement and correlates (Ibrahim, 1977a), dogmatism and personality factors among Egyptians (Ibrahim, 1977b).

Cross-cultural application of psychotherapy.

Dwairy and Van Sickle (1996) focused on the state of cross-cultural psychology in Arab countries including Egypt, and asserted that Western psychotherapy can help alleviate internal conflicts among Arabic clients, but it could often result in greater conflict between the individual and his/her society due to the fact that most of the basic techniques of psychotherapy are at odds with core beliefs of Arab culture. Other reviews of psychological, psychiatric, and anthropological research were carried out in Arab countries (e.g., Egypt, Saudi Arabia, Kuwait, and Libya) by Ibrahim (1993). He concluded that the emerging psychopathological patterns in Arabian cultures were similar to those usually noted in the West. Large propor-

tions of mental health problems in all Arab countries, however, receive inadequate psychological care (Ibrahim, 2000).

Psychological tests. Since the 1940s, Egyptians have been translating and standardizing psychological tests into Arabic. These adaptations are growing vigorously to keep pace with the increasing number of psychology researchers, practitioners, and educators across the Arab world, starting early at Ain Shams university in Egypt thanks to the late Louis Kamel Meleika (who was among those who returned to Egypt after earning his Ph.D. at Stanford University). Many psychological tests initially created by Western scholars have been translated into Arabic with various degrees of standardization including the Stanford-Binet, Wechsler Bellevue Intelligence Scale, Wechsler Bellevue Intelligence Scale for Children, Minnesota Multiphasic Inventory (MMPI), Progressive Matrices Scale. All are translated and there have been some attempts at standardization (see Ibrahim, 2012, 2013).

Creativity: Measurement and applications. Creativity research programs were initiated by A-S Ibrahim (Ibrahim, 2004), Soueif and his colleagues (Soueif & Ahmed, 2001) at the University of Cairo starting in 1970. The University of Cairo Creativity Program aimed to design, translate, and standardize a group of American creativity tests. Ibrahim (2004, 1976) Soueif & others (Soueif & Ahmed, 2001) translated and standardized some major American creativity batteries, such as those pioneered by Joy Paul Guilford, Paul Torrance, and Frank Barron (Ibrahim, 2004; 1976; Soueif & Ahmed, 2001). Tests were translated into Egyptian and administered to over 500 university students (Ibrahim, 1976). The results were reported in Psychological Reports in the 1970s. Also, two books were published on creativity by the Anglo Egyptian Bookstore in 1989 (Ibrahim, 2002a, 2002b, 2008). More recently, another comprehensive Creativity and Artistic Appreciation program of research, translation, and writings was developed by Shakir Soliman Abdel-Hameed at the Egyptian Academy of Arts (Abdel-Hameed, 2012). Abdel-Hameed's program is considered another promising example of a sustained research program that also has been pursued by many other researchers in the field (for details, see Ibrahim, 2012, 2013).

Cognitive and positive psychology. Ibrahim, Dukhayil and Ibrahim (2008), for example have undertaken research to (a) develop assessment techniques to adapt two measures: The Dysfunctional-Irrational thoughts Scale and the Positive Cognitive Thoughts and Behavior Scale among Arab patients; (b) integrate cognitive therapy and positive psychology principles into assessment and treatment processes; (c) incorporate cultural values into the treatment process; and (d) offer well-defined psychological strategies to help cross-cultural practitioners achieve more effective therapeutic outcomes.

Arab Spring. Since January 2012, several analyses of the Egyptian Spring have been made by historians, sociologists, and journalists, but not by psychologists. By using content analysis and individual case study designs, the current writer has been conducting such research, aiming for the first

comprehensive psychological review of positive and negative aspects of the January, 2011 Egyptian Spring revolution.

These findings are reported in a new Arab volume published by the High Supreme Cultural Council of the Egyptian Ministry of Culture.

Support for research. Growth of research is usually facilitated by availability of supportive factors such as periodicals, associations, conventions, seminars, and academic or non-academic psychological centers. The three major psychological journals are *Derasat Nafsiyya* (English translation: *Psychological Studies*), published by the Egyptian Psychologists Association; the government supported association of the Egyptian Society of Mental Health, also publishes its quarterly *Egyptian Journal of Psychology*; and *The Journal of Clinical Psychology* published by the Society of Clinical Psychology. More recently, the Egyptian Psychological Union (EPU) announced two new periodicals; *Psychological Review* and *The Egyptian Psychologist*; the chief editor of both journals is Abdel-Sattar Ibrahim. The Editorial Board consists of psychology professors, senior psychologists and consultants from Egypt, Arab countries, and USA (such as David Baker, Harold Takooshian, U. Gilien, Ken Keith, Shakir Abdel-Hameed). Both journals will be published in English and Arabic beginning in 2015.

Societies, Associations and Unions. The first association established in Egypt was the Egyptian Association of Psychological Studies. Other organizations have been established, including the Egyptian Psychoanalytical Society, Egyptian Society of Clinical Psychology, and the Egyptian Global Association for Psychological Consultation and Services (EGAP).

EGAP aims to provide consultation and psychological services to individuals and institutions in Cairo and neighboring areas. EGAP also aims to connect with other Anglo-American psychological and behavioral institutions to cooperate in research, writing, and translation activities.

The Egyptian Psychological Union (EPU), founded on April 5, 2012, is open to all psychological specialists in Egypt who hold B.A. in Psychology or a higher degree as well as to Arab psychologists and all other foreign psychologists. The current president of the EPU is Abdel-Sattar Ibrahim along with administrative board members including Sayyed Sharkawi, Radwa Ibrahim, William Kamal Ibrahim, Amal Kamal, and Salah ElSirsi. The EPU offers all types of psychological services to its members.

The Egyptian National Translation Center (NTC) was established by the Egyptian Ministry of Culture, Egypt. The NTC has translated over 1,000 books and periodicals in different areas. The psychological books translated are dated and limited in number. More recently, however, Abdel-Sattar Ibrahim has been assigned by the NTC to chair two working groups of experienced Egyptian and non-Egyptian professors to translate two major APA and Oxford University Press publications that are *The APA Dictionary of Psychology* (Vanden Bos, 2007) and *The Oxford Handbook of the History of Psychology: International Perspectives* (Baker, 2012). In recent years, there has also been an increase in number of Arabic

language psychology textbooks, tests, and centers offering psychological services in this specialty.

Private Centers. Several private agencies are launching new health and pseudo positive human resources psychology centers; to profit from a primary health care system designed to cope with increased psychological and socio-medical problems. Many of these new health centers are businesses staffed by some unlicensed primary care physicians, religious clergy, or untrained psychologists, to provide specialized medical, psychiatric, psychological and human resources services to many types of complaints that range from personal and family problems to severe mental illnesses (e.g., schizophrenia, depression, addiction, and psychophysiological chronic diseases). Such companies claim to offer positive psychology counseling services, and are proliferating. This leaves the whole psychology field in Egypt open to the public accusation of selling over-priced services.

Concluding Remarks: Points of concern. After more than 50 years since its inception as a behavioral science, profession and career, psychology in Egypt continues to face limited opportunities of growth and still lacks societal and governmental recognition. These concerns are noted below.

Generally, all psychology departments are, in fact, lacking infrastructure, equipment and human resources, including insufficient laboratory equipment, libraries, new books, journals, educational films, and under-developed psychological and cross-cultural research capability especially linkages to the national innovation system.

There is also lack of communication among Egyptian psychologists and their colleagues across cultures. It is believed that encouraging scientific interactions, availability of periodicals, shared research projects will definitely offer some effective working solutions for communication problems among Egyptian psychologists themselves and with their colleagues across the world.

The public image of this discipline is also of concern. Psychology continues to face lack of recognition from the media, the public, medical practitioners (e.g., psychiatrists), and psychologists themselves. Its role in social reform discussions is very limited. Psychologists play minimal role in societal planning and development, including health services. Psychologists lack training and their chances to be licensed to practice their profession is almost blocked due to bureaucracy and conflict of interest. Therefore, jobs are scarce for all psychologists--from junior ranks to full professors and senior psychologists. Psychologists are sadly struggling to afford living expenses, although some psychologists are working in education as school teachers and special education specialists.

Television and Internet have become powerful sources of information in Egypt, creating a new arena for discussion and dissemination of information for those who seek psychological advice. This new medium provides opportunity for clergy, quasi-mental health specialists, and non-licensed psychologists to take commercial advantage of people with a variety of personal, family, and mental health problems. The risk here is high.

If psychology in Egypt continues to represent a secular Western perspective, in the future it may conflict with traditional Islamic theology. It is the responsibility of the leading groups of senior psychologists to be prepared for such challenges facing the future of psychology in Egypt. Department heads should be ready to call for some positive integration without sacrificing the values that made psychology among the top areas of help for individuals and groups to flourish.

Brighter Notes. On a brighter note, psychologists have become recognized for their role in mental health services, education, and writing for the public. The field is poised to contribute to sociocultural transformation in such areas as health promotion, educational reform, human rights, democratic reform, and decision-making. Young psychologists continue to grow in numbers and to bring their skills, knowledge, scientific studies and devotion to positive change. Egyptian psychologists will eventually find themselves in situations ripe for consensus-building and meaningful change.

Another bright note is that the number and roles of women in psychology have increased dramatically worldwide and somewhat in Egypt.

Lastly, the current pro-democracy atmosphere in almost all Arab countries including Egypt could prove of some positive value (Ibrahim, 2012b). The only research done about psychological aspects of this area is probably the research done by the present researcher (Ibrahim, 2012b) on positive and negative psychological aspects of the Egyptian uprising of January 2011 in Egypt. The study was carried out in the heart of the liberation square, known as medan al-tahreer among Egyptians, where the uprising started, during the 18 days of uprising preceding the fall of the 30 years old regime of Mubarak and his government. Naturally, both timing and place were extremely risky, tense, and in many ways impossible for controlled research. It is beyond the limits of this report to elaborate on how these challenges were met. This study was published in a 500-page volume by the Egyptian High Cultural Supreme of the Egyptian Ministry of Culture. It is in Arabic and has, to our knowledge, no English translation (although, it is hoped to find time or some other translations facility to do so). One basic future goal of this study was to establish a road map for behavioral scientists who seek to assess and provide help for the victims of similar trauma. Field observations, content analysis, and individual case study methodologies were used to reveal several findings.

The good news is that such uprisings are pioneered by a young generation of activists: the most optimistic and open to change. That may, in itself, warrant inception of young leading forces that are devoted to knowledge, science oriented, and catalysts for positive change. The recent uprising actions to build political consensus on those critical issues of concern for reform appear to hopefully create a climate that is ripe for positive change and calculated optimism (Ibrahim, 2012b).

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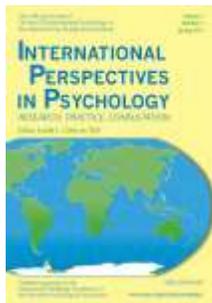
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